



COACH MANUAL

OCTOBER 2019 UPDATE

Special Olympics





Table of Contents

WELCOME	4
MISSION & VALUES	5
OUR COMMUNITY	7
ATHLETE ELIGIBILITY	10
ROLES & RESPONSIBILITIES	12
COACH CERTIFICATION	21
TRAINING AND CERTIFICATION	23
SPECIAL OLYMPICS SPECIFIC TRAINING	28
SPORT SPECIFIC TRAINING	30
COACHING AT PROVINCIAL, NATIONAL, AND WORLD GAMES	31
TECHNICAL COACH MENTORS	32
PROFESSIONAL DEVELOPMENT	33
PRACTICE PLANNING	35
LONG TERM DEVELOPMENT IN SPORT AND PHYSICAL ACTIVITY (FORMERLY LTAD MODEL)	36
IMPORTANCE OF A PRACTICE PLAN	41
PRE-SEASON MEETING	43
HOW TO CREATE PROGRAM EXPECTATIONS	44
GOAL SETTING	46
SEASONAL PLANNING	49
CONDITIONING SEASONS	52
HEAD COACH CHECKLIST	54
PRINCIPLES OF EFFECTIVE TRAINING SESSIONS	56
TIPS FOR CONDUCTING SUCCESSFUL TRAINING SESSIONS	57
TIPS FOR CONDUCTING SAFE TRAINING SESSIONS	57
PROGRAM CONSIDERATIONS	58
SEVEN COMPONENTS OF A PRACTISE PLAN	60
COMPETITION PLANNING	62
LEVELS OF COMPETITION	63



COACH MANUAL

DIVISIONING 64

MAXIMUM PERFORMANCE RULE (MPR) 65

COMPETITION CYCLE 67

TRAVEL..... 69

TRAVEL – SAMPLE CHECKLIST..... 70

RISK MANAGEMENT 72

SAFETY 73

EMERGENCY ACTION PLAN 74

BUDGETING 75

SPORT SCIENCE & RESOURCES 78

CONTACT 81

Mailing Address..... 81

General Inquiries 81

Coach Development 81

Donation and Partnership Inquiries 81

Media Contact..... 81



WELCOME

As a key member of Special Olympics Alberta, the role of the Coach is highly important in the overall development and advancement of the athletes in our organization. As a Coach, you will develop and implement basic skills and sport skills training along with securing competitive opportunities for your athletes. With this rewarding opportunity will come responsibilities and challenges. This book was designed especially for coaches and can hopefully offer you guidance and direction during this experience.

The information in this handbook has been divided into different areas you will need to familiarize yourself with. The contents should help to provide a clearer understanding of the principles and expectations of the organization and give you insight into your role and the athletes' role. Knowing this information will allow you to deliver the best quality program possible. Your time and dedication are the greatest gifts that you can give to the athletes and are greatly appreciated.

***"A good coach will make their players see what they can be,
rather than what they are."***

Ara Parasheghian



MISSION & VALUES

Providing individuals with an intellectual disability the opportunity to enhance their life and celebrate personal achievement through positive sport experiences.

Principles that guide Special Olympics Alberta

- Programs are athlete centered and based on the needs and interests of athletes.
- Athletes are encouraged to participate at their level of choice within existing programs.
- Programs are community based, and efforts must be made to ensure that they are accessible to individuals who have an intellectual disability.
- Programs are for individuals who have an intellectual disability
- Our efforts must be dedicated to providing the best quality program possible given the resources available.
- Special Olympics Alberta is a volunteer-based organization.
- No person who has an intellectual disability may be denied access to Special Olympics Alberta programs because they cannot financially afford to participate.
- The safety and well-being of the athletes, volunteers and staff is of prime concern.
- Volunteers and staff are resources to the organization. These resources must be managed properly so that they may grow in a positive environment.
- The goals of those involved with Special Olympics Alberta will only be achieved if they take full advantage of the opportunities and resources made available to them.
- The athletes who wish to compete must meet certain minimum standards, including regular attendance at, and participation in, training sessions.

The Oaths of Special Olympics

ATHLETE OATH

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

COACH OATH

In the name of all coaches, we shall follow written and verbal instructions of Special Olympics officials at all times, have our athletes at the appropriate events and activities at the proper time and abide by the rules and policies, in the spirit of sportsmanship.

OFFICIAL OATH

In the name of all judges and officials, I promise that we shall officiate in these Special Olympics Games with complete impartiality, respecting and abiding by the rules which govern them, in the spirit of sportsmanship.



Our Values



EMPOWERMENT

We create opportunities to pursue full potential

EXCELLENCE

We elevate standards and performance

RESPECT

We operate in an environment of cooperation, collaboration and dignity

DIVERSITY

We honour what is unique in each individual

INCLUSION

We foster inclusive communities



OUR COMMUNITY

Special Olympics would not exist today — and could not have been created — without the time, energy, commitment and enthusiasm of people just like you, thousands of individuals who choose to take a little time from busy schedules to make the world a better place.

In Alberta over **1200** volunteers provide sports programs to over **3200** athletes across the province. They take pride in providing opportunities for athletes with intellectual disabilities to experience the excitement, joy, and personal fulfillment associated with participating in sport.

Special Olympics Alberta The province is divided into eight sport regions. Each region is responsible for the coordination and organization of Regional competitions, sending Regional teams to Provincial Games and all other Regional activities.

1- SOUTHERN REGION

- [Special Olympics Brooks](#)
- [Special Olympics Crowsnest Pass](#)
- [Special Olympics Lethbridge](#)
- [Special Olympics Medicine Hat](#)

2- SOUTH CENTRAL REGION

- [Special Olympics Airdrie & District](#)
- [Special Olympics Bow Valley](#)
- [Special Olympics Drumheller](#)
- [Special Olympics Foothills](#)
- [Special Olympics Olds & District](#)



COACH MANUAL

3- CALGARY

- [Special Olympics Calgary](#)

4- CENTRAL REGION

- [Special Olympics Camrose](#)
- [Special Olympics Lacombe](#)
- [Special Olympics Red Deer](#)
- [Special Olympics Wetaskiwin](#)

5- NORTH CENTRAL REGION

- [Special Olympics Leduc](#)
- [Special Olympics St. Albert](#)
- [Special Olympics Strathcona County](#)
- [Special Olympics West Central](#)

6- EDMONTON

- [Special Olympics Edmonton](#)

7- NORTHEAST REGION

- [Special Olympics Lac La Biche](#)
- [Special Olympics Lakeland](#)
- [Special Olympics Lloydminster](#)
- [Special Olympics St. Paul](#)
- [Special Olympics Vegreville](#)



COACH MANUAL

8- NORTHWEST REGION

- [Special Olympics Grande Prairie](#)





ATHLETE ELIGIBILITY

General Statement of Eligibility: Persons with an intellectual disability are eligible to participate in Special Olympics.

Generally accepted criteria for identifying persons with an intellectual disability in Canada: A person is considered to have an intellectual disability if that person satisfies all of the following requirements:

1. Typically an IQ score of approximately 70 or below;
2. Deficits in general mental abilities which limit and restrict participation and performance in one or more aspects of daily life such as communication, social participation, functioning at school or work, or personal independence, and;
3. Onset during the developmental period (before the age of 18 years).

The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV 2000) is published by the American Psychiatric Association and the manual is typically used by professionals in Canada who make development diagnoses.

General Practices:

1. Do coaches/ staff require proof that a person has an intellectual disability?

Special Olympics in Canada has an inclusive approach and does not ask for medical documentation to be eligible for participation in programs. If the person has an intellectual disability then he/she is eligible to participate in Special Olympics.

2. What happens when a caregiver/ adult does not know if their child has an intellectual disability?

It is recommended that parents/caregivers be invited to observe a program to see if the child/ adult fits in. If parents feel that their child/ adult can participate in the program and has an intellectual disability, then he/she can participate until an assessment has been completed.



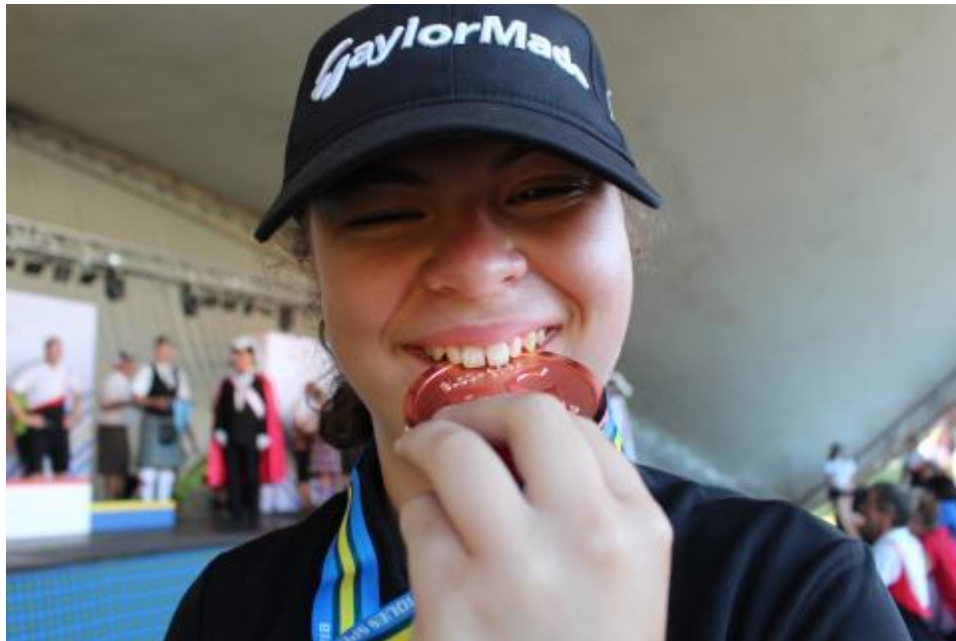
COACH MANUAL

3. If there are athletes currently in the programs who may have an IQ above 70, what should a coach/staff do?

Those athletes who are enrolled in Special Olympics programs in Canada who have an IQ above 70 are eligible to continue participating in Special Olympics.

4. What diagnoses are associated with intellectual disabilities?

Down Syndrome and Fragile X Syndrome are the most common forms of intellectual disabilities. Only **some** individuals with Autism Spectrum Disorders or Fetal Alcohol Syndrome will also have an intellectual disability. Typically, learning disabilities, Attention Deficit Disorder (with or without hyperactivity), a mental illness, Tourette Syndrome and Conduct Disorder are not associated with intellectual disabilities.



