



***Special
Olympics***
British Columbia

Head Coach Handbook Updated August 2019

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“You get the best effort from others not by lighting a fire beneath them, but by
building a fire within.”
Bob Nelson

Welcome

As a key member of Special Olympics BC, the role of Head Coach is highly important in the overall development and advancement of the athletes in our organization. As Head 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 the position of Head Coach 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 his players see what they can be
rather than what they are."

Ara Parasheghian

Mission Statement of Special Olympics BC

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 British Columbia

- 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 BC is a volunteer-based organization.
- No person who has an intellectual disability may be denied access to Special Olympics BC 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 BC 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.

History of Special Olympics

Special Olympics is an international organization that provides sports training and competitive opportunities for persons with intellectual disabilities. The organization is recognized by Sport Canada as the main provider of these services to people whose primary diagnosis is an intellectual disability, although some participants also have physical challenges.

The Birth of Special Olympics in Canada

In the early sixties, children with intellectual disabilities were tested for physical fitness levels with the results revealing that these individuals were half as physically fit as their non-disabled peers. It was assumed that the low fitness levels were a direct result of their disability. However, troubled by this assumption, a Toronto researcher – Dr. Frank Hayden – began to conduct his own research on the subject and discovered that given the opportunity, people with an intellectual disability could become physically fit, and acquire the physical skills necessary to participate in sport. Inspired by his discoveries and seeing the need for new kinds of sport opportunities, Dr. Hayden sought ways to develop a national sports program designed specifically for people with an intellectual disability. His work came to the attention of Eunice Kennedy Shriver and the Kennedy Foundation in Washington, D.C. which led to the creation of Special Olympics.

The first sports competition organized under the Special Olympics banner was held at Soldier's Field in Chicago in 1968. To ensure that Canada was well represented at the competition, Dr. Hayden called on renowned broadcaster, successful businessman and humanitarian, Harry "Red" Foster. Upon returning to Canada, after accompanying a Canadian floor hockey team to these first games, Red set about laying the foundation for the Special Olympics movement in Canada as a way to enhance the lives of Canadians with an intellectual disability.

Today, over 47,500 athletes with intellectual disabilities participate in Special Olympics programs across the country. Around the world, Special Olympics has grown to service over 5.6 million athletes in more than 170 countries.

