

# **SPECIAL OLYMPICS**

## **GENERAL ORIENTATION**

### **VOLUNTEER HANDBOOK 2004**



***Special Olympics***



## **Special Olympics General Orientation – Volunteer Handbook**

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### **AGENDA**

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### **SECTION I.**

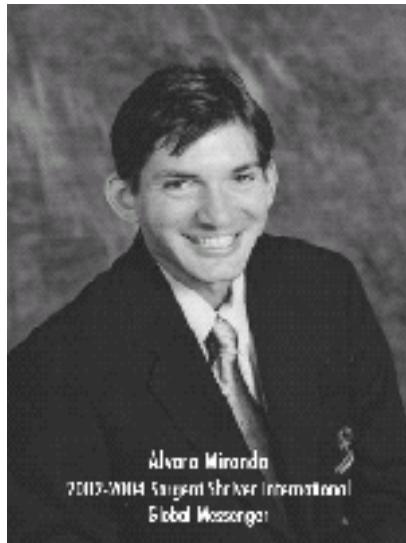
#### **OVERVIEW OF SPECIAL OLYMPICS**

**Álvaro Miranda asked 5 athletes the following question: “What is the importance of Special Olympics in your life?”**

- It gives us the opportunity to develop in an environment of respect and equality
- It gives us the opportunity to develop as athletes and persons
- It makes it more easy for us to integrate into society
- It helps us to get to know and participate with other athletes from other schools, other provinces and countries
- It changes the lives of athletes, gives us more independence and helps us to make relationships easier, and to have more friends that are athletes and volunteers

**Álvaro Miranda asked 5 volunteers the following question: “What do you get out of Special Olympics as a volunteer?”**

- Grow spiritually because you feel very well when you help people that need you
- Satisfaction when you see a smile because of something that you have done
- The satisfaction of knowing that what you do counts
- Power in your own lives because they [athletes] show you that nothing is impossible
- It makes you proud to know that you are contributing to the happiness and goal achievement of the athletes



#### **Álvaro Miranda, Special Olympics Peru**

Álvaro Miranda first joined Special Olympics in 1988 as a swimmer. Soon he began actively training in athletics, excelling in the 50m and 100m dash. His floor hockey team won the gold medal at the 1993 Special Olympics World Winter Games in Schladming, Austria. He is a Member of the Board of Directors for Special Olympics Peru and participates in many voluntary committees. Last year, he attended the Latin American Regional Athlete Congress in Puerto Rico. When not training, Miranda works at West Coast Video and takes classes in English and Oration.



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### **MESSAGE FROM TIM SHRIVER CHAIRMAN & CEO, SPECIAL OLYMPICS**

As Special Olympics looks to the 21<sup>st</sup> century, we see our role as one of increasing importance worldwide: as providing the joy of sports to persons with intellectual disability, as encouraging a spirit of volunteerism in communities, and as a platform for messages of human compassion and acceptance worldwide.

Special Olympics has grown in recent years to become the vehicle, not just for the joy and development of people with intellectual disability, but also for healing and reconciliation between those who are different. At every games and competition, the fans, volunteers, sponsors, and family members—each in their own way—experience the transforming moment when the athlete who was once considered weak or slow is transformed into an example of human achievement and joy—a champion in every possible way. In these moments, millions experience such profound attitudinal and even spiritual change that we believe Special Olympics has become the greatest platform in the world for promoting acceptance of difference and inclusion for everyone.

With more than 1.4 million athletes who compete year round, Special Olympics clearly is not an elite sports movement seeking only the top athletes worldwide. Instead, it is a participatory movement seeking any athlete wanting to train to do his or her best. If you run 100 meters in 12 seconds, you could be a Special Olympics athlete. If you run 100 meters in 30 seconds, you can still be a Special Olympics athlete. For our athletes, excellence is a personal achievement independent of anyone else's standards. Special Olympics training is not focused on beating others, but rather on helping our athletes reach their personal best in order to fulfill their hopes and potential.

Promoting acceptance through the joy of sport is our vision, and one that we believe can galvanize all sections of the world's population. But we could not have achieved our current success or made progress toward accomplishing our future goals without our steady corps of volunteers behind us. Thank you—not just for joining us in our vision, but for helping us to make it a reality. With your support, we can reach more athletes, more families, more communities, more countries, and in so doing, we can change the world.





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### **PURPOSE**

Volunteers enable Special Olympics to offer sports training and competition to individuals with intellectual disability across the globe. Special Olympics would not exist today – and could not have been created – without the time, energy, dedication and commitment of the more than 700,000 Special Olympics volunteers.

The Volunteer Handbook will serve to orient you to the Special Olympics Movement – to its mission, its history, and above all else, its athletes.

### **MISSION**

To provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disability, 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.

### **PHILOSOPHY**

Special Olympics is founded on the beliefs that:

- People with intellectual disability can, with proper instruction and encouragement, learn, enjoy and benefit from participation in individual and team sports.
- Consistent training is essential to the development of sports skills.
- Competition among those of equal abilities is the most appropriate means of testing skills, measuring progress and providing incentives for personal growth.
- Through sports training and competition, people with intellectual disability benefit physically, mentally, socially and spiritually; families are strengthened; and the community at large, both through participation and observation, comes to understand, respect and accept people with intellectual disability in an environment of equality.

### **SPECIAL OLYMPICS ATHLETE OATH**

“Let me win. But if I cannot win, let me be brave in the attempt.”

### **SPECIAL OLYMPICS 2005 VISION**

- Achieve quality growth—2 million athletes by the end of 2005.
- Become a worldwide movement lead by athletes.
- Commit to changing attitudes of every person on Earth.



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### **SPECIAL OLYMPICS OFFICIAL LOGO**

The current Special Olympics logo has evolved since its creation in 1968. When the movement was founded by Eunice Kennedy Shriver, the logo consisted of a single figure very similar to the one in the center-front of the seal (or globe of figures) in the current logo. The original logo, designed by renowned graphic designer Raymond Loewy, was designed to convey the impression of movement, play and activity. The figure is a symbol of growth, confidence and joy, of children and adults participating in competition and preparing themselves for a richer, more productive life.

Over time, multiple figures arranged in a circle were added to convey the growth of Special Olympics and the fact that is a global movement. The figures were refined slightly but essentially remain true to Loewy's original vision.

As with all logos, it is abstractly representational; there are those who say that the figure represents the athlete "at play." Another interpretation is that the "arms" represent the athlete at various stages: the lowest set of arms represents the athlete before he or she has become a part of the Special Olympics family; the second or middle set is when they've first "joined" and are participating; the third set is raised in victory.