ROLES & RESPONSIBILITIES

The role of the coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The roles that you will find you undertake as a coach will be many and varied. They include:

Advisor - Advising athletes on the training to be conducted, suitable equipment and athletic attire. It may include best nutritional practices and adequate hydration and sleep habits.

Assessor - Assessing athletes' performance in training and in competition, as well as benchmark and fitness testing.

Demonstrator - Demonstrate to the athletes the skill you require them to perform. To achieve this it is important that you also keep fit, and are knowledgeable on how to demonstrate it correctly.

Friend - Over the years of working with an athlete, a personal relationship is built. As well as providing coaching advice, you also become someone who they can discuss their problems or share their successes with. It is important to establish a relationship of trust and empathy. Showing an interest in getting to know the athlete and caring about their life beyond the sport fosters a nurturing relationship. Be a caring listener. Keep in mind the stewardship role that a coach plays in the athlete's safety and well-being in alignment with making ethical decisions.

Facilitator - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year. Help them learn to manage conflicts successfully and foster healthy social interactions.

Fountain of knowledge - You will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their



COACH MANUAL

sport. Be familiar with resources and where to guide athletes for more information. Use questions as an opportunity to share information with the entire team, such as during a huddle, as appropriate.

Instructor - Instructing athletes in the skills of their sport.

Trainer - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety while training and supporting them should they have any problems or sustain any injuries.

Motivator - Maintain the motivation of all the athletes throughout the duration of the program and into the next season. Set goals, celebrate successes, and value everyone's individual differences. Be an attentive communicator. Make sure your athletes are having fun

Organizer and planner - Preparation of training plans for each athlete and for your weekly program sessions. Give your coaches enough time to review the plan prior to session so they can arrive well prepared.

Supporter - Competition can be a very nerve racking experience for some athletes, and they often look up to you to help and support them through the pressures. Remember to applaud and recognize them for all progress

There are different options and opportunities available depending on what route you would like to pursue. Some athletes use sport as a way to stay social and active. Other athletes however want to go further with their training and compete at provincial,



COACH MANUAL

national, and even international games. The same goes for our coaches. Depending on your goals and reason for volunteering your path might look different from another coach. The following pages provide an overview of the roles you might pursue.



HEAD COACH

NOTE: To ensure all criteria are being met, it is expected that some duties should be delegated to either an Assistant Coach or Team Manager.

Responsible to: Program Coordinator
Commitment: 2 Year term, reviewed at end of each year
 (no limit to the number of terms)

General Responsibilities:

- Prior to start of season hold a pre-season meeting with assistant coaches/volunteers to determine yearly goals & seasonal plan and review year's budget.
- Regularly communicate with assistant coaches (e.g. 10 minutes prior to start of each practice as well as 10 minutes following).
- Plan all activities for the season (*weekly lesson plans, seasonal plan and yearly goals*).
- Ensure appropriate consultation is had with all coaching contingents.
- Review Emergency Action Plan with all volunteers and athletes, practice at least once per season.
- Conduct a Skill Assessment of all athletes at beginning of season.
- Serve as official spokesperson for the athletes/team.
- Maintain necessary contact & communication with parents/caregivers.
- Minimum two (2) notices a season to these above supporters (e.g. pre & post season).
- Make available Head Coach's contact information.



COACH MANUAL

- Ensure timely written notice to caregivers and/or athletes of all games/competition regarding all aspects including time, place, travel arrangements and equipment needs.
- Ensure that all athletes/volunteers are registered to participate
- Ensure all athlete AND coach medicals are in a safe place and easily accessible during program.
- Take weekly attendance. Ensure that follow-up contact is made to all athletes not at practice or competition/games.
- Facilitate practices with assistant coaches with the safety and well-being of the athletes as the foremost concern.
- Attend regularly scheduled coaches' meetings or send a representative
- Ensure all athletes/volunteers have left /been picked up after practices, and that the facility is returned to original condition.
- Regularly attend and coach athletes/team in all practices and competitions.
- Seek out competitive opportunities for your athletes and connect with your Local committee to ensure proper sanctioning and funding.
- Regularly attend competitions with athletes/team. Must have at least one competitive opportunity each year.
- Devote adequate time to preparation of athletes for events, as per SOC Competition Sport Workshop course (*warm-up, skill development, cool down, mental preparation, attire, and equipment*).
- Follow Sport Specific Skill Book /or other resources available.
- Ensure that athletes are physically prepared to maximum performance at competition time.
- Prepare and submit a year-end report to Program Coordinator, which contains a summary of the years activities (may also contain evaluations of players & any recommendations).
- Prepare next season's budget and submit to Program coordinator.



Specific Accountabilities:

- Must be at least 18 years of age.
- Must complete the SOC – Online Volunteer Orientation modules.
- Must be fully SOC competition trained within the first year of coaching (SOC Competition Sport Workshop, Make Ethical Decisions online evaluation completed, and sport specific NCCP training).
- Must abide by the policies set by the Leadership Council of Special Olympics AB.
- Must abide by the policies and procedures set by the Local.
- Must follow the philosophy of Special Olympics AB as presented in the Mission Statement.



ASSISTANT COACH

Responsible to: Head Coach & Program Coordinator
Commitment: 2 Year term, reviewed at end of each year
(no limit to the number of terms)

General Responsibilities:

- Assist Head Coach with all duties, as delegated by Head Coach.
- Regularly communicate with Head Coach (i.e. 10 minutes prior to start of each practice).
- Adhere to the plans of Head Coach (weekly & seasonal).
- Assist with supervision of athletes.
- Supervise activities when deemed necessary by Head Coach.
- Coach team in all practices and competitions.
- Regularly attend practices & competitions with athletes.
- Devote adequate time to preparation of athletes for events, as per SOC Competition Sport Workshop course (*warm-up, skill development, cool down, metal preparation, attire, and equipment*).
- Follow Sport Specific Skill Book.

Specific Accountabilities:

- Must be at least 16 years of age.
- Must complete the SOC Online Volunteer Orientation modules.
- Must be fully SOC competition trained within the first year of coaching (SOC Competition Sport Workshop, plus Make Ethical Decisions online evaluation).
- Must abide by the policies set by the Leadership Council of Special Olympics AB.
- Must follow the philosophy of Special Olympics AB as presented in the Mission Statement.



PROGRAM VOLUNTEER

Responsible to: Head/Assistant Coach

General Responsibilities

- Attend practices and events on a regular basis.
- Communicate with Head Coach regarding practices and events.
- Adhere to the plans of the Head Coach (weekly and yearly).
- Devote adequate time to preparation of athletes for events.

Specific Accountabilities:

- Must be at least 12 years of age.
- Complete the SOC Online volunteer Orientation modules.
- Recommended to have taken the SOC Competition Sport Workshop.
- Must abide by the policies set by the Leadership Council of Special Olympics AB.
- Must follow the philosophy of Special Olympics AB as presented in the Mission Statement.



COACH CERTIFICATION



COACH MANUAL

As Special Olympics has expanded and evolved over the years, it has become clearly evident that the key to offering quality training for Special Olympics athletes is the local coach. If coaches are educated in coaching methods and techniques, then the mission of Special Olympics in offering quality sports training and athletic competition is enhanced.

The objectives of the Principles of Coaching are:

- To provide a safe environment for Special Olympics athletes during training and competition
- To apply the principles of strength, endurance and flexibility training and nutrition as they apply to Special Olympics athletes
- To develop an understanding of Special Olympics
- To apply the sport management team approach in recruiting athletes, volunteers and family members
- Develop training plans for conducting sport-specific training programs for Special Olympics athletes focusing on basic skill development as well as sport specific skills
- To develop athletes sport confidence through effective coaching techniques

Coaching Special Olympics Athletes

Special Olympics is committed to coaching excellence. The most important thing to know as a coach in Special Olympics is that your athletes are individuals, and coaching them is just like coaching any other youth or community sports team. The skills that make successful coaches are the same whether you are coaching National Olympic teams, high school or university teams, community sports clubs or youth teams or Special Olympics teams. But we recognize there are some situations that make Special Olympics coaching unique (and more enjoyable).



TRAINING AND CERTIFICATION

It is imperative that coaches in your local become qualified coaches. All head coaches and assistant coaches are required to take the SOC Competition Sport Workshop course within the first year of coaching with Special Olympics. This course is offered throughout the year in different areas of the province.

Special Olympics training includes:

- SOC Online Volunteer Orientation
- NCCP SOC Competition Sport Workshop (CSW)
- Make Ethical Decisions (MED) online evaluation

All coaches attending Regional Qualifiers and Provincial Games must be fully trained with the 3 courses noted above. All coaches attending SOC National Games must have: the 3 courses noted above as well as the Sport Specific course designated by SOC and delivered by the Provincial Sport Organization for that sport. A copy of the coach's pathway can be found on the resources/links page.

NOTE: before registering for a course, you must receive approval from your Local committee in order to be considered for subsidy and or/reimbursement.

If you are interested in obtaining more training in a specific sport, there are courses available through each provincial sport organization; a list of these organizations is located at the back of this manual. Please ensure to complete the SOC designated course.

Locals may apply for a coaching grant for all sport specific coaching courses (except the SOC Competition Sport Workshop, Make Ethical Decisions Workshop and First Aid) from the Provincial Office.