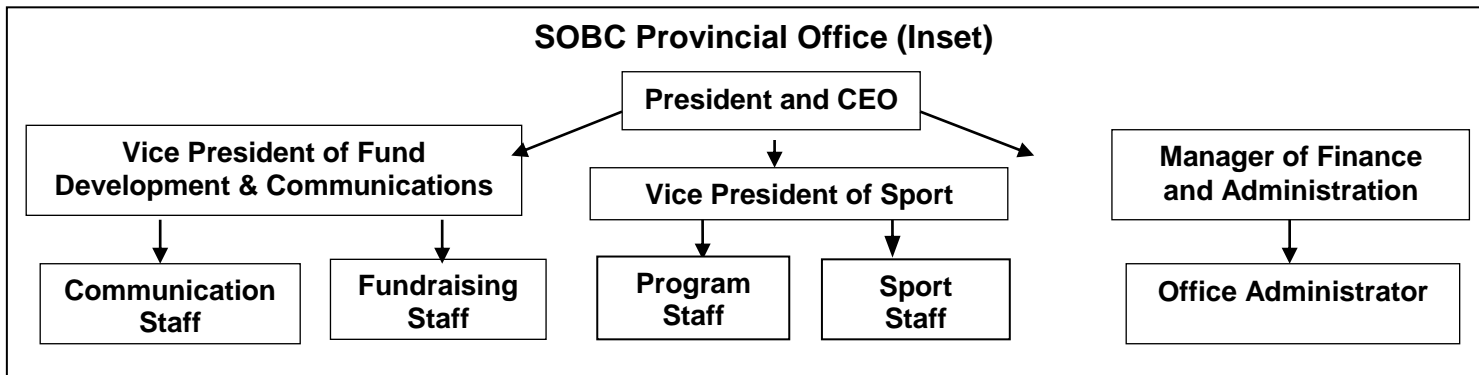
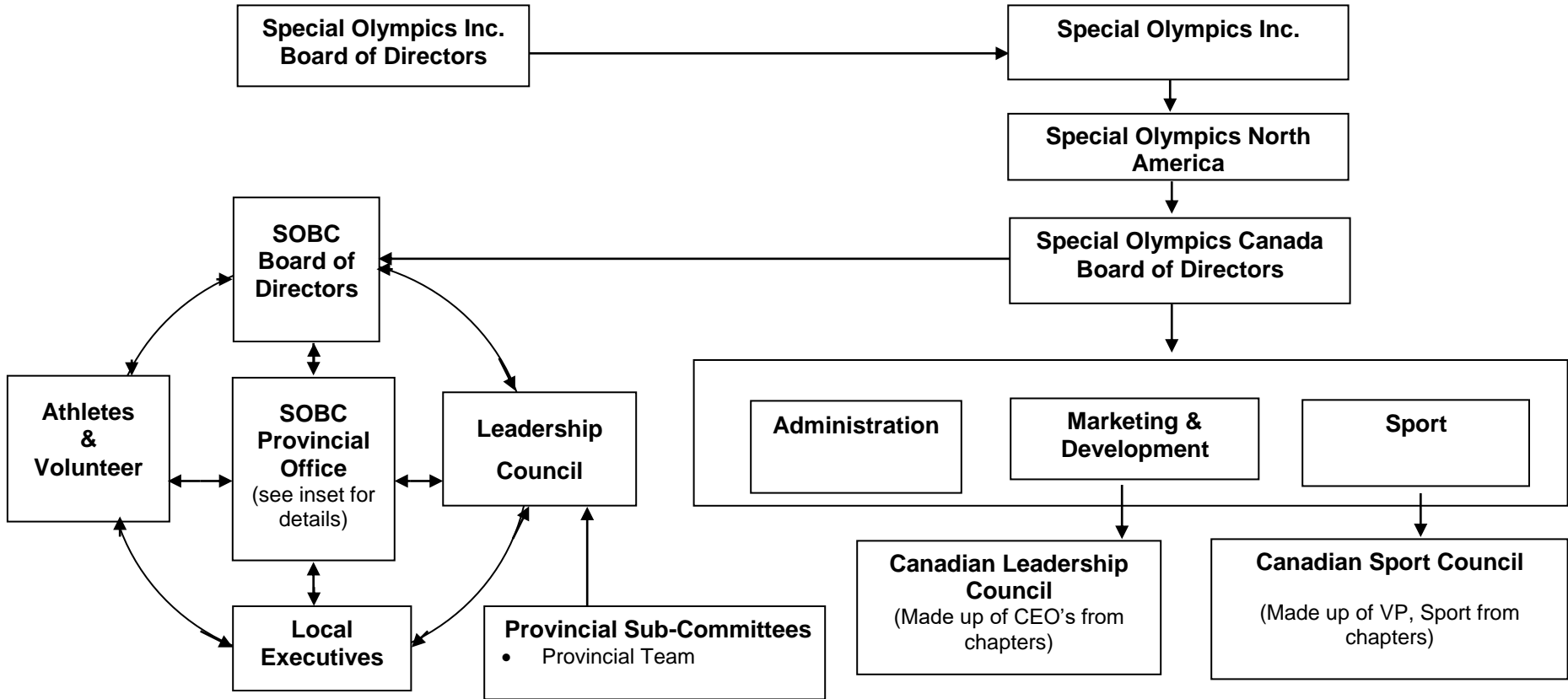
Special Olympics British Columbia

Since 1980, Special Olympics British Columbia (SOBC), a registered charitable organization, has provided high-quality sports programs and competitions to meet the needs and interest of individuals with intellectual disabilities, enriching lives and celebrating personal achievement through positive sports experiences. Today, over 5200 athletes participate in Special Olympics BC sports programs in 55 communities across British Columbia. Special Olympics BC offers year-round programs in 18 sports, as well as local, provincial, national, and international competitive opportunities. These sports opportunities provide athletes with far more than the physical benefits of improved health and athletic ability. Participation in sports provides opportunities for athletes to develop social skills, cultivate friendships, strive for and achieve goals and increase their self-esteem – enabling athletes to win in sport, and in life.

Facts about Special Olympics BC

- More than 5200 athletes participate in summer and winter sports programs throughout BC.
- More than 4300 volunteers assist in bringing the programs to life.
- Programs run in 55 communities around the province.
- Coaches are certified through the National Coaching Certification Program.
- Official SOBC winter sports: 5 pin bowling, alpine skiing, cross-country skiing, curling, figure skating, floor hockey, snowshoeing and speed skating.
- Official SOBC summer sports: 10-pin bowling, aquatics, basketball, bocce, golf, powerlifting, rhythmic gymnastics, soccer, softball and track and field.
- SOBC also offers youth programs designed to help children with intellectual disabilities develop basic motor and sport skills through fun and positive movement.
 - **Active Start:** a family-centred activity program targeting children with intellectual disabilities ages 2 to 6. Through the program, children learn basic motor skills such as walking, running, jumping, throwing etc. in a fun and safe environment.
 - **FUNdamentals:** a continuation of the Active Start program for young athletes with intellectual disabilities ages 7 to 11. The skills transition from basic movement skills to basic sport skills, providing participants with a more in-depth introduction to sport-related motor skills along with training and competition, while maintaining an atmosphere of fun and meaningful interaction.
 - **Sport Start:** aimed at youth ages 12 to 18 with intellectual disabilities, Sport Start promotes specific sport education, proper nutrition and social inclusion through participation in positive sport experiences. The program also builds on the athletes' existing motor skills, helping to translate those abilities into sport-specific skill development and game play.