**Special Olympics**

### **WHAT MAKES SPECIAL OLYMPICS UNIQUE AMONG SPORTS ORGANIZATIONS?**

- Athletes at all ability levels participate in Special Olympics.
- All Special Olympics athletes have some degree of intellectual disability.
- Special Olympics offers many events to accommodate the wide range of athletic interests demonstrated by its athletes.
- Special Olympics uses a process called divisioning to ensure that athletes compete against others of similar gender, age and ability.
- Awards are provided to all participants who compete.
- Athletes are chosen to advance to higher levels of competition based on a random draw from all first-place finishers. The number of first-place finishers allowed to advance is set by the next level of competition and how many athletes they are able to host. This number is called a *quota*. Random selection guarantees athletes of all abilities an opportunity to advance.
- Special Olympics does not charge a fee to athletes (or their families) to train or compete.



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### **COMMON MISCONCEPTIONS**

There are several misconceptions about Special Olympics. The following chart rectifies the most common falsehoods:

<b><u>False</u></b>	<b><u>Truth</u></b>
Special Olympics is just an event — a competition	Special Olympics is year-round sports training and competition
Special Olympics serves all disabilities	Only athletes with intellectual disability, some of whom have physical disabilities, are eligible to participate in Special Olympics
Special Olympics is only for children	Special Olympics is for athletes 8 years old and above
All Special Olympics athletes have Down syndrome	All Special Olympics athletes have intellectual disability
Special Olympics is only for low ability levels	Special Olympics has opportunities for all ability levels
Special Olympics is the same as Paralympics	Special Olympics is very different from other sports organizations that serve athletes with disabilities (see page 18 for more information)



## **Special Olympics General Orientation – Volunteer Handbook**

### **SECTION II.**

#### **SPECIAL OLYMPICS ATHLETES**

Sports training is very important for the athletes' physical and psychological fitness. Sports has given me more assurance and self confidence..... and it has helped me to lose weight! I realized that I can do and I am able to do many things: I train seriously, I compete and win in my sport, I mix with others and I meet many people who appreciate me for who I am and the things I can do. I have seen athletes train with great determination and excel at their sport.

*Serena Silvi*

#### **Serena Silvi, Special Olympics Italy**



Serena Silvi, who was born in Hong Kong, is an accomplished artistic gymnast. In addition to her athletic abilities, she is a Member of the Board of Directors for Special Olympics Italy and of the Organizing Committee for the 2001 Special Olympics Italy National Games in Fiuggi. Silvi is an active speaker, representing Special Olympics in her country, as well as all over Europe. She presented the 2000 Special Olympics European Games at the European Parliament (Brussels) and announced the Host Town Program for the 2003 Special Olympics World Summer Games in Dublin Ireland, receiving a standing ovation on both occasions. She has created her own network of athletes over the Internet and hopes to add more members as she travels and meets new athletes.



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### **HISTORY OF ATHLETE PARTICIPATION**

1968.....1,000 athletes  
1988.....588,500 athletes  
1990.....750,000 athletes  
2003.....More than 1.3 million athletes from over 150 countries  
2005.....Projected two-million athletes worldwide

### **WHO IS ELIGIBLE TO PARTICIPATE IN SPECIAL OLYMPICS?**

**General Statement of Eligibility.** Special Olympics training and competition is open to every person with intellectual disability who is at least eight years of age and who registers to participate in Special Olympics as required by the Special Olympics General Rules.

**Identifying Persons with Intellectual Disability.** A person is considered to have intellectual disability for purposes of determining his or her eligibility to participate in Special Olympics if that person satisfies any one of the following requirements:

- (1) The person has been identified by an agency or professional as having intellectual disability as determined by their localities; or
- (2) The person has a cognitive delay, as determined by standardized measures such as intelligent quotient or "IQ" testing or other measures which are generally accepted within the professional community in that Accredited Program's nation as being a reliable measurement of the existence of a cognitive delay; or
- (3) The person has a closely related developmental disability. A "closely related developmental disability" means having functional limitations in both general learning (such as IQ) and in adaptive skills (such as in recreation, work, independent living, self-direction, or self-care). However, persons whose functional limitations are based solely on a physical, behavioral, or emotional disability, or a specific learning or sensory disability, are not eligible to participate as Special Olympics athletes, but may be eligible to volunteer for Special Olympics as partners in Unified Sports®, if they otherwise meet the separate eligibility requirements for participation in Unified Sports® which are set forth in the SOI Sports Rules.

Source: *Special Olympics Official General Rules Article 6, Section 6.01; Special Olympics Sports Rules Article 1, Section L.*



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### **WHAT IS INTELLECTUAL DISABILITY?**

According to the World Health Organization (WHO) in the *World Health Report 2001*...

- Mental retardation [a.k.a. intellectual disability] is a condition of arrested or incomplete development of the mind characterized by impairment of skills and overall intelligence in areas such as cognition, language, and motor and social abilities.
- Also referred to as intellectual disability or handicap, intellectual disability can occur with or without any other physical or mental disorders.
- Although reduced level of intellectual functioning is the characteristic feature of this disorder, the diagnosis is made only if it is associated with a diminished ability to adapt to the daily demands of the normal social environment.
- Mental retardation is further categorized as mild (IQ levels 50-69), moderate (IQ levels 35-49), severe (IQ levels 20-34), and profound (IQ levels below 20).

According to the definition by the American Association on Mental Retardation (AAMR)...

- An individual is considered to have intellectual disability based on the following three criteria:
  1. Intellectual functioning level (IQ) is below 70-75;
  2. Significant limitations exist in two or more adaptive skill areas; and
  3. The condition manifests itself before the age of 18.
- Adaptive skill areas are those daily living skills needed to live, work and play in the community and include: communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics, community use and work.
- Adaptive skills are assessed in the person's own environment across all aspects of his/her life. A person with limits in intellectual functioning who does not have limits in adaptive skill areas may not be diagnosed as having intellectual disability.
- Children with intellectual disability grow into adults with intellectual disability; they do not remain "eternal children."



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### **PREVALENCE OF INTELLECTUAL DISABILITY**

#### **How prevalent are intellectual disabilities?**

Intellectual disability knows no boundaries. It cuts across the lines of racial, ethnic, educational, social and economic backgrounds, and it can occur in any family. The following statistics and information on intellectual disabilities have been adapted from information from the Population Reference Bureau, The Arc (formerly the Association for Retarded Citizens), the World Health Organization and various associations for people with disabilities.