SOA COACHING REQUIREMENTS FOR PROGRAMS				
PROGRAM	REQUIRED			RECOMMENDED
Active Start		SOC Coaching Young Athletes (6 hours)	Complete the MED module and take the MED online evaluation (included in program)	Fundamental Motor Skills (FMS) (included in program)
FUNdamentals		SOC Coaching Young Athletes (6 hours)	Complete the MED module and take the MED online evaluation (included in program)	Fundamental Motor Skills (FMS) (included in program)
SOA COACHING REQUIREMENTS FOR PROGRAMS SOA COACHING REQUIREMENTS FOR LOCAL, REGIONAL AND PROVINCIAL COMPETITIONS. *** Sport Specific are required for National Games, however are recommended as on-going professional development for all coaches				
PROGRAM	REQUIRED			***Sport Specific
5 pin bowling	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	5-Pin Bowling Community Sport Initiation (Csp-Init)
10 pin bowling	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Introduction to Competition
Alpine skiing	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Entry Level Coach Workshop (I-B) or CSIA Level 1
Athletics	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Sport Coach (Competition)

COACH MANUAL

Swimming	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Fundamentals Coach (Swimming 101) - Competition stream
Basketball	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Learn to Train/Competition-Introduction
Golf	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Special Olympics Canadian PGA Golf
Bocce	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	125 coaching hours
Softball	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Community Sport Coach - Ongoing Participation
Rhythmic Gymnastics	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Gymnastics Foundations (Introduction, Theory and Rhythmic)
Cross Country Skiing	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Community Coach (Intro to Community Coaching and Community Coaching)
Speed Skating	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	AC - FUNdamentals Leader HC - FUNdamentals Coach (effec Jan. 1, 2020)
Figure Skating	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	CanSkate trained (Level 1 and 2) CanSkate Regional Coach trained (Level 3 to 6)

COACH MANUAL

Floor Hockey	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	SOC Floor Hockey Module
Curling	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	Club Coach (Community)
Snowshoeing	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	SOC snowshoe module or 125 hours
Powerlifting	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and take the MED on-line evaluation	SOC Powerlifting module

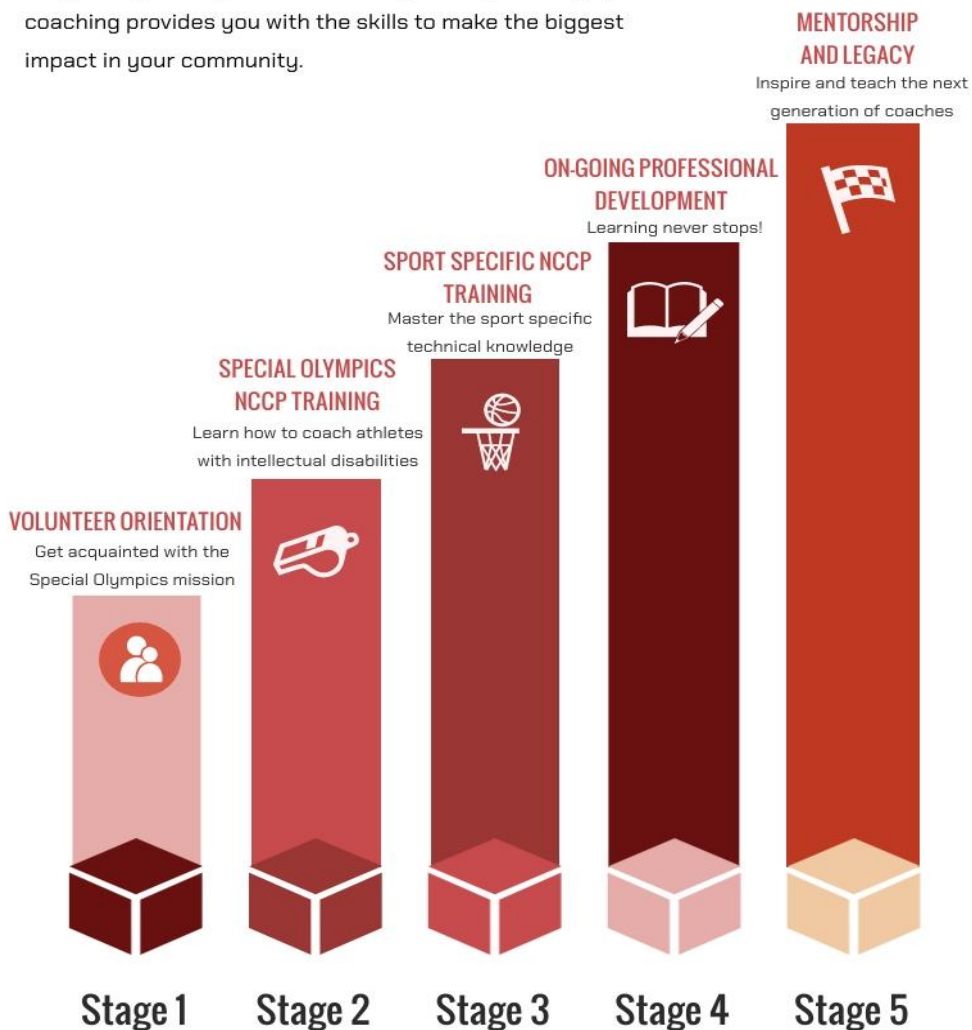


The Five Stages *of* Special Olympics Coaching

Coaching is an exciting journey filled with the potential for fulfilling one's purpose.



Progressing through the various stages of Special Olympics coaching provides you with the skills to make the biggest impact in your community.





SPECIAL OLYMPICS SPECIFIC TRAINING

A common thread that ties together all coaches is that they have Special Olympics specific training in order to feel prepared and competent in their ability to help athletes with intellectual disabilities. Volunteers can be categorized into assistant coaches and head coaches depending on their needs and level of training. Head coaches are required to have sport specific training, but it is also encouraged that everyone involved with the program has at least the minimum amount of technical knowledge. Head coaches are chosen by the affiliates and not by Special Olympics Alberta. Our hope is that coaches will stay with us for the long term and pass on their knowledge to the next generation of coaches. If a coach has the training and the interest, they may apply to be a coach for provincial, national, or world games.

Before you begin your coaching journey, it is highly recommended that all volunteers complete the Special Olympics Orientation to gain a deeper understanding of how to work with individuals with intellectual disabilities. [Follow this link](#) to complete the online orientation. In addition to the online training, here are a few very useful resources that will guide you in coaching Special Olympics athletes:

[Athlete Centered Coaching Guide](#)

[Coaching Athletes with a disability](#)

[Special Olympics Coach Quick Reference Guide](#)

In addition, all coaches are required to take the NCCP Special Olympics Community or Competition Course.



- The **Community** course is if you enjoy working with athletes at a community level and want to make a difference in your community. Focused on helping volunteers foster a love for sport, promoting participation, and teaching basic skills to beginners of all ages, the Community workshop (1 day) will cover safety, fun, ethics, teamwork, and developing values beyond the game – all tailored for Special Olympics participants. Activity choices focus on physical fitness, maintenance of strength, and social opportunities. They include our Active Start (ages 2-6) and FUNdamentals (7-12) programs.
- The **Competition** workshop (2 days) is designed for coaches looking to work with athletes at various levels of domestic and international competition. The variables associated disabilities will be covered, as well as the basic delivery of sport skills, sport-specific and competition-based fitness, and safety. To take one of these courses, reach out to your local affiliate who will then contact Special Olympics Alberta to book a learning facilitator in your area.





SPORT SPECIFIC TRAINING

Special Olympics coaches are expected to have a thorough understanding of the sport in which they are coaching. Having a strong foundation of sport specific training is essential in providing the athletes with the best opportunity to excel. We highly encourage coaches to continue their professional development through taking [NCCP sport specific courses](#). To become a high performance coach, sport specific training will be required (such as for national games). Contact the provincial sport organization (PSO) of your specific sport to see when their next workshop will be held.

Keep in mind that depending on your sport the course may not be held on a frequent basis so in between courses we recommend reaching out to other coaches in your community or your sport *Technical Coach Mentor* for any questions and access to material. You may also reach out to Special Olympics Alberta directly for any inquiries and resources. SOA sends out a quarterly newsletter with information on upcoming events, courses, as well as sport science tips.

There will also be opportunities through our partnerships with Provincial Sport Organizations, as well as the Alberta Sport Development Centers (ASDC) to host coaching clinics. The goal is create as many internal professional development opportunities as there are external ones.

Special Olympics Alberta will act as a resource hub and inform coaches of any upcoming events and training. However, it is up to the coach to demonstrate a willingness to learn and continue developing their sport specific training. This includes reaching out to other coaches in the field, attend conferences, and even play the sport themselves.



COACHING AT PROVINCIAL, NATIONAL, AND WORLD GAMES

Special Olympics Alberta Provincial Games occur every two years alternating between summer and winter competitions. These games serve as qualifiers for national games and opportunities to be part of Team Alberta, with national games also occurring every two years, alternating between summer and winter. Athletes from across Canada compete in various sports over the course of a week with the goal of achieving personal bests and in some cases, the opportunity to be named to be part of Team Canada for the proceeding World Games. If a coach wants to be a part of provincial, national, and/or international games the requirement is to have NCCP training in their respective sport in addition to the Special Olympics course. Moreover, to coach at national games and above, the coach is required to have completed the **NCCP- Making Ethical Decisions (MED)** course and pass the evaluation online. Some PSO's offer the module in their courses, but it can also be completed separately.

[Click here](#) for a link to a table explaining the required pathways and courses for each sport which includes each PSO contact. Use this as your main reference for moving forward in your coaching journey.





TECHNICAL COACH MENTORS

In order to raise the standards of our Special Olympics coaches we plan to run a program which designates *Technical Coach Mentors* across the province for each sport to act as guides for those who seek more information, resources, and support. These coaches play an active role in creating a legacy of succession for the next generation. Technical Coach Mentors are coaches that have met high standards in their coaching training and have established themselves as leaders in their community. These coaches act as a hub of information and support for other coaches to utilize in order to raise the standard and training of all volunteers. To be qualified as a Head Coach Mentor a coach should possess the following:

- Special Olympics Training
- NCCP certified in their respective sport
- Demonstrated competence in technical sport coaching

Technical Mentors are chosen at the provincial level and there can be multiple mentors in each sport and location. To learn more about becoming a Technical Coach Mentor contact the Special Olympics Alberta office, or fill out an application form [here](#).



PROFESSIONAL DEVELOPMENT

On-going training and development for coaches has been identified as a priority for Special Olympics Alberta. We want to provide access to the highest form of training possible. In addition to the NCCP courses offered by CAC, SOA will have plans to host workshops and clinics for coaches that cover technical training as well as sessions on various sport science topics such as nutrition, sport psychology, and strength and conditioning. We have partnered with the Alberta Sport and Development Center (ASDC) and various provincial sport organizations that will send qualified practitioners to host clinics. In addition, we recommend reaching out to your sport's provincial organization to see upcoming events and opportunities for learning.

SOA will be sending out a quarterly newsletter highlighting upcoming events and courses so that you can stay updated. There is also a [facebook](#) group specifically for SOA coaches to stay connected and share information with one another.