SPECIAL OLYMPICS STRUCTURE



Regional Structure

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. A volunteer Regional Coordinator coordinates these activities.

Region 1- Kootenays

Locals: Kimberley/Cranbrook, Nelson, Creston, Grand Forks, Trail, Castlegar, Elk Valley, Invermere & Golden

Region 2- Thompson-Okanagan

Locals: Kamloops, Penticton, Vernon, Revelstoke, Kelowna, Salmon Arm, Summerland, Keremeos, South Okanagan and Merritt

Region 3- Fraser Valley

Locals: Chilliwack, Coquitlam, Surrey, Ridge Meadows, Abbotsford, Langley & Mission

Region 4- Fraser River

Locals: Richmond, Burnaby & Delta

Region 5- Vancouver-Squamish

Locals: North Shore, Vancouver, Squamish, Sunshine Coast & Whistler Valley

Region 6- Vancouver Island

Locals: Campbell River, Port Alberni, Victoria, Comox Valley, Nanaimo, Oceanside, Powell River, Salt Spring Island, Cowichan Valley & Mount Waddington

Region 7- North West

Locals: Terrace, Smithers, Prince Rupert, Kitimat & Burns Lake

Region 8- Cariboo- North East

Locals: Williams Lake, Dawson Creek, Fort St John, Prince George, Quesnel , 100 Mile House & Mackenzie

Eligibility for Participation in Special Olympics

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.

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 and Responsibilities

The Many Roles of Coaching

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.

Advisor - Advising athletes on the training to be conducted and suitable equipment.

Assessor - Assessing athletes performance in training and in competition

Demonstrator - Demonstrate to the athletes the skill you require them to perform. To achieve this it is important that you also keep fit.

Friend - Over the years of working with an athlete, a personal relationship is built. As well as providing coaching advice you also become a friend someone who they can discuss their problems or share their successes. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a friend and coach will be lost.

Facilitator - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.

Fountain of knowledge - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.

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 the whole year round.

Organizer and planner - Preparation of training plans for each athlete.

Supporter - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures.

Principles of Coaching

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).

Fair Play Code for Coaches

1. I will teach my athletes to play fair and to respect the rules, officials and opponents.
2. I will ensure that all athletes get equal amounts of playing time, instruction and support.
3. I will not ridicule or yell at my athletes for making mistakes or for performing poorly.
4. I will remember that athletes play to have fun and must be encouraged to have confidence in themselves.
5. I will make sure that the equipment and facilities I use are safe and match the athlete's needs and abilities.
6. I will remember that athletes need a coach they can respect.
7. I will be generous with praise and set a good example.
8. I will obtain proper training and continue to upgrade my coaching skills.
9. I will work in cooperation with officials for the benefit of the game.
10. I will openly communicate with the executive and/or program coordinator.

Communication

Coaching is a form of communication. As a coach, you must be able to communicate effectively with fellow coaches, athletes, parents, officials, and with your Local Organization.

Keeping the lines of communication open between everyone involved allows you to stay up to date with the information you need to continue running a successful program. By demonstrating a readiness to talk to parents/caregivers about the program, you can create an informed and appreciative regard for your work.

Being a good communicator means not only sending messages but also being able to receive them clearly. This means taking the time to understand what others are saying to you. As a coach, you will not only be communicating verbal messages but also non-verbal messages. Body language can say a lot and it is vital to remember that your behaviors are seen as a role model for the athletes on your team.

Lastly, it is important to remember that how you feel about what you are communicating should never overshadow the content of your message. Example, even if you are upset with a ruling in a game, your communication with the official should remain calm and rationale. Try to avoid letting your emotions control your thoughts. Again, your behavior represents your athletes.

Learning to be a good communicator is the key to decreasing confusion or misunderstanding and to working well with others.

Understanding which is the best method of communication for each athlete and their best contacts is key in developing a good relationship, whether you use emails, texts, Facebook or phone, be sure your method(s) can reach all of your athletes.