According to the World Health Organization, approximately 170 million people or three percent of the world's population, have intellectual disabilities – the largest disability population in the world. Prevalence by continent:

Africa	20,310,000	Australia	525,000
Asia	97,710,000	Europe	15,390,000
Latin America	13,800,000	North America	8,610,000

- Intellectual Disability is...
  - 50 times more prevalent than deafness
  - 25 times more prevalent than total blindness
  - 10 times more prevalent than cerebral palsy
  - 28 times more prevalent than neural tube defects such as spina bifida
- In different parts of the world, different terminology is used to refer to people with intellectual disability. Terminology includes:
  - Mental retardation
  - Learning disability
  - Developmental disability
  - Mental handicap
  - Mental impairment



## **Language Guidelines**

*(Updated July 2004)*

Words matter. Words can open doors to cultivate the understanding and respect that enable people with disabilities to lead fuller, more independent lives. Words also can create barriers or stereotypes that are not only demeaning to people with disabilities, but also rob them of their individuality. The following language guidelines have been developed by experts for use by anyone writing or speaking about people with intellectual disabilities to ensure that all people are portrayed with individuality and dignity.

### **Appropriate Terminology**

Special Olympics uses the term “intellectual disabilities.” Other terms are used around the world.

- Refer to participants in Special Olympics as “Special Olympics athletes” rather than “Special Olympians” or “Special Olympic athletes.”
- Use “people-first language.” Refer to individuals, persons or people with intellectual disabilities, rather than “intellectually disabled people” or “the intellectually disabled.”
- People have intellectual disabilities, rather than are “suffering from,” “afflicted with” or “a victim of” intellectual disabilities.
- Distinguish between adults and children with intellectual disabilities. Use adults or children, or older or younger athletes.
- A person “uses” a wheelchair, rather than is “confined” or “restricted to” a wheelchair.
- “Down syndrome” has replaced “Down’s Syndrome” and “mongoloid.”
- Refer to participants in Special Olympics as athletes. In no case should the word athletes appear in quotation marks.
- When writing, refer to persons with a disability in the same style as persons without a disability: full name on first reference and last name on subsequent references. Do not refer to an individual with an intellectual disability as “Bill” rather than the journalistically correct “Bill Smith” or “Smith.”
- A person is physically challenged or disabled rather than crippled.
- Use the words “Special Olympics” when referring to the worldwide Special Olympics movement.

### **Terminology to Avoid**

- Do not use the label “kids” when referring to Special Olympics athletes. Adult athletes are an integral part of the Movement.



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- Do not preface Special Olympics with the word “the.” This implies that Special Olympics is a one-time, singular event rather than a year-round, ongoing program of sports training and competition.
- Do not use the adjective “unfortunate” when talking about people with intellectual disabilities. Disabling conditions do not have to be life-defining in a negative way.
- Do not sensationalize the accomplishments of persons with disabilities. While these accomplishments should be recognized and applauded, people in the disability rights movement have tried to make the public aware of the negative impact of referring to the achievements of people with physical or intellectual disabilities with excessive hyperbole.
- Use the word “special” with extreme care when talking about persons with intellectual disabilities. The term, if used excessively in references to Special Olympics athletes and activities, can become a cliché.

## **Terminology Update FAQS**

**Q:** What is the definition of “intellectual disabilities”?

**A:** In the context of Special Olympics, the term “intellectual disabilities” is a synonym for mental retardation. Therefore, Special Olympics uses the definition of intellectual disabilities/mental retardation provided by the World Health Organization (WHO), the United Nations’ specialized agency for health. According to the WHO, intellectual disability is a condition of arrested or incomplete development of the mind characterized by impairment of skills and overall intelligence in areas such as cognition, language, and motor and social abilities. Intellectual disability can occur with or without any other physical or mental disorders. Although reduced level of intellectual functioning is the characteristic feature of this disorder, the diagnosis is made only if it is associated with a diminished ability to adapt to the daily demands of the normal social environment. Visit [www.who.int](http://www.who.int) for more information.

**Q:** Why did Special Olympics update its terminology from “mental retardation” to “intellectual disabilities”?

**A:** In response to a call from our athletes and the growing social unacceptability of the term “mental retardation” around the world, Special Olympics has adopted the term “intellectual disabilities” when referring to the population with whom we serve. The word “mental” can be confused with the term “mental illness” and the word “retardation” is associated with offensive terms such as “retard” or “retarded.”

**Q:** Why was the specific term “intellectual disabilities” chosen?

**A:** As a global organization, Special Olympics recognizes intellectual disabilities as the most widely accepted and least objectionable term that is synonymous with mental retardation.



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**Q:** Why is language and specific terminology important?

**A:** Special Olympics prefers to focus on people and their gifts and accomplishments, and to dispel negative attitudes and stereotypes. In an ideal world, labels would not exist, but unfortunately they do and language choices can have a powerful impact on impressions and attitudes. As language has evolved, Special Olympics has updated its official terminology to use more widely accepted terminology that is more acceptable to our athletes.

**Q:** Have the Special Olympics mission or eligibility requirements changed?

**A:** No, the Special Olympics mission and eligibility requirements remain the same. Special Olympics has updated its terminology, but in the context of the movement, “intellectual disabilities” and “mental retardation” have identical meanings.



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### **THE PROVEN BENEFITS OF SPECIAL OLYMPICS**

Athletes participating in Special Olympics' sports training and competition exhibit the following benefits:

- **Physical:** Increased physical fitness, improved skills and greater coordination, cardiovascular fitness and endurance.
- **Mental:** Improved self-esteem, self-confidence and pride carried beyond Special Olympics into school, work, home and social life. Knowledge of rules and strategy
- **Social:** Increased socialization, family pride and self-satisfaction. A richer life filled with opportunities to interact with peers and people without intellectual disability, travel and discover new places and interests. Greater community awareness and acceptance of people with intellectual disability.

*Doctors Elisabeth Dykens and Donald Cohen verified the above benefits in their study, "Effects of Special Olympics International on Social Competence in Persons with Mental Retardation" (Journal of the American Academy of Child and Adolescent Psychiatry, 1996, Vol. 35, Number 2).*

### **ATHLETE LEADERSHIP**

Other benefits enjoyed by Special Olympics athletes include leadership opportunities. Athletes have opportunities to expand their leadership roles through participation in the Athlete Leadership Program (ALPs). ALPs graduates participate on Program committees and Boards of Directors, and have the opportunity to become Global Messengers – the spokespersons of Special Olympics.

Throughout this handbook you have been introduced to several Global Messengers from the Class of 2002. Each Global Messenger is charged with promoting a unique platform issue throughout his/her two-year term of service. Platform issues for the Class of 2002 include: school outreach, family involvement, nutrition and Healthy Athletes and corporate awareness and fundraising.



Special Olympics Global Messengers with director/producer Steven Spielberg at the World Premier of *E.T. – The Extraterrestrial – 20<sup>th</sup> Anniversary*, held at the Shrine Auditorium in Los Angeles, California (USA).



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### **SECTION III.**

#### **SPORTS TRAINING & COMPETITION**

As athletes in Special Olympics, training in sports helps us to develop our sport skills and to achieve our goals. Competition provides athletes a venue to showcase the skills that we have developed and a chance to prove that we too can train and compete just like anyone else.