3 Tips for new coaches

From our Special Olympics veteran coaches

1 Write down your values & philosophy

"Every problem or crisis you encounter will be much easier to solve if you stay true to your values. Review your philosophy every season because it will grow and change as you become more experienced." - *Olea Taboulchanas, Figure Skating Coach*

Empowerment + Excellence + Respect + Diversity + Inclusion

☰ Our Philosophy (Excel)



2 Know your limit, play within it

"What does mean? Know what you are capable of and recognize your limitations. It doesn't mean you should pull back in any way, just means that if you have some limitations, figure out a way to learn a new skill to overcome it." - *Tina Copp, Softball Coach*

3 Talk to the athletes!

"Don't be afraid to talk to the athletes. They will help you through the first coach jitters." - *Pat Bennett, Bowling Coach*

"Our athletes have always made me feel like I belong, no matter the scenario. We're lucky to have them as examples of how to treat others." - *Courtney Marguerite, Sport Manager SOE*





PRACTICE PLANNING



LONG TERM DEVELOPMENT IN SPORT AND PHYSICAL ACTIVITY (FORMERLY LTAD MODEL)

The Long-Term Development in Sport and Physical Activity (formerly Long Term Athlete Development Model, LTAD) is a framework designed by the Canadian Sport for Life (CS4L) movement for optimal training, competition and recovery schedule for each stage of athletic development. The CS4L has updated the former LTAD model to better encompass all individuals participating in sport and not just athletes. It is designed for the development of every child, youth, and adult to enable optimal participation in sport and physical activity. It takes into account growth, maturation and development, trainability, disability, and sport system alignment.

The LTAD model recognizes that physical literacy is the foundation for:

- Being active, healthy and engaged in physical activity for life; and/or
- Achieving personal best performances at all levels of competition.

LTAD provides an optimal development plan for all individuals to participate in physical activity. It also ensures that individuals who wish to excel in their sport(s) of choice get the optimal training, competition and recovery in each stage of their athletic development.

What is Physical Literacy?

Physical and Health Education Canada defines physical literacy as:

- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.

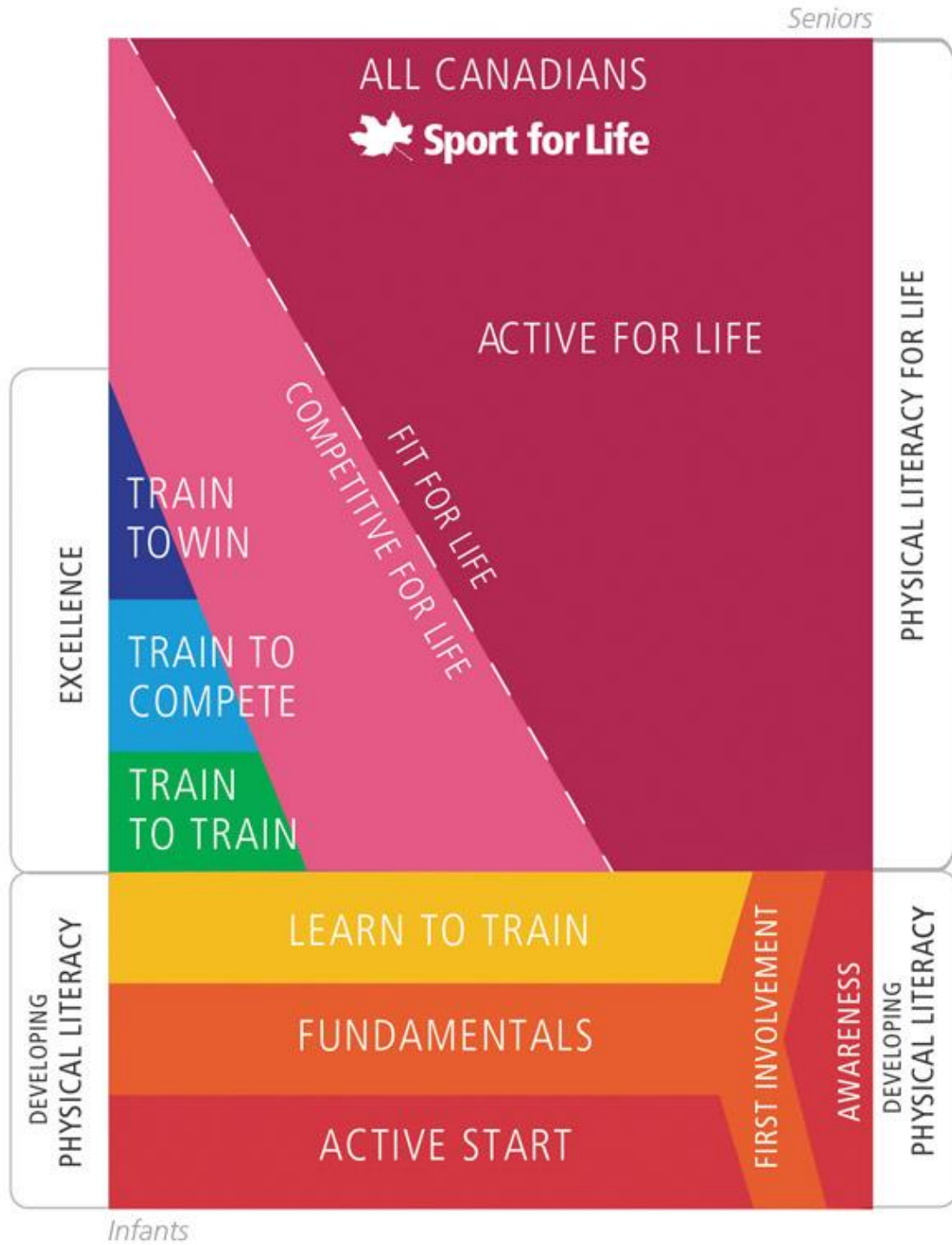


- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

Individuals who are physically literate move with competence in a wide variety of activities that benefit the development of the whole person.

Coaches who engage in the model and its practices are more likely to produce athletes who reach their full athletic potential.

We highly encourage that coaches understand the stage of life that their athlete is in and foster appropriate training methods to ensure the most effective development pathway. For more information on the model, visit www.sportforlife.ca.





STAGE	DESCRIPTION
Active Start	Development of basic motor skills
FUNdamentals	Honing of basic motor skills & the introduction of sport specific skills
Learning to Train	Development of basic sport skills in multiple sports, introduction to competition & importance of physical fitness
Training to Train	Focus on 2-3 complementary sports with emphasis on improving sport specific skills & sport specific fitness; multiple competitions
Learning to Compete	Focus on one sport and participate in a complementary sport for off-season; attend many competitions ensuring optimal performance
Training to Compete	Optimum preparation is the primary focus; training & competition preparation focuses on year-round, high intensity, discipline specific training
Training to Win	Athletes are striving to perfect one sport in preparation for highly competitive situations. Athletes will be refining their physical, technical, competitive, tactical, mental, and ancillary capacities so that they
Active for Life	Improving fitness to lead a healthy, active life



Factors that Influence Athlete Development

1. **FUNDamentals:** participants must be physically literate (that is they've developed their basic movement and sport skills that are the basis for all sports).
2. **Early/Late Specialization:** sports are classified as early or late specialization. Early specialization sports require highly complex skills that can't be mastered after maturation (i.e. figure skating). Most SO sports are late specialization.
3. **Biological Age:** early maturers have a biological advantage over late maturers.
4. **Trainability and Critical Periods of Development:** trainability is how responsive someone is to training at different stages of growth and maturation. There are also times during development when training has an optimal effect on stamina (endurance), speed, strength, skill, and flexibility.
5. **Physical/Technical/Tactical/Psychological/Lifestyle Development:** each individual develops at a different rate (depending on the nature and severity of the intellectual disability) so this impacts where and how individuals progress through training.
6. **Training and Periodization:** a systematic way of organizing the athlete's training, competition and recovery time to ensure optimal performance at competition
7. **Competition - Calendar Planning and Structure:** athletes need competition and as the athlete progresses through the LTAD stages, the number of competitions required increases.
8. **System Alignment:** aligning training, competitions and coach education to ensure success for the athlete.
9. **Continuous Improvement:** many factors affect sport success so sport science, SO/generic sport, and parental/caregiver/coach support must all connect and work together to improve the athlete's training and well-being.
10. **Assessment, Monitoring, Evaluation and Guidance:** "Know your athletes" and assist them with achieving their goals.



IMPORTANCE OF A PRACTICE PLAN

A teacher would never try to facilitate a class without a lesson plan, and neither should a coach at practice. A written practice plan is crucial for running an effective and productive practice. A written plan will ensure that your practice doesn't run off track and will allow you to feel more organized and productive during your practice. In order to have an effective practice plan, you have to know what you are trying to accomplish so incorporate your program and athlete goals. By focusing your practices towards these goals, your athletes will be more motivated and will work harder to accomplish what has been set to be done. Know what you want to accomplish each month and break it down so each practice accomplishes one piece of your overall goal. A practice plan can be broken down into 5 W's:

- **WHO:** every individual (coach, volunteer, athlete, parent/caregiver) should be assigned a duty and it is the head coach's role to ensure that every individual understands their role and responsibility for practice.
- **WHAT:** refers to the actual content of practice (the seven components of practice). Clarity is crucial – the simpler the explanation, the better the understanding, and repetition is important: athletes need to see how the technique is performed, hear how it should be done, then practice it over and over again until it is mastered.

OPTIONS FOR TEACHING A TECHNIQUE:

1. Coaches can demonstrate the technique
2. A highly skilled athlete can demonstrate the technique.
3. A video can be used.
4. The coach can explain
5. The coach can use pictures or illustrations



COACH MANUAL

- **WHEN:** the importance of time must not be underestimated. Although attendance and punctuality are important, effective time management is also dependent on the flow and sequence of activities and the total time for practice.
- **WHERE:** ensure athletes are clear about the facility where practice is held. If the weather determines whether you are inside or outside, ensure your athletes are aware of what is required of them (i.e. sunscreen, hats, jackets, etc).
- **WHY:** athletes must be told the reasons for doing an activity, which includes understanding the basic concept of the skill as well as the coach's expectations. A quick explanation of "Here's why it is important to do it this way" may prove greater acceptance from your athletes.

Remember: every practice must begin with a specific objective followed by a sequence of related activities. By the end of practice, that objective should be accomplished. It is also important to remember that practice plans are guides and that sometimes you will need to be prepared to implement Plan B (or even C or D) when something doesn't go according to the original plan.



PRE-SEASON MEETING

Even if you are a coach with years of experience, every season should be a fresh start. Holding a pre-season meeting with the other coaches and volunteers in the program creates a time to discuss the upcoming season. Going through these topics, and others you deem important, will provide a clearer understanding of what's to come.

- Volunteer Introductions
- Coach Roles & Participation (attendance, goals, input)
- Organization and team philosophy
- Organization and structure of Local volunteer committee & SOA staff
- SOA Staff responsibilities and roles that can support your programs
- Budgets (funds, equipment, travel...)
- Problem solving procedures
- Athlete roster (complete with medical information)
- Support Challenges
- Travel procedures
- Seasonal plan
- Games and tournaments
- New Information (resources, training opportunities)



HOW TO CREATE PROGRAM EXPECTATIONS

It is important to set out clear guidelines of expectations at practices at the very beginning of the season. Below are some tips to creating these expectations:

1. Involve your athletes

Allow the athletes to be involved in creating the program expectations. By engaging the athletes in the process it increases the feeling of ownership and makes it more likely for the athletes to follow these expectations.

2. Focus on "DO" expectations.

"DO" expectations empower athletes by telling them what is expected of them.

3. Copy and distribute the rules.

Every athlete as well as every parent/caregiver should get a copy of the expectations. Once developed, establish a time to go through these expectations with the athletes and parents/caregivers so they are clearly understood by everyone. Have a copy present during every training session and/or competition.

4. Identify Consequences

What happens when an athlete misses practice or a game? What happens if an athlete misbehaves at events? When establishing the rules and consequences, use both common sense and your understanding of participation in sport. It is important to establish that Special Olympics programs are not drop-in programs and that a certain level of commitment is required from the athletes. Explain this to athletes at the beginning of the season and continue to stress the importance of their continuous participation. Athletes who wish to attend competitions must have a 75% participation record. All athletes are expected to act appropriately and misbehaving will be followed up with consequences and a written report.



5. Be Consistent

Attempt to guide your team as closely as possible to the expectations you have established together. This will allow for consistency and a clear understanding of the guidelines.

6. Clarify any expectation changes

Be sure that your athletes are aware when an expectation change occurs and identify why. It is also important to pass on this information to assistant coaches and other volunteers.

7. Review the expectations

Look over these regulations throughout the season to refresh yourself and to make any adjustments if necessary.



GOAL SETTING

One of the most important things you can do with your athletes is to help them set goals. When athletes set goals, they take ownership of their training and their progress. The result is that athletes will be able to achieve their personal best performance. A great time to talk about, and establish goals, is at the pre-season meeting. Have athletes write down their goals and review them as the season evolves. Athletes may set both individual and team goals. Goals may also be either long term, intermediate or short term depending on what they are trying to achieve. Long term goals may include those that they would like to reach by the end of a year or even a few years. Intermediate goals would be those attainable within a few months or throughout the sport season. Short term goals may be specific to one week or even one practice. Listen to the athletes and help them realize their goals. Discuss why they come to Special Olympic programs- it will assist in helping define goals for the individual and the whole group.

Goal setting has been shown to be effective in:

- Enhancing motivation
- Enhancing self confidence
- Promoting autonomy
- Increased performance & reaching outcomes (Some studies show athletes are 20-30% more likely to reach their goals by writing them down!)

When setting team goals, try to focus more on collaborative goals as opposed to unilateral goals.

Collaborative goals:

- Involve the athletes
- Increase commitment and motivation to accomplish goals
- More centered around successes



COACH MANUAL

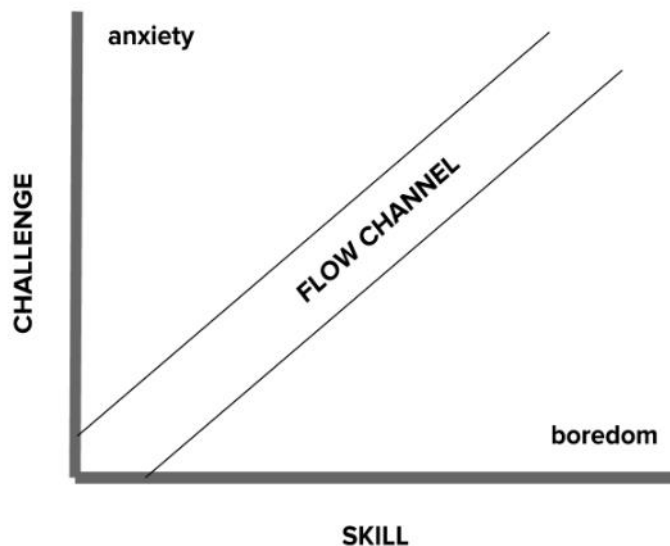
- Increase confidence

Unilateral goals:

- Athletes are told what their goals will be (i.e. we are going to win 10 games), which may not be a positive thing if these are not what the athletes want to achieve.

Other things to consider when setting goals...

- Set **process** goals as opposed to **outcome** goals (i.e. focus on improvement, communication, technique, etc. vs winning the game). The more athletes focus on the process the more likely the outcome will occur.
- Having a balance between the level of perceived challenge and skill will result in increased motivation and will ensure the athletes are learning and growing. This also increases the likelihood of a “flow state” to occur (aka. Being in the zone). Set goals that are challenging yet realistic. A good rule of thumb is keeping the level of challenge 4% higher compared to skill level. Just outside their comfort zone that they learn and grow but not too much that they get anxious, or too little that they get bored. See graph below for a visual.





COACH MANUAL

- Set specific goals versus general goals so that athletes have a clear understanding of their expectations (“I want you to improve your follow through” vs “I need you to get better”).
- Encourage a *growth* mindset rather than a *fixed* mindset. A growth mindset sees effort and openness to feedback as a path to mastery and success with statements such as “I can always learn something new” or “It didn’t work out this time, but I will get better eventually”. A fixed mindset sees feedback and effort as fruitless. Statements like “I will never get better” or “I don’t need to listen to teammates” is an example of a fixed mindset.
- Intrinsic motivation (doing things for the enjoyment, as opposed to extrinsic which is based on external rewards) is enhanced when individuals have autonomy, have a sense of relatedness to others, and are made to feel competent. These are the 3 basis tenants of self-determination theory.

“You can’t hit a target that you cannot see!”





SEASONAL PLANNING

Regularity. To achieve a training effect, a person must exercise often. One should strive to exercise at least three times a week. Infrequent exercise can do more harm than good. Regularity is also important in resting, sleeping, and following a good diet.

Progression. The intensity (how hard) and/or duration (how long) of exercise must gradually increase to improve the level of fitness.

Balance. To be effective, a program should include activities that address all the fitness components, since over emphasizing any one of them may hurt the others.

Variety. Providing a variety of activities reduces boredom and increases motivation and progress.

Specificity. Training must be geared toward specific goals. The activities and drills should all be related to your goals and objectives.

Recovery. A hard day of training for a given component of fitness should be followed by an easier training day or rest day for that component and/or muscle group(s) to help permit recovery.

Overload. The workload of each exercise session must exceed the normal demands placed on the body in order to bring about a training effect.








Integrated Periodization Plan for Team Sports



Reference: I. Mujika et al. IJSP 2018

Designed by @YLMSSportScience

	General Preparation	Specific Preparation Precompetition	Main Competition Regular season	Play-Off Finals	Transition Off Season Injury
TRAINING	 <p>Aerobic conditioning</p> <p>Resistance training</p> <p>Team based activities supported by individual sessions</p> <p>May include specialized training (e.g. altitude and/or heat adaptation)</p>	<p>Match play</p> <p>Sport specific technical tactical training</p>	<p>Weekly/twice-weekly match fixture</p> <p>Recovery from match</p> <p>Specific conditioning between matches to maintain fitness and peak for key matches</p> <p>Preparation for match</p>	<p>Same as main competition / regular season phase with major fitness / performance peak</p>	<p>Individual maintenance conditioning</p> <p>Corrective surgery and/or injury rehabilitation</p>
RECOVERY	 <p>Maximize adaptation by limiting recovery</p>	<p>Increase in recovery between training sessions in preparation for specific training sessions</p> <p>Recovery following preseason matches (e.g. active recovery, cold water immersion, contrast water therapy, massage, compression garments)</p>	<p>Post competition / event recovery (same as specific preparation / precompetition phase)</p> <p>Between competition / event recovery (same as specific preparation / precompetition phase)</p>	<p>Post competition / event recovery (same as specific preparation / precompetition phase)</p>	<p>Psychological recovery</p> <p>Increase positive mood state</p>
NUTRITION	 <p>Appropriate energy and micronutrient intake to support body composition goals including increase in lean body mass and loss of excess body fat</p> <p>General support for training sessions and recovery between sessions, including strategic timing of nutrient intake around sessions</p> <p>Potential for targeted use of training with low carbohydrate availability to enhance adaptations to aerobic training</p> <p>Focus on hydration during hot weather training</p>	<p>Continuation of nutrition goals of preparation phase</p> <p>Practice of match nutrition and supplement strategies</p>	<p>Prematch and during-match strategies of nutrition and performance supplements to address the specific needs of each player's position or style of play</p> <p>Post-match recovery</p> <p>Maintenance of body composition achieved in preparation and precompetition phases</p> <p>Nutrition for travel for away matches</p>	<p>Same as main competition / regular season phase</p> <p>Potential inclusion of considerations for warm/hot weather</p>	<p>Minimization of negative changes in body composition</p> <p>Proactive nutrition for injury management / rehabilitation if appropriate</p>
PSYCHO	 <p>Motivation, pain and fatigue management, self awareness</p> <p>Goal setting for practice, imagery, relaxation / activation techniques</p> <p>Individual engagement, team communication</p>	<p>Kinesthetic awareness and control, increased self-efficacy, emotional management</p> <p>Use of video, improvements log, rhythm work</p> <p>Promoting contact among players, group discussions</p>	<p>Optimal arousal, effective focus, cognitive and emotional self-management, competition routines, attentional focus, relaxing / energizing cues</p> <p>Promoting uniformity, togetherness, group initiative/collaboration activities</p>	<p>Trust, flexibility, confidence</p> <p>Competition plan, cognitive restructuring tools, tolerance of ambiguity, team confidence</p> <p>Mindfulness, interpersonal trust</p> <p>Empowering team decision-making, creative use of talents</p>	<p>Effective evaluation, self-care/restoration</p> <p>Self-identity development</p> <p>New goal-setting</p>
SKILL	 <p>High volume and high functional variability of skill repetitions</p> <p>Skill outcome performance likely to be more inconsistent</p> <p>Greater volume of less structured game play</p>	<p>Increased specificity of practice and game play (specific tactical concepts practiced) within the competitive performance setting</p> <p>Increased cognitive engagement expected through tactical learning</p>	<p>Specific tactical and technical preparation for match (including own team rules and introduce awareness of opposition style of play)</p> <p>Off-field/court preparation more prevalent (e.g. video preview and review)</p>	<p>Same as main competition / regular season phase</p>	<p>Not applicable</p>