*- Jack Hess*

#### **Jack Hess, Special Olympics Canada**



Jack Hess, of Manitoba, Canada has trained extensively, earning competition opportunities at six Special Olympics Canada National Games and two Special Olympics World Games, in swimming, Alpine skiing and snowshoeing. In the 2001 Special Olympics World Winter Games in Anchorage, Alaska, USA, Hess won gold, silver and bronze medals, and also discovered the opportunity to be a Global Messenger. Taking the initiative to be a better speaker, Hess successfully completed the Annual Athlete Speakers Bureau, which taught him many technical public speaking skills, including how to write his own speeches. Hess spends his time away from training with his wife Ramona and 9-year-old daughter, Amy. Hess is also an active pin trader with a collection totaling more than 1,300 pins that he has collected at sporting events he has attended.



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### **SPECIAL OLYMPICS SPORTS LIST**

#### **Official Summer Sports**

- Aquatics
- Athletics
- Basketball
- Bocce
- Bowling
- Cycling
- Equestrian
- Football (Soccer)
- Golf
- Gymnastics
- Powerlifting
- Roller Skating
- Sailing
- Softball
- Table Tennis
- Tennis
- Volleyball

#### **Official Winter Sports**

- Alpine Skiing
- Cross Country Skiing
- Figure Skating
- Floor Hockey
- Speed Skating

#### **Recognized Sports**

- Badminton
- Judo
- Snowshoeing
- Snowboarding
- Team Handball

#### **Locally Popular Sports (includes examples such as)**

- Canoeing
- Cricket
- Futbol
- Horseshoes
- Kayaking
- Net Ball
- Pitch and Putt
- Poly Hockey



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### **SPECIAL OLYMPICS COMPETITION OPPORTUNITIES FOR ATHLETES OF ALL ABILITIES**

Special Olympics aims to provide a variety of competition opportunities for athletes of all abilities by offering official events of various degrees of difficulty and challenge.

Athletes with the most significant intellectual and physical challenges can participate in specially modified events such as the 25-M Assisted Walk (athletics) or the 15-M Flotation Race (aquatics). There are also events for athletes who use wheelchairs. **The Motor Activities Training Program (MATP)** provides participation for individuals with intellectual disability and disabilities requiring the greatest assistance and support.

In team sports, lower-ability athletes who are not yet ready for team play, can participate in Individual Skills Contests. For example, in football (soccer) athletes can earn medals for performing the skills of dribbling, shooting and participating in a Run-and-Kick event.

Most Special Olympics events have few differences from the sport played by individuals without disabilities. Higher ability athletes are now participating in events like the marathon, or in **Special Olympics Unified Sports™** events alongside athletes without disabilities.



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Understanding the differences between Special Olympics and other sports organizations is critical to understanding Special Olympics.

	<b><u>Special Olympics</u></b>	<b><u>INAS</u> (International Sports Federation for Persons with Intellectual Disability)</b>	<b><u>Paralympics</u></b>
<b>WHO</b>	All athletes have intellectual disability	All athletes have intellectual disability	Mostly serves athletes with physical disabilities. Some athletes <i>may</i> have intellectual disability
<b>ABILITY</b>	Opportunities for ALL ability levels	Only for ELITE athletes	Only for ELITE athletes
<b>AWARDS</b>	Awards for ALL athletes	Awards for top THREE finishers	Awards for top THREE finishers
<b>ADVANCING TO COMPETITION</b>	Random selection to next level of competition	Only the best in an event go to the next level of competition	Only the best in an event go to the next level of competition



## **Special Olympics General Orientation – Volunteer Handbook**

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### **SPECIAL OLYMPICS DIVISIONING**

To enhance the competitive spirit of its athletes, Special Olympics organizes its competition to ensure that, whenever possible, athletes compete against others of similar ability, age and gender. This process is called **divisioning**. Divisioning allows each athlete to perform to the best of his or her ability and ensures that each athletes' performance is considered a personal victory, regardless of the athletes place of finish.

**Athletes or teams are divisioned using the following basic procedure:**

**1. Divided by Gender:** Male, Female

**2. Divided by Age:**

Individual Sports	Team Sports
8-11	15 and under
12-15	16-21
16-21	22-over
22-29	
30 and over	

**3. Divided by Ability Level:**

- Pre-competition registration information and scores are used to place individuals or teams into divisioning rounds. At events where divisioning competition is not conducted, this information is used to division athletes for final competition.
- On-site divisioning rounds (timed heats or team observations) are conducted to verify or modify divisions for the final competition.
- Guidelines suggest that the variance between the highest and lowest scores within a division do not differ by more than 10-15 percent.

### **Combining Groups:**

Age groups and/or males and females may be combined if this achieves a closer matching of ability.

The minimum number of athletes or teams in a division is three. The maximum is eight.

In many Accredited Programs, the numbers of participants are so few that divisioning becomes a tremendous challenge. In all instances, competition management personnel are charged with providing competition among those of equal abilities. Thus, ability is the overriding factor as long as there is no health or safety risk to athletes.

### **Honest Effort**

According to the Official Special Olympics Sports Rules, athletes are to participate honestly and with maximum effort in all preliminary trials and/or finals. The Sports Rules Committee at the competition shall disqualify athletes who fail to do so from all remaining events.



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### **CRITERIA FOR ATHLETE ADVANCEMENT TO HIGHER LEVEL COMPETITION**

The following highlights are taken from Section AA of the Official Special Olympics Sports Rules on athlete advancement to the next level of Special Olympics competition. This applies to all games (local, area, sub-Program, National/Program, Regional and World Games):

- Athletes must have completed the minimum training requirements (including 10 hours within two months prior to a culminating competition) and competition experiences with a certified Special Olympics coach.
- Training and competition experience must be in the same sport in which the athlete will be competing.
- If quotas are limited, priority is given to first-place finishers from all divisions of the sport/event based on eligibility requirements. If the number of first-place finishers exceeds the quota, athletes are selected to advance by random draw.
- If there are not enough first-place finishers to meet the quota, all first-place finishers advance. The remainder of the quota shall be met by random draw of the second-place finishers. If the quota has still not been met, the process is repeated, adding each place of finish as necessary, until the quota is met.
- An athlete shall not be barred from advancement due to prior competition experience. For example, an athlete shall not be prohibited from advancing to World Games solely on the basis that he or she has competed in previous World Games.
- Accredited Programs may establish additional criteria for advancement to higher-level competition based on behavior, medical or judicial considerations. They may deviate from these advancement procedures due to the size or nature of their Programs. Requests to deviate from the established procedures must be submitted in writing as follows:
  - For advancement to Multi-national and World Games, Special Olympics Headquarters will consider and approve or disapprove all requests.
  - For advancement to competitions up to the National or Accredited Program level, the Accredited Program will consider and approve or disapprove all requests.