Integrated Periodization Plan for Individual Sports

Reference: I. Mujika et al. IJSP 2018 Designed by @LMSportScience

	General Preparation	Specific Preparation	Taper	Competition	Transition Off season Injury
TRAINING 	<p>High volume</p> <p>Low and moderate intensity</p> <p>Low specificity and mixed training modalities (e.g. resistance, core stability, cross-training, etc.)</p>	<p>Moderate-high volume</p> <p>High intensity (e.g. race pace)</p> <p>High specificity</p> <p>May include specialized training (e.g. altitude and/or heat adaptation)</p> <p>May include domestic and/or international competition</p>	<p>Low volume</p> <p>High intensity</p> <p>High specificity</p>	<p>Competing in single- or multi-day events</p> <p>May involve multiple rounds (i.e. heats, semi-finals, finals)</p>	<p>Rest, recover, regenerate</p> <p>May include some maintenance training (e.g. reduced training, cross-training, cross-education)</p>
RECOVERY 	<p>Appropriate recovery to maximize training adaptation and goals of specific preparation</p> <p>May involve withholding recovery in order to maximise adaptation</p>	<p>Specific recovery support after key sessions, particularly those requiring high levels of skill and/or high quality training sessions</p> <p>Recovery may also be utilised to reduce fatigue and soreness in preparation for key sessions</p>	<p>Recovery can be utilised to minimise fatigue during the taper. This may be useful to decrease the period of time required to taper effectively</p> <p>Increased recovery may be incorporated to maintain high intensity training during this period</p>	<p>Recovery support provided to minimise fatigue & maximise competition performance</p> <p>Support to manage fatigue around travel and jetlag</p>	<p>Physical and mental recovery</p> <p>May include physical therapy for injury recovery / prevention</p>
NUTRITION 	<p>Periodized energy and macronutrient intakes toward desired changes in body composition while maintaining adequate energy availability for health and heavy training load</p> <p>General support for training sessions and recovery between sessions, including strategic timing of nutrient intake around sessions</p> <p>Where desired, periodic targeted low-CHO availability training to stimulate aerobic adaptations</p>	<p>Altered energy and nutrient intake to accommodate changes in training focus</p> <p>Specific support / recovery for key sessions or specialized training (e.g. iron, fuel for altitude training)</p> <p>Further optimization of body composition targets toward taper and competition phase</p> <p>Practice of specific race nutrition and supplement strategies</p>	<p>Support for high intensity training with adjusted energy intake to avoid unnecessary weight gain associated with a reduced energy expenditure</p> <p>Continued monitoring of optimal body composition for competition phase</p>	<p>Support for competition / racing including recovery between multiple rounds in a session and/or multiple competition</p> <p>Nutrition & supplementation practices addressing the physiological demands / limitations of the event</p> <p>Nutrition for travel</p>	<p>Nutrition recommendations similar to active to sedentary individual</p> <p>Some minor weight gain expected or desired</p> <p>Ergogenic supplements no longer required</p> <p>Proactive nutrition for injury management / rehabilitation if appropriate</p>
PSYCHO 	<p>Motivation, pain and fatigue management, self awareness</p> <p>Goal setting for practice, imagery, relaxation / activation techniques</p>	<p>Kinesthetic awareness and control, increased self-efficacy, emotional management</p> <p>Use of video, improvements log, rhythm work</p>	<p>Optimal arousal, effective focus, cognitive and emotional self management</p> <p>Competition routines, attentional focus, relaxing / energizing cues</p>	<p>Trust, flexibility, confidence</p> <p>Competition plan, cognitive restructuring tools, tolerance of ambiguity</p> <p>Minfulness</p>	<p>Effective evaluation, selfcare/restoration</p> <p>Self-identity development</p> <p>New goal-setting</p>
SKILL 	<p>High volume and high functional variability of skill repetitions</p> <p>Skill outcome performance likely to be more inconsistent</p> <p>Progression should be aggressive but calibrated on optimising athlete challenge point</p>	<p>Increased specificity of practice greater representation of the skills within the competitive performance setting</p> <p>Overload key skills to promote adaptability and resilience</p>	<p>Keep in mind reversibility by continuing to practice but with a reduction in overloading conditions</p> <p>Less variable practice conditions can be employed to inflate performer confidence (if required)</p>	<p>Event can be one day or over multiple days: maintain practice repetition between competitive bouts focused on adapting skill to upcoming opponent or conditions.</p>	<p>Not applicable</p>



CONDITIONING SEASONS

The key to seasonal planning is understanding that the focus of training changes in different parts of the season. Consequently, the focus of workouts is different.

The Post Season

- Duration – dependent on sport.
- Often referred to as the off season.
- Primary goal- maintain fitness and rehabilitate any lingering injuries.
- Avoid specialization – focus on general fitness.

Cross Training:

The concept of cross training is an approach to training and conditioning for a specific sport that involves substitution of alternative activities that have some carry-over value to that sport. For example, a swimmer could engage in jogging or running to maintain levels of cardiovascular conditioning.

- Volume of training and intensity should remain low.

Preseason/Preparatory Season

- Duration 8-16 weeks
- Primary Goal – prepare athletes for upcoming competitions. This preparation includes physical training, mental training and the developments of skills.

Preseason Sub-phases:

- **The General Preseason 4-8 weeks**
 - Provide the groundwork for the In-Season
 - High volume- low intensity
 - Major focus is on physical training –physical/tactical/technical/mental skills



- During this preliminary period, flexibility, endurance, and strength should be emphasized in a carefully graded development program.
- **The Specific Pre-Season sub-phases 4-8 weeks**
 - Acts as a transition into the competitive phase.
 - Workouts are still high volume but the exercises become more sport specific.
 - Shift from development to maintenance of physical training to a greater emphasis on technical and tactical skills.
 - Mental training intensifies.

Drills and training become more and more like situations that will be encountered in competition.

In Season/Competitive Phase

- Duration- dependent on sport.
- Primary Goal – stabilize athlete performance.
- Time spent in training specific elements should directly relate to their respective performance in the competitive arena.

In Season Sub-phases:

- **The Pre Competitive sub-phase – dependent on the sport**
 - Competitions are less important.
 - Focus is on fine tuning skills.
 - Performances are often inconsistent.
- **The Main competitive sub-phase – dependent on the sport**
 - Focus is on results.
 - Competitions become more intense as a result the intensity of training sessions should be lessened to compensate.
 - Should look to incorporate sessions of active rest.



HEAD COACH CHECKLIST

The following is a checklist of things that should be part of starting up your program every season, as well as a few things that will help to maintain your program throughout that season. It is the role of the head coach to ensure that all these responsibilities are being met but any member of the coaching staff can carry out these responsibilities. That decision is left to each individual program, to structure as it works best for them.

Before the program starts

- An orientation/planning meeting with all coaches and volunteers
 - Develop coaching philosophy
 - Yearly training & competition plan
 - Develop budget (refer to appendix)
 - Check with program volunteers in your sport program to see if anyone needs SOC - CSW training / MED or specific NCCP certifications this season. If so, notify the Program Coordinator at the start of the season to help locate opportunities.
 - Review medical forms for each athlete and discuss what to do in case of specific situations. Ensure coach medicals are also in the binder. ALL medicals should be shredded at the end of each sport year. New ones should be obtained each year in order to capture and changes.
 - Clarify where the medical forms will be kept during training sessions
 - Develop an Emergency Action Plan which includes Local committee and SOA contacts
 - Discuss protocol for behaviour & incident reports
 - Protocol for athletes when missing a practice or competition
 - Uniforms & equipment management
 - Communication tree with parents and/or caregivers
 - Create team rules



Opening sessions with athletes

- Protocol for athletes when missing a practice or competition
- Review and practice the Emergency Action Plan
- Create team & individual goals
- Discuss protocol for behaviour & incident reports (refer to appendix)
- Review seasonal plan (training & competition)
- Establish protocol for program cancellations

Every training session

- Create a practice plan- including warm up, basic motor skills, sport skills, fitness and cool down (NOTE: if a team sport, ensure a game component is included that teaches and enforces the rules of the sport). Share the plan with other coaches in advance (atleast 2 days prior to allow the change to review) and assign specific tasks to each coach.
- Safety check equipment and facility
- Take attendance
- Check the medical kit for appropriate materials

Various times throughout the season

- Review both team & individual goals
- Liaise with Program Coordinator
- Give out notices for special events and competitions
- Feedback from coaches and athletes on the program
- Review and practice the Emergency Action Plan



PRINCIPLES OF EFFECTIVE TRAINING SESSIONS

INITIATIVE	OUTCOME
Keep all athletes active	Athletes need to be active participants
Create clear, concise goals	Learning improves when athletes are aware of what is expected of them
Give clear, concise instructions	Demonstrate- increase accuracy of instruction
Record progress	You and your athletes chart progress together
Give unambiguous, immediate, and positive feedback	Emphasize and reward things the athlete is doing well
Provide variety	Vary exercises to prevent boredom
Encourage enjoyment	Training and competition is fun- help keep it this way for you and your athletes
Create progressions	Learning is increased when information progresses from: <ul style="list-style-type: none"> - Known to unknown – discovering new things successfully - Simple to complex – seeing that “I” can do it - General to specific – this is why I am working so hard
Plan maximum use of resources	Ensure that athletes have equipment that is appropriate for their ability level and up to safety standards
Allow for individual differences	Remember: different athletes, different learning rates, and different capacities.



TIPS FOR CONDUCTING SUCCESSFUL TRAINING SESSIONS

- Assign assistant coaches/program volunteers their roles and responsibilities in accordance to your training plan.
- When possible, have training stations prepared before the athletes arrive.
- Introduce and acknowledge coaches and athletes.
- Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- Have a weather contingency plan.
- Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise, even if it is rest.
- Make sure you keep fun as an element of your training session
- Summarize the session and announce arrangements for next session.

TIPS FOR CONDUCTING SAFE TRAINING SESSIONS

- Establish clear rules for behaviour at the first training session, and enforce them:
- Listen to the coach
- Ask the coach before you leave the training session
- Establish appropriate communication with training venue.
- Warm up and stretch properly at the beginning and end of each training session.
- Make sure athletes have access to water to drink.
- Make sure a first aid kit is available.
- Train all athletes and coaches on emergency procedures.
- Make sure equipment is in good working condition.
- Choose a safe area. Do not practice in areas that are not properly prepared for training.
- Train to improve the general fitness level of your athletes. Physically fit athletes are less likely to get injured. Make sure your training sessions are active



PROGRAM CONSIDERATIONS

Facilities:

- Ensure adequate space, lighting, and equipment is available to carry out the program.
- Ensure that the facility is safe before each practice.

Gym Attire:

- Ensure that athletes are properly dressed (appropriate footwear, track pants, shorts, t-shirts etc...) for weekly practices and competitions.
- If an athlete is not dressed in suitable gym attire, the coach should speak to the parents/caregivers to ensure that the problem is rectified.

Equipment:

- Ensure that equipment is available and safe before each practice.

Behaviour:

- Behaviour expectations should be outlined at the first program.
- Athletes' and coaches' code of conduct must be followed
- Coaches must manage inappropriate behaviour in a fair and consistent manner.

Evaluation:

- Evaluation of the program must be done on an ongoing basis, usually at the end of each program. Coaches should review: the lesson plan, participant performance, and coach performance.
- Questions that can be asked are:

“Were the goals met?”

“What worked well and what didn't?”

“Was it fun?”

“What are our future plans?”

From this evaluation process, new strategies can be set for following workouts. If the practice was highly successful, a similar routine should be considered for future programs.

Other evaluative methods can be used at various times throughout the program year:

- One of the coaches can sit out and evaluate the program.



COACH MANUAL

- Use professional staff i.e. physical education teacher, parents, Special Olympics Staff when appropriate.
- NOTE: Special Olympics staff may randomly attend practices to observe best practices throughout your season



SEVEN COMPONENTS OF A PRACTISE PLAN

Warm Up (10-12 min)

Warm up should start with a light jog to get the athletes' heart pumping. Athletes should then gather to stretch, starting slowly and gradually involving all the muscles and body parts to be utilized in the exercise related instruction phase of the practice. Dynamic stretching (vs static stretching) is recommended during this component. It prepares the athletes for physical exertion and sports performance by increasing range of motion and blood and oxygen flow to the soft tissues prior to exertion.

Basic Motor Skills (15-20 min)

Basic Motor Skills are defined as the very simplest movement skills (i.e. running, kicking, jumping, throwing, catching, etc). This phase starts with known content and progresses to the application of skill(s) resembling the game/competition, allowing athletes to fine-tune these basic skills to enhance the acquisition of sport skills. It should focus on one specific skill at a time. The combination of 2 or more skills will be encompassed in the next section.

Sport Specific Skills (15-20 min)

During this phase the athletes will combine several basic motor skills and practice the skills as demonstrated during the instruction. Emphasis should be placed on creating competition-like conditions (through game-like drills) during this phase.

Fitness (12-20 min)

This phase involves physical conditioning activities that are specific to the fitness needs of your sport. This is done by setting continual work/pause ratios (through circuits) for your athletes that stress the correct energy system(s). Fitness encompasses cardio, muscular strength, muscular endurance and flexibility.

Simulated Game (10-15 min; for team sports only)

During this phase athletes will compete in a competition-like setting to incorporate all the skills they have learned as well as the rules of the sport. Infractions should be called so that the athletes learn all aspects of the sport.

Cool Down (5-8 min)

Don't forget this portion. Cool downs are a vital part of a practice as they allow the heart rate to return to normal. Static stretching should also be included at this time to prevent sore muscles the next day.



Evaluation/Tips/Announcements (5-10 min)

Evaluation is used to assess the effectiveness of specific activities or the total practice. It is helpful to spend a few minutes with your athletes at the end of a practice to get some feedback on the practice session. It can take the form of a 5 minute wrap session about things that went well and things that the athletes and/or coaches need to work on. The topics discussed can be built into the next week's practice. All around training should also encompass nutrition and/or mental training so it is important to discuss these items with your athletes as well. Announcements for upcoming competitions or program changes can also be shared. This component can be completed during the cool down component when the athletes are quiet and focused to ensure proper listening



COMPETITION PLANNING



LEVELS OF COMPETITION

Competitions are happening all the time, in every sport throughout Alberta. At any time a Local may host either an invitational or open competition. Every competition must follow S.O.C rules and be sanctioned by the Provincial Office.

Local Competition

Locals may invite other locals at any time for a “friendly” competition. These competitions are less formal and competitive than those of the qualifying competitions (listed below) and are focused on introducing athletes to the competition environment. Local competitions should still follow SOC/SOA rules and must be sanctioned by SOA Provincial Office (see Local Competition Sanctioning Form in Appendix).

Regional Competition

These competitions happen every four years. At Regional competitions, all the athletes in each Region compete against each other. At the beginning of each Regional Competition year the Region must decide on what competition they will use as their Regional Qualifier, this event does not have to take place in their own geographical region, but ALL teams in that region must attend the same qualifier. The results from the Regional competition determines who moves onto the Provincial Games. The quotas for the Provincial Games are determined by the Provincial Office. From these assigned numbers, the Regional Committee is responsible for selecting which athletes and coaches will attend the games. During non-Regional Qualifying years, competitions should still occur and may be “open” to other regions.

Provincial Games

The Provincial Games are held in a different host community every two years on a rotational basis between winter and summer sports. To compete or coach at the



Provincial Games, you must have qualified regionally and been selected by the Regional Committee. The Provincial Games serve as the qualifier for the National Games.

National Games

The National Games are held every two years on a rotational basis between winter and summer sports and serve as the qualifiers for World Games. The games are run by Special Olympics Canada.

World Games

The World Games are held by Special Olympics Incorporated and are held every two years on a rotational basis.

Within these competition you will learn a few key variables that differentiate Special Olympics and are important to understand in order to ensure fair competition for all athletes. Two important distinctions that we will cover here are: Divisioning, and the Maximum Performance Rule (MPR):

DIVISIONING

Special Olympics sports competitions are based on the idea that athletes of all abilities should be given an equal chance of succeeding, whether it is a personal best or a gold medal. Special Olympics calls this competition-level matching “divisioning”. It’s a fundamental rule at Special Olympics that athletes in competitions are matched up with others of the same gender, about the same age and most importantly, of about the same competitive ability. Evening out by skill level and matching for age and gender makes Special Olympics events more exciting and meaningful for the athletes and the fans watching.

Divisioning is a two-stage process. Before each competition, a time, score or skill assessment is submitted for each athlete or team. The divisions are then set up based on the information on each athlete’s skill level so that each set of competitors is



closely matched. Divisioning allows athletes in all divisions to train and compete at a high performance level if they desire. Being eligible to compete in a high performance level provides motivation and allows athletes to succeed. Divisioning is inclusive and celebrates athlete achievement.

MAXIMUM PERFORMANCE RULE (MPR)

Divisioning heats are conducted to ensure that athletes compete against athletes of a similar ability level in their final competition. To ensure that athletes compete at the best of their ability during the divisioning round, the maximum performance rule will be implemented. Maximum performance would indicate that there should be no more than 15% difference in performance between divisioning and final events. If an athlete exceeds their divisioning event performance by 15% in the final round of competition the following shall occur.

- Athlete is flagged under the Maximum Performance Rule (MPR)
- The athlete will be re-divisioned and placed in the correct division as indicated by their time/distance.
- The athlete will be eligible for a medal if their time/distance warrants.
- Re-divisioning will not affect the standing of athletes in the division where the flagged athlete is placed. (i.e. re-divisioned athlete places third in new division, current athlete in division will also be awarded third place).
- Flagged athlete will not receive any selection points (for advancement to higher levels of competition) for the event.
- The Maximum Performance Rule would not apply if an athlete when re-divisioned would still be placed in the same division.

If the coach is of the opinion that his/her athlete has not competed at the best of their ability in the divisioning race, and may be in danger of violating the MPR, they have the option to submit a faster time for their athlete so that they can be placed in



COACH MANUAL

a division which reflects their ability. If an athlete falls or is disqualified in their divisioning event the coach has the following options:

1. Submit a faster time or longer distance/greater height
2. Concede the event qualifying time/distance/height
3. Rerun of the event*

***NOTE:** The following events are eligible to be rerun:

Cross Country: 100m & 500m

Snowshoeing: 100m & 200m

Speed Skating: 111m & 222m

Athletics: 50m, 100m, 200m, 400m, Hurdles

Aquatics: All 25m, & 50m races

If an athlete falls or is disqualified in the second divisioning race, they will have the following two options:

1. Submit a faster time
2. Concede the event qualifying time

Implementation of the MAXIMUM PERFORMANCE rule cannot be protested.

Cross Country Skiing Exception is an exception. For sports like Cross Country Skiing, where environmental changes can impact the performance of the athlete, the following procedures should be implemented: Prior to the start of each cross country divisioning event, a forerunner would ski the track to determine a baseline time for the course. The same forerunner would ski the track again prior to the final race in each event to establish if the track conditions favour a faster time. This will establish if a percentage change is required to be made to the maximum performance rule. Coaches will be informed if a percentage change is to be made



COMPETITION CYCLE

Special Olympics Alberta operates on a four year competition cycle for summer and winter sports:

Four Year Cycle:

Year 1- Regional Qualifiers

Year 2- Provincial Qualifiers

Year 3- National Qualifiers

Year 4- World Games

Our current cycle is as follows:

2020 –

Winter National Games - Thunder Bay ON.

Summer Regional Qualifiers

2021-

Winter World Games - Sweden

Summer Provincial Games – Strathcona County

2022-

Winter Regional Qualifiers

Summer Nationals Games



Competition is a major component of the athlete and coach experience and enables Special Olympics Alberta participants the opportunity to showcase their skills against athletes of similar ability. However, for a competition to be safe and fair it must meet certain minimum requirements. The following are the minimum standards that must be adhered to when hosting an invitational or open competition.

Regulations

- All competitions must be sanctioned by Special Olympics Alberta. Sanctioning for invitational and open competitions can be completed by filling out the sanctioning form available through SOA. Please note that sanctioning for Regional Qualifiers is different and requires a more in-depth process.
- All competitions must have a registration package that is provided to participating Locals that includes; registration deadline (no later than 1 week prior to the event), date of competition, start and finish times, registration fee, address of venues, athlete eligibility, events being offered and schedule, competition rules, if meals are provided, and contact information.
- All competitions must have medical coverage for the duration of the event. Medical coverage can include, but is not limited to, Red Cross First Aid Trained volunteers, St. John Ambulance volunteers, registered nurses, first response trained police officers or fire fighters, and Alberta ambulance employees.
- All competitions must follow the Special Olympics Canada rules and regulations, including divisioning procedures, to ensure athlete safety and that all events are consistent. Special Olympics Canada sport rules can be found on the Special Olympics Alberta website located at www.specialolympics.ab.ca
- If meals and snacks are provided, every effort must be made to ensure healthy options are provided.
- All competitions must use facilities that are safe and appropriate for the competition. Facility requirements include; separate male and female bathrooms or change rooms, accessibility for athletes with physical disabilities and comply within reason to Special Olympics Canada facility requirements found in the Sport Rules.
- Every effort should be made to recruit sufficient numbers of officials, who are trained for the level of competition being offered.
- All athletes and coaches should be properly attired based the Competition and Practice Attire Policy. Jeans are not acceptable for any coach or athlete at any competition!
- Results for the competition should be provided to participating Locals within 14 days from the completion of the event.