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### **ATHLETE ADVANCEMENT EXERCISE:**

Review the following results from a local competition. Using Special Olympics advancement criteria...

Choose 15 athletes to advance to the Regional competition:

7 athletes in Aquatics – 3 males, 4 female;

8 athletes in Athletics – 1 male, 7 female.

<i>Sport</i>	<i>Event</i>	<i>Division</i>	<i>Place</i>	<i>Name</i>	<i>Gender</i>
Aquatics	25-M freestyle - men	1	1	Jim Jones	Male
			2	Lee White	Male
			3	George Ice	Male
Aquatics	25-M freestyle - men	2	1	Tim Kane	Male
Aquatics	25-M freestyle - men	3	1	Jon Doe	Male
			2	Tom Howe	Male
	25-M freestyle – women	1	1	Susan Green	Female
Aquatics	25-M freestyle – women	2	1	Kristin Blue	Female
			2	Kathryn Row	Female
			3	Heather Wynn	Female
Athletics	25-M freestyle – women	2	1	Marian Peters	Female
			2	Katie Kane	Female
	100-M dash - men	1	1	Dan Jam	Male
Athletics	100-M dash - men	1	2	Dave Yates	Male
			3	David Meyers	Male
	100-M dash - women	1	1	Andrea Lopez	Female
Athletics	100-M dash - women	2	1	Carmen Pine	Female
				Becky Reed	Female
				Joanne Cook	Female
Athletics	100-M dash - women	3	1	Pam Keenan	Female
			2	Beth Murray	Female
	100-M dash - women	4		Annette Smith	Female
Athletics	100-M dash – women	5	1	Anne Rodriguez	Female
			2	Wanda Jones	Female



## **Special Olympics General Orientation – Volunteer Handbook**

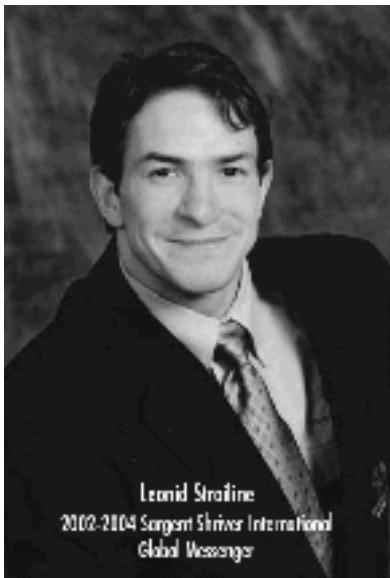
### **SECTION IV.**

#### **VOLUNTEERS... THE FOUNDATION OF SPECIAL OLYMPICS**

Volunteers help athletes and Program leaders to become better and more successful. Volunteers are especially important when you work with lower ability athletes who need to participate in sports to improve their lives, gain knowledge and experience. It is necessary to constantly work and train new groups of volunteers to ensure continuity, change of generations and eternal movement forward.

*- Leonid Stroiline*

#### **Leonid Stroiline Special Olympics Russia**



Leonid Stroiline is a long-distance runner, medaling in the 1500-M at the Special Olympics Russia National Athletics Meet in 2001. He has made numerous speaking appearances, including the Special Olympics Russia National Conference (December 2001) in Moscow, and the Special Olympics Europe/Eurasia Regional Leadership Conference (October 2001) in Cyprus. Enthusiastic and hard-working, he is outspoken about his love for Athlete Leadership Programs, already starting his own athlete committee, which he hopes to spread throughout Russia.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **SPECIAL OLYMPICS VOLUNTEER OPPORTUNITIES**

There are many opportunities and roles for a Special Olympics volunteer, all of which are rewarding. Some areas for volunteer involvement are listed below:

#### **Athletes**

Recruitment

Athlete Leadership Program

Healthy Athletes

#### **Coaches**

Recruitment

Training

#### **Volunteers**

Recruitment

Management

Unified Sports Teammate

#### **Families**

Recruitment

Family Leadership

#### **Sports Training & Competition**

Sports Training

Games and Competition

Officials

#### **Governance**

Board Member

Training

#### **Organizational Development**

Staffing

Training

#### **Fundraising**

Sponsorship

#### **Finance**

#### **Information Technology**

#### **Strategic Planning**

#### **Public Relations**



## **Special Olympics General Orientation – Volunteer Handbook**

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### **VOLUNTEER CODE OF CONDUCT**

As a Special Olympics volunteer, I agree that while serving as a volunteer, I will:

- Provide for the general welfare, health and safety of all Special Olympics athletes and volunteers.
- Dress and act in an appropriate manner at all times.
- Follow the established rules and guidelines of Special Olympics and/or any agency involved with Special Olympics.
- Report any emergencies to the appropriate authorities after first taking immediate action to ensure the health and safety of the participants.
- Abstain from the consumption or use of all alcohol, tobacco products and illegal substances while involved with any Special Olympics event, competition or training school.
- Not engage in any inappropriate contact or relationship with athletes, volunteers or other participants of Special Olympics.



## **Special Olympics General Orientation – Volunteer Handbook**

### **SECTION V.**

#### **CONCLUSION**

Mrs. Shriver founded Special Olympics around the world. She loves athletes, the people like us, more than anything. Her and Sargent, her husband, help find more athletes and people to make Special Olympics big.

*-Ephraim Molhakane*

#### **Ephraim Molhakane, Special Olympics South Africa**



**Ephraim Molhakane**  
2001-2004 Sargent Shriver International  
Global Messenger

Ephraim Molohkane is a talented athlete. He participates in Special Olympics athletics running the 5km and 10km, plays five-a-side football and floor hockey. He has attended two Special Olympics World Winter Games with his floor hockey team, winning the silver medal at the 2001 World Games in Anchorage, Alaska, USA. As a Member of the Special Olympics South Africa Board, Molohkane serves as a model to other athletes and spreads his story through Athlete Leadership Programs. He lives in a home for individuals with intellectual disability called the Hamlet, where he works as a supervisor in a protective workshop. The home has built its very own permanent floor hockey rink so that Molohkane and his teammates can hone their skills in a regulation facility.



# **Special Olympics** General Orientation – Volunteer Handbook

# **SPECIAL OLYMPICS GENERAL ORIENTATION QUIZ**



Thank you again for your interest, willingness, and efforts enabling Special Olympics athletes to develop their skills and become useful and productive citizens through the medium of sports!



## **Special Olympics General Orientation – Volunteer Handbook**

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### **SPECIAL OLYMPICS GENERAL ORIENTATION EVALUATION**

Orientation Information:

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

Site: \_\_\_\_\_

Your feedback and comments are important as we try to improve the quality of our training.

#### **Administration**

Please rate each item on a scale of 5 to 1 with 5 being outstanding and 1 being poor. Insert N/A for not applicable.