If you would like to host a competition, fill out the Online Tournament Sanction Form found on our website.



TRAVEL

As a coach with SOA, there are opportunities to travel with your team to tournaments and games. As well, you may be offered the chance to travel alone as a coach to events such as development seminars or conferences. During this time of travel, there are certain policies and procedures that apply to all coaches and volunteers within the organization. Travelling as a coach with your team is a commitment that needs to be taken seriously. When you are away at games or at a tournament, your responsibilities towards the team last the entire duration of the event. Coaches are responsible for the 24 hour supervision of their athletes, including sleeping and eating time. At no point during the time away may athletes be left unsupervised. Coaches may not leave the venue for any reason.

If you are travelling with your team, or other athletes, no alcohol may be consumed from the time you depart your local until the time of arrival back in that local.

When travelling in your own vehicle, whether it be with athletes to an organized event, or as a coach for a professional development opportunity, you may fill out an expense form for your travel costs. Your gas costs are not reimbursed but your mileage is reimbursed at .40 cents per km.



TRAVEL – SAMPLE CHECKLIST

As soon as you hear about a Tournament: (the sooner the better!)

Inform Local Coordinator <LC Name, phone number, email here> of your intent to attend Tournament and wait for approval.

Forward all details about Tournament to Local Coordinator and Program Coordinator <PC name , phone number, email >

- Number of Athletes attending
- Location of Tournament
- Day trip or overnight- How many Females/ Males?
- Number of Coaches/Chaperones attending (We must maintain proper ratios)
- Cost per Athlete/Coach attending
- How you plan to travel-Transportation needs
- How much money will be needed – Budget required!!!
- If a bus needs to be ordered or accommodations need to be made...BE SURE to ask Program Coordinator to do this!!!

After approval has been given, give Athletes a note to take home with details of Tournament, drop off location and times, and pick up times. Ask parents/Caregivers to have all medications “Bubble Packed” for travel. Athlete’s travel and accommodations are paid for by the local, but Athletes are asked to bring money to cover meals or are asked to pack a bagged lunch. Be sure to include a packing list and equipment needs.

Coaches and Chaperones will be reimbursed for all meals (\$44.00 per day maximum for 3 meals/day) **ALL receipts MUST be received before reimbursement is given. Only personal food will be covered...no Alcohol or Tobacco products.**

At least One week before Tournament:

***** Please do not leave these details until the night before the event!!!**

- Submit a “Request for Funds Advance” form to Treasurer - <Treasurer name, phone number, email> (If this is not done in advance, you will be required to pay for everything yourself and submit receipts after the event. The treasurer needs time to process Fund requests, so if this is not done in time, he/she may not be able to accommodate you. The Funds will be given in a cheque form so you will need time to cash it at the bank.)



COACH MANUAL

- Check with Program Coordinator for Accommodations and Transportation information.
- Ensure you have an up-to-date Medical Form for all Athletes.
- Make sure your First Aid Kit is complete.
- If Uniforms are needed, be sure to contact Uniform Coordinator **<name, number, email>** to arrange pick-up. You will need to have a list of necessary sizes.
- Review all Medical Forms to familiarize yourself with any dietary/medical/ behavioural concerns.



RISK MANAGEMENT



SAFETY

Coaches are responsible for the safety and welfare of the athletes and other coaches in their program. It is very important to develop emergency procedures that will apply to programs as well as competitions. Everyone involved in a program should be aware of these procedures. Consider the following safety considerations:

1) Practice Organization

- warm up - when in doubt do a little more versus not enough
- use clear and concise directions
- set behavior expectations
- be careful and alert - try to anticipate hazardous situations
- avoid overcrowded conditions
- record the details of all accidents on an accident form.

2) Equipment and facilities

- be sure to have a first aid kit/supplies and non-latex gloves for any incidents
- check equipment at the beginning of the year
- continue periodic checks during the year
- identify the hazards at the gym, pool, playing fields, cross country trail, etc.
- ensure that the facility is inaccessible to participants when there is no supervision available
- supervise the facility until the last athlete leaves.

3) Athletes

- know the athletes! (When in doubt know where to find the information)
- know the health status and medical background of each athlete
- know who is prone to seizures
- know if Down Syndrome athletes have been X-rayed for Atlanto-Axial dislocation and how you may need to adapt their participation in the sport
- know what medication coaches are responsible for administering. (when travelling only)

When establishing emergency procedures for your facility, include procedures for fire, missing persons and accidents. Consider the following:

- 1) Where is the nearest accessible telephone?
- 2) Where is the first aid kit and how is it accessed?
- 3) What would happen if a fire alarm were to go off during the program?



EMERGENCY ACTION PLAN

Do you have a plan in place should a serious injury occur to one of your athletes? What would you do first? Who would you call for assistance? An Emergency Action Plan (EAP) is a plan coaches design to help them respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of their EAP.

An EAP can be simple or elaborate. It should cover the following:

- Designate in advance **who is in charge** if an emergency occurs (this may be you).
- **Have a cell phone** with you and make sure the battery is fully charged. If this is not possible, find out the exact location of a telephone you can use at all times. Have spare change in case you need to use a pay phone.
- Have **emergency telephone numbers** with you (facility manager, superintendent, fire, police, ambulance), as well as athletes' contact numbers (parents/guardians, next of kin, family doctor).
- Have on hand a **medical profile for each athlete** so that this information can be provided to emergency medical personnel. Include in this profile signed consent from the parent/guardian to authorize medical treatment in an emergency.
- Prepare **directions** for Emergency Medical Services (EMS) to follow to reach the site as quickly as possible. You may want to include information such as the closest major intersection, one-way streets, or major landmarks.
- Have a **first-aid kit** accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first-aid training).
- Designate in advance a **call person**: the person who makes contact with medical authorities and otherwise assists the person in charge. Be sure that your call person can give emergency vehicles precise directions to your facility or site.

Use the NCCP's [Emergency Action Plan Checklist](#), or download an EAP from our [resource page](#).



BUDGETING



Budgeting: What, Why, Who, How?

What?

A BUDGET is the amount of money needed or allotted for a specific use.

Why?

It's difficult for the Local Fundraiser to do their job if they don't know how much money the local will need. So each year we put together a budget to show what we EXPECT to need!

Who?

In the past, the Local Coordinator and the Treasurer have, with the help of the Local Executive, tried to put together a budget. But really the coaches are in a far better position to do this! They are the people who know what is needed to successfully run their programs!

How?

Most people have never had to make up a budget before, SO how do you go about it? Well, we've provided a simple form for you to use. If you have your own ideas...USE THEM!

1. FACILITY RENTAL: Find out from your Program Coordinator or the facility itself what the cost for the facility will be for the duration of the program.

2. EQUIPMENT RENTAL: Do you need to rent equipment on a weekly basis (i.e. skis, skates, bowling shoes). Do the athletes pay for this themselves or does your local pay? Again, contact your Local Coordinator or Program Coordinator if you need guidance.

3. EQUIPMENT PURCHASE: Do you need any new equipment? Call around to two or three different places for quotes on what you need. **TWO THINGS TO REMEMBER:** this is a budget, not all items will be authorized, so be realistic!! Also no authorization may be given to purchase goods unless a minimum of two quotes are received!



4. EVENT REGISTRATION FEE: Take a look at the calendar of events on the SOA website, pick out the events you would like to attend and find out if any information on these has been received yet. If not, see if your Local attended these events previously. If they did, take the registration fees and increase it by 5% to cover inflation. If you have never attended this event, call the contact person and ask them if they have an idea of what the registration fee might be!

5. TRAVEL COSTS: Take into consideration how much it will cost for your athletes to travel to the event, including transportation (airfares, mileage, etc.), accommodations (if required), and any meals incurred along the way.

6. COACHES TRAINING: If you or any of the volunteers involved in your program would like to take some training, such as coaching courses or conferences, or even Sports Aid training, this is where you would put in those costs.

7. MISC. COSTS: Any costs that you think your program may incur that don't fit into any of the other categories can go here.

REMEMBER: This is only a budget. If you come across other expenses during the program year they may be submitted to the Local Executive for approval. Also, if you need help with your budget don't be afraid to ask! All locals have people with hidden talents and they'll be happy to assist you.

Use our [resource page](#) to find a sample budget outline.



SPORT SCIENCE & RESOURCES



USEFUL LINKS	DESCRIPTION
Special Olympics Alberta Website	Keep updated on what's going on...lots of information on what's happening in and around the province.
Special Olympics Alberta Resource Page	Coach resource page with various resources
Coaching Association of Canada (CAC)	Here you will find access to the National Coaching Certification Program (NCCP) as well as coaching tips, info on seminars and conferences. This is where the national coaching database is managed and where coaches' transcripts are housed in the "Locker"
Special Olympics Alberta Coach Connect	Facebook group for all coaches to connect (by request only)
SO Learn	Special Olympics learning portal for new volunteers
RESOURCES	DESCRIPTION
How To Become a Special Olympics Coach	Step by step explanation of how to become a coach with Special Olympics
SOA Coach Pathway	Table explaining what is required at each level of Special Olympics, with PSO contacts and course requirements
NCCP Course List	Frequently updated list of currently offered courses by sport
Athlete Centered Coaching Guide	Coaching guide focused on the athlete
Coaching Athletes with a disability	How to coach athletes with an intellectual disability



Special Olympics Coach Quick Reference Guide	Quick reference guide for coaching athletes with an intellectual disability
Sport Specific Rules & Resources	Rules for each sport with useful resources
YLM Sport Science	Great sport science resource with insightful infographics
Coach Diary	Mental skills training for coach reflection and development. Created by Dr. Laura Farres for SO BC
Nutrition Guide	How to implement nutritional guidelines with your athletes
Sport Psychology Guide	Learn to implement psychological skills training with your athletes and learn what coaching methods work best
Injury Prevention Guide	Reduce injuries and learn about recovery
Long Term Development in Sport and Physical Activity (Updated LTAD model)	A framework designed by the Canadian Sport for Life (CS4L) movement for optimal training, competition and recovery schedule for each stage of athletic development
FAQ	
Special Olympics Alberta Frequently Asked Questions	Frequently asked questions regarding Special Olympics



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