- Pre-orientation communication timely
- Site registration and instructional packet helpful
- Classroom facilities adequate

#### **Overall Value of the Orientation**

List three things that were the most valuable to you.

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List at least one thing that you wish had been offered or at least one item that could be improved. Also, please offer a specific solution.

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Thanks for your interest and your feedback.

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

#### **MARK YOUR ROLE WITH SPECIAL OLYMPICS:**

- BOARD OF DIRECTORS
- STAFF
- PROGRAM DIRECTOR
- COACH
- GAMES MANAGEMENT TEAM
- ATHLETE
- FAMILY MEMBER
- SPORT DEVELOPMENT TEAM
- UNIFIED SPORTS PARTNER
- OTHER



## **Special Olympics General Orientation – Volunteer Handbook**

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### **SPECIAL OLYMPICS GENERAL RULES**

#### Article 1

##### Mission, Goal and Founding Principles of Special Olympics

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###### Section 1.01. Mission Statement.

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 disability, 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.

###### Section 1.02. Goal of Special Olympics.

The ultimate goal of Special Olympics is to help persons with intellectual disability participate as productive and respected members of society at large, by offering them a fair opportunity to develop and demonstrate their skills and talents through sports training and competition, and by increasing the public's awareness of their capabilities and needs.

###### Section 1.03. Founding Principles of Special Olympics.

The principles on which Special Olympics was founded, and which must continue to guide the operation and expansion of the global Special Olympics Movement, include the following (collectively, the "Founding Principles"):

(a) People with intellectual disability can, with proper instruction and encouragement, enjoy, learn and benefit from participation in individual and team sports, adapted as necessary to meet the needs of those with special mental and physical limitations.

(b) Consistent training under the guidance of qualified coaches, with emphasis on physical conditioning, is essential to the development of sports skills, and competition among those of equal abilities is the most appropriate means of testing these skills, measuring progress and providing incentives for personal growth.



## **Special Olympics General Orientation – Volunteer Handbook**

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(c) Through sports training and competition: people with intellectual disability benefit physically, mentally, socially and spiritually; families are strengthened; and the community at large, both through participation and observation, is united with people with intellectual disability in an environment of equality, respect and acceptance.

(d) Every person with intellectual disability who meets the eligibility requirements set out in these General Rules (see Article 6, Section 6.01) should have the opportunity to participate in and benefit from the sports training and athletic competition programs offered by Special Olympics.

(e) Special Olympics must transcend all boundaries of race, gender, religion, national origin, geography, and political philosophy, and offer sports training and competition opportunities to all eligible persons with intellectual disability in accordance with uniform worldwide standards.

(f) Special Olympics celebrates and strives to promote the spirit of sportsmanship and a love of participation in sports for its own sake. To that end, Special Olympics aims to provide every athlete with an opportunity to participate in training and competition events which challenge that athlete to his or her fullest potential, regardless of the athlete's level of ability. Special Olympics therefore requires that Special Olympics Games and Tournaments offer sports and events which are appropriate for athletes of all levels of ability, and in the case of team sports, provide every athlete with an opportunity to play in every game.

(g) Special Olympics encourages sports training and competition opportunities at the local, area and community level (including schools) as a means of reaching the greatest number of eligible athletes.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **BIOGRAPHY**

#### **EUNICE KENNEDY SHRIVER—FOUNDER OF SPECIAL OLYMPICS**

Eunice Kennedy Shriver has been a leader in the worldwide struggle to improve and enhance the lives of individuals with intellectual disabilities for more than three decades.

Born in Brookline, Massachusetts, USA, the fifth of nine children of Joseph P. and Rose Fitzgerald Kennedy, Eunice Mary Kennedy received a Bachelor of Science degree in sociology from Stanford University, Palo Alto, California, USA.

Following graduation, she worked for the State Department in the Special War Problems Division. In 1950, she became a social worker at the Penitentiary for Women in Alderson, West Virginia, and the following year she moved to Chicago, Illinois, to work with the House of the Good Shepherd and the Chicago Juvenile Court. In 1957, Shriver took over the direction of the Joseph P. Kennedy, Jr. Foundation.

The Foundation, established in 1946 as a memorial to Joseph P. Kennedy, Jr.—Joseph and Rose Kennedy's eldest son, who was killed in World War II—has two major objectives: to seek the prevention of mental retardation by identifying its causes, and to improve the means by which society deals with citizens who have mental retardation. Under Shriver's leadership, the Foundation has helped achieve many significant advances.

In June 1963, Shriver started a summer day camp for children and adults with intellectual disabilities at her home in Maryland to explore their capabilities in a variety of sports and physical activities. From that camp came the concept of Special Olympics, a movement dedicated to empowering people with intellectual disabilities to realize their full potential and develop their skills through year-round sports training and competition.

In July 20, 1968, together with the Chicago (Illinois, USA) Park District, the Joseph P. Kennedy, Jr. Foundation planed and underwrote the First International Special Olympics Summer Games, held in Chicago's Soldier Field, with 1,000 athletes with intellectual disabilities from 26 U.S. states and Canada competing in athletics, floor hockey and aquatics.

In December 1968, Special Olympics, Inc., was established as a not-for-profit charitable organization under the laws of the District of Columbia. The National Association for Retarded Citizens, the Council for Exceptional Children and the American Association on Mental Deficiency pledged their support for this first systematic effort to provide sports training and athletic competition for individuals with intellectual disabilities based on the Olympic tradition and spirit.

Today, more than 1.3 million children and adults with intellectual disabilities participate in Special Olympics. The movement is active in more than 150 countries around the world.

Shriver remains a member of the Special Olympics Board of Directors and continues to lend her well-earned reputation as a visionary leader in improving the lives of people with intellectual disabilities to furthering the mission and expansion of the Movement. She is no longer involved in day-to-day management of Special Olympics.

Recognized throughout the world for her efforts on behalf of persons with intellectual disabilities, Shriver has received many honors and awards, including: the Presidential Medal of Freedom, the Legion of Honor, the Priz de la Couronne Francaise, the Mary Lasker Award, the Philip Murray-William Green Award (presented to Eunice and Sargent Shriver by the AFL-CIO), the AAMD Humanitarian Award, the NRPAS National Volunteer Service Award, the Laetare Medal of the University of Notre Dame and the Order of the Smile of Polish Children.

Most recently, Shriver received the 2002 Theodore Roosevelt Award — the highest honor the National Collegiate Athletic Association bestows on an individual.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **BIOGRAPHY (continued)**

#### **EUNICE KENNEDY SHRIVER—FOUNDER OF SPECIAL OLYMPICS**

Her honorary degrees include: Yale University, the College of the Holy Cross, Princeton University, Regis College, Manhattanville College, Newton College, Brescia College, Central Michigan University, University of Vermont, Albertus Magnus College and Cardinal Stritch University.

On March 24, 1984, when President Reagan awarded Shriver the Presidential Medal of Freedom, the nation's highest civilian award, for work on behalf of persons with intellectual disabilities, he had this to say:

"With enormous conviction and unrelenting effort, Eunice Kennedy Shriver has labored on behalf of America's least powerful people, those with mental retardation. Over the last two decades, she has been at the forefront of numerous initiatives on behalf of the mentally retarded, from creating day camps, to establishing research centers, to the founding of the Special Olympics program. Her decency and goodness have touched the lives of many, and Eunice Kennedy Shriver deserves America's praise, gratitude and love."

Eunice Kennedy Shriver is married to Sargent Shriver, Chairman of the Board Emeritus of Special Olympics; former Director of the Peace Corps and the Office of Economic Opportunity; and former U.S. ambassador to France. The Shrivvers have five children: Robert Sargent Shriver III, Maria Owings Shriver Schwarzenegger, Timothy Perry Shriver, Mark Kennedy Shriver, and Anthony Paul Kennedy Shriver.

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### **CHANGING THE WORLD –THE HISTORY OF SPECIAL OLYMPICS**

#### **June 1963**

Eunice Kennedy Shriver starts a summer day camp for children and adults with intellectual disability at her home in Maryland to explore their capabilities in a variety of sports and physical activities.

#### **20 July 1968**

Together with the Chicago Park District, the Kennedy Foundation plans and underwrites the First International Special Olympics Summer Games, held in Chicago's Soldier Field (USA), with 1,000 athletes with intellectual disability from 26 states and Canada competing in athletics, floor hockey and aquatics.

#### **December 1968**

Special Olympics is established as a not-for-profit charitable organization under the laws of the District of Columbia. The National Association for Retarded Citizens, the Council for Exceptional Children and the American Association on Mental Deficiency pledge their support for this first systematic effort to provide sports training and athletic competition for individuals with intellectual disability based on the Olympic tradition and spirit.

#### **13-15 August 1970**

The Second International Special Olympics Summer Games take place in Chicago, Illinois, with 2,000 athletes from all 50 states, the District of Columbia, France, and Puerto Rico.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **13-18 August 1972**

The Third International Special Olympics Summer Games take place at the University of California–Los Angeles (USA) with 2,500 participants.

### **7-11 August 1975**

The Fourth International Special Olympics Summer Games take place at Central Michigan University in Mt. Pleasant, Michigan, USA, with 3,200 athletes from 10 countries taking part. The Games are broadcast nationwide on CBS-TV's "Sports Spectacular."

### **5-11 February 1977**

The First International Special Olympics Winter Games are held in Steamboat Springs, Colorado (USA) with more than 500 athletes competing in skiing and skating events. CBS, ABC and NBC television networks cover the Games.

### **8-13 August 1979**

The Fifth International Special Olympics Summer Games take place at the State University of New York at Brockport, with more than 3,500 athletes from every state in the United States and more than 20 countries.

### **1980-1981**

Special Olympics launches a training and certification program for coaches and publishes its first Sports Skills Guide.

### **8-13 March 1981**

The Second International Special Olympics Winter Games are held at the Village of Smugglers' Notch and Stowe, Vermont, with more than 600 Alpine and cross-country skiers and ice skaters participating.

### **12-18 July 1983**

The Sixth International Special Olympics Summer Games are held at Louisiana State University in Baton Rouge (USA). A crowd of more than 60,000 attends the Opening Ceremonies and approximately 4,000 athletes participate.

### **24-29 March 1985**

Athletes from 14 countries are represented in skiing and skating events at the Third International Special Olympics Winter Games in Park City, Utah (USA).

### **September 1986**

The International Year of Special Olympics, culminating in the 1987 International Special Olympics Summer Games, is launched at the United Nations in New York City under the banner "Special Olympics—Uniting the World."

### **July 1987**

More than 30,000 law enforcement officers from every state in the United States and seven countries run 26,000 miles in the Law Enforcement Torch Run® for Special Olympics. The 1987 Torch Run raises more than US\$2 million.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **31 July- 8 August 1987**

The University of Notre Dame and Saint Mary's College in South Bend, Indiana, USA, host the Seventh International Special Olympics Summer Games. More than 4,700 athletes from more than 70 countries participate in 1987's largest amateur sports event. The Games are covered in *Sports Illustrated* and *Time*, and reach more than 150 million people worldwide.

### **October 1987**

Jimmy and Vicki Iovine of A&M Records and Bobby Shriver produce *A Very Special Christmas*, featuring holiday music performed by top pop chart music performers, with all album proceeds benefiting Special Olympics Programs worldwide.

### **February 1988**

The International Olympic Committee (IOC) signs an historic agreement officially recognizing Special Olympics.

### **July 1988**

Special Olympics Unified Sports™ is launched at the annual Special Olympics Conference in Reno, Nevada (USA.).

### **1-8 April 1989**

The Fourth International Special Olympics Winter Games are held in Reno, Nevada, and Lake Tahoe, California (USA). More than 1,000 athletes from 18 countries participate.

### **11 February 1990**

ABC-TV's "Life Goes On"—the first prime-time television drama starring an actor with intellectual disability—devotes an hour-long episode to Special Olympics.

### **14 February 1990**

Sargent Shriver announces the historic decision by the Soviet Union to join the Special Olympics movement. Special Olympics is the first charitable organization to implement such a program at local and national levels in the USSR.

### **20-27 July 1990**

The Third European Special Olympics Summer Games are held in Strathclyde, Scotland. Thirty European countries are represented by 2,400 athletes participating in eight official and five demonstration sports.

### **19-27 July 1991**

The Eighth Special Olympics World Summer Games\* are held in Minneapolis/St. Paul, Minnesota, USA. Six thousand athletes from more than 100 countries make this the largest sporting event in the world in 1991. (\**The official name changes in 1991 from International Games to Special Olympics World Summer or World Winter Games.*)

### **30 September 1992**

Special Olympics kicks off its 25th Anniversary Celebration—"Together We Win"—at the United Nations in New York City (USA), where the 25th Anniversary Traveling Exhibit is officially launched before beginning a nationwide tour.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **20-27 March 1993**

The Fifth Special Olympics World Winter Games are held in Salzburg and Schladming, Austria, with 1,600 athletes from more than 50 countries participating in five winter sports. These are the first World Winter Games held outside North America.

### **1-9 July 1995**

More than 7,000 athletes from 143 countries gather in New Haven, Connecticut( USA), for competition in 21 sports at the Ninth Special Olympics World Summer Games.

### **1-8 February 1997**

Nearly 2,000 athletes from 73 countries compete in five Olympic-type winter sports in Toronto/Collingwood, Ontario, Canada, for the Sixth Special Olympics World Winter Games. This event is the world's largest winter multi-sport event in 1997.

### **20 July 1998**

Special Olympics celebrates 30 years of heroes with the introduction of 12 30th Anniversary Global Messengers.

### **17 December 1998**

President Clinton and First Lady Hillary Rodham Clinton host a Christmas concert at the White House—entitled “*A Very Special Christmas from Washington D.C.*”—to celebrate Special Olympics’ 30<sup>th</sup> anniversary. The event marks the first time a U.S. President has hosted a Special Olympics gala at the White House. It is also the first time that artists from the successful “*A Very Special Christmas*” album series gather to perform together.

### **26 June-4 July 1999**

The 10th Special Olympics World Summer Games are held in the Raleigh, Durham and Chapel Hill area (Triangle) in North Carolina (USA). More than 7,000 athletes representing 150 countries compete in 19 sports.

### **16 January 2000**

ABC-TV’s *The Wonderful World of Disney* presents *The Loretta Claiborne Story*, the first prime-time television movie about the life of a Special Olympics athlete.

### **18-22 May 2000**

The *Special Olympics China Millennium March* takes place throughout China. Special Olympics Global Torchbearer and film star Arnold Schwarzenegger, along with Special Olympics athletes, light the “Flame of Hope” at the Great Wall of China and celebrate the Special Olympics movement with gala events in Beijing, Shanghai and Shenzhen. Special Olympics China declares it will increase the current number of Special Olympics athletes from 50,000 to 500,000 by 2004.

### **20-23 May 2000**

The first-ever Global Athlete Congress takes place in The Hague, the Netherlands. Sixty athletes from every region of the world come together to discuss the future of the Special Olympics movement. Despite differences in language, culture, age and gender, these athletes are able to discuss topics, challenge existing ideals and vote on new resolutions.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **27 May—4 June 2000**

More than 2,000 athletes from 53 Special Olympics Programs representing Europe and Eurasia participate in the 2000 Special Olympics European Games in Groningen, the Netherlands.

### **14 December 2000**

President Bill Clinton and First Lady Hillary Rodham Clinton host a Christmas concert at the White House—entitled “*A Very Special Christmas from Washington D.C.*”—to celebrate the “Spirit of Special Olympics.”

### **4-11 March 2001**

More than 1,800 athletes representing approximately 70 countries compete in seven Olympic-type winter sports at the 2001 Special Olympics World Winter Games in Anchorage, Alaska (USA). The Games are the largest sporting event ever held in the history of Alaska.

### **5 March 2001**

The U.S. Senate Committee on Appropriations conducts a public hearing, chaired by Senator Ted Stevens, on promoting health for individuals with intellectual disability. Special Olympics presents a special report, *The Health Status and Needs of Individuals with Mental Retardation*, identifying actions to improve the quality and length of life of persons with intellectual disability. A panel of distinguished speakers in the fields of intellectual disability, health care and physical fitness testify.

### **5-10 March 2001**

The first-ever Global Youth Summit is held in conjunction with the 2001 Special Olympics World Winter Games. Thirty-four students with and without intellectual disability from around the world work in pairs to report on the Games and discuss how to overcome the attitudes and stereotypes that youth with intellectual disability face.

### **12-14 July 2001**

*Special Olympics African Hope 2001* is held in Cape Town, Johannesburg and Sun City, South Africa. Former President Nelson Mandela, Arnold Schwarzenegger and Special Olympics athletes light the “Flame of Hope” on Robben Island, followed by the world’s largest Law Enforcement Torch Run for Special Olympics through the streets of Cape Town. A soccer tournament, golf fundraiser and gala events in Johannesburg and Sun City generate awareness of the movement throughout the continent. *African Hope 2001* launches a major growth campaign to reach 100,000 new Special Olympics athletes throughout Africa by 2005.

### **5-6 December 2001**

U.S. Surgeon General David Satcher holds a conference in Washington, D.C., to address the disparities in health care experienced by people with intellectual disability. It is the first conference of its kind to address the medical discrimination and neglect of people with intellectual disability, as well as their lack of access to affordable, quality health care. The conferees develop action steps to address these issues.

### **11 February 2002**

U.S. Surgeon General David Satcher releases *A National Blueprint to Improve the Health of People with Mental Retardation*, the first government report to bring this issue to the forefront and promote actions to remedy it.



## **Special Olympics General Orientation – Volunteer Handbook**

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### **22 March 2002**

The World Premier of *E.T – The Extraterrestrial – 20<sup>th</sup> Anniversary* is held at the Shrine Auditorium in Los Angeles, California (USA). It marks the 20-year relationship and partnership between Universal Studios and producer/director Steven Spielberg and Special Olympics.

### **22 May 2002**

Special Olympics Get Into It™ is launched in a ceremony hosted by the United States Secretary of Education, Rod Paige. This school curriculum addressing young people learning about Special Olympics and becoming involved as athletes and volunteers is now available throughout the world.

### **19-20 July 2002**

The Nelson Mandela Children's Fund partnered with Special Olympics to host an annual birthday celebration for its Founder and Chairperson, former President of South Africa Nelson Mandela. In alignment with the theme, "Unified Sports and Intellectual Disability," Special Olympics athletes participated in non-competitive, Unified Sports™ activities with children from the Children's Fund at the Polokwane Stadium in South Africa. An estimated 30,000 spectators watched 240 children each from the Children's Fund and Special Olympics participate in football (soccer), floor hockey, athletics, golf, bocce and mini-cricket. This was the first-ever publicly celebrated birthday event for Mandela.

### **20 June 2003**

Results from the Multinational Study of Attitudes toward Individuals with Intellectual Disabilities are released worldwide. Special Olympics commissioned this in-depth survey which takes a look at the general public's perception of people with intellectual disabilities. Eight-thousand members of the adult public from the Brazil, China, Egypt, Germany, Ireland, Northern Ireland, Japan, Nigeria, Russia, and United States responded to the same survey yielding results that will continue to be the basis for improving policies and enhancing programs in support of people with intellectual disabilities.

### **21-29 June 2003**

Celebration, competition and courageousness — these were just three elements of the 2003 Special Olympics World Summer Games, held in Dublin, Ireland. This was the first time that the World Summer Games were ever held outside the United States. More than 7,000 athletes from more than 150 countries converged in the Emerald Isle to compete in 18 sports (Aquatics, Athletics (track & field), Badminton, Basketball, Bocce, Bowling, Cycling, Equestrian, Football (soccer), Golf, Gymnastics, Powerlifting, Roller Skating, Sailing, Table Tennis, Tennis, Team Handball and Volleyball), and three demonstration sports-- Kayaking, Pitch and Putt, and Judo.

### **22 June 2003**

Sargent Shriver retires as Chairman of Special Olympics.