Tip Sheet – Working with Special Olympics Athletes

1. Do not call them kids. Our athletes range from age 2 to 78+!
2. Think about using simpler language as well as slowing the pace at which you speak while delivering your message. Make sure you are clear. Our athletes have an intellectual disability of varying degrees, but they are not all necessarily all hard of hearing – speaking louder won't make them understand you better.
3. Many of our athletes need to know ahead of time what will happen. As you go through your procedures, describe what you will be doing now, and perhaps the next one or two steps that will follow as well.
4. Treat them as you would your peers. Do not speak down to them. They love a good joke, tease or challenge just like we do.
5. Draw boundaries. Do not allow them to get away with inappropriate behaviour. This is when you need to be the authority figure – they will be respectful. Utilize the athlete code of conduct to reinforce what is expected. (This is found on our website under Code of conduct)
6. Ask them their thoughts and allow them to answer – don't put words in their mouths.
7. Ask if you can help them before acting and assuming they actually need help.
8. Expect to get a lot of questions. Many of our athletes are very curious about what you are doing and also just about you. If the questions get too invasive, it's okay to say "I'm not comfortable with answering that."
9. Have fun and enjoy their candour! Be prepared for their bluntness. Our athletes are very honest.
10. Be enthusiastic, upbeat and professional. And if it's overwhelming, it's also okay to ask for a break to reset where your mind is.

Job Descriptions

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 years 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
- Contact Provincial Office for help in running a Functional Testing session with your athletes. Ideally performed at the beginning and end of the sport 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 phone number
- 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 phone 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, 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 19 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 module and online evaluation completed). For coaches certified prior to 2006, you must be fully certified Special Olympics Canada (SOC) Level 1 (SOC Level 1 technical, Level 1 theory, SOC Level 1 practical plus Make Ethical Decisions module and online evaluation).
- Must abide by the policies set by the Leadership Council of Special Olympics BC
- Must abide by the policies and procedures set by the Local
- Must follow the philosophy of Special Olympics BC 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, mental preparation, attire, 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). For coaches certified prior to 2006, you must be fully certified Special Olympics Canada (SOC) Level 1 (SOC Level 1 technical, Level 1 theory, SOC Level 1 practical plus Make Ethical Decisions module and online evaluation).
- Must abide by the policies set by the Leadership Council of Special Olympics BC
- Must follow the philosophy of Special Olympics BC 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 BC.
- Must follow the philosophy of Special Olympics BC as presented in the Mission Statement.

COACH CERTIFICATION

Principles of Coaching

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 course 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
- To develop athletes sport confidence through effective coaching techniques

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Training and Certification

It is imperative that coaches in your local become qualified coaches. The Coach Certification Requirements Policy (policy 5555-03) states that 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.

In order to become trained with Special Olympics you must have ...

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

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. We will pay 50% of the costs up to \$100. (A grant application is attached in the Appendix)

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 our website under resources →

coaching → coach certification → certification checklist. These are also found on pg. 22

NOTE: before registering for a course, you must receive approval from your Local committee.

SOBC COACHING REQUIREMENTS

SOBC COACHING REQUIREMENTS FOR PROGRAMS				
PROGRAM		REQUIRED		RECOMMENDED
Active Start		SOC Coaching Young Athletes (CYA) (6 hours)	Complete the MED module and Take the MED on-line evaluation	Fundamental Motor Skills (FMS)
FUNdamentals		SOC Coaching Young Athletes (6 hours)	Complete the MED module and Take the MED on-line evaluation	Fundamental Motor Skills (FMS)
Sport Start	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and Take the MED on-line evaluation	NSO Sport Specific NCCP Training for their sport
SOBC COACHING REQUIREMENTS FOR PROGRAMS SOBC 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 NCCP 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	10 pin bowling NCCP 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	Alpine Skiing NCCP Entry Level Coach Workshop (I-B) or CSIA Level 1
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	Basketball NCCP Learn to train (Comp-Intro)
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	NO NCCP AVAILABLE 125 coaching hours
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 Coach (ICC & CC)

PROGRAM		REQUIRED		RECOMMENDED
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	Curling NCCP Club Coach (CSP-Ong)
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	Figure Skating NCCP CanSkate trained (Level 1 & 2) OR Regional Coach in training (Level 3 to 6)
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
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	SOC PGA Golf Course
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
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 Foundation (introduction, theory & rhythmic gym courses)
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
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	Softball NCCP Community Sport Initiation (Csp-Init)
Soccer	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and Take the MED on-line evaluation	Soccer NCCP Community Sport Initiation (youth or Seniors)(Csp-Init)
PROGRAM		REQUIRED		RECOMMENDED
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	Speed Skating NCCP FUNdamentals

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	Swimming 101 (Fundamentals Coach Training)
Track & Field	SOC online Volunteer Orientation	NCCP SOC Introduction to Competition Sport Workshop (2 days)	Complete the MED module and Take the MED on-line evaluation	Track & Field NCCP Sport Coach

PRACTICE PLANNING

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 lecture.
 5. The coach can use pictures or illustrations
- **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
- Organization and team philosophy
- Organization and structure of Local volunteer committee & SOBC staff
- SOBC 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 Rules/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.

Long Term Athlete Development Model For Special Olympics Canada

What is LTAD?

Long Term Athlete Development (LTAD) is a framework for developing physical literacy, physical fitness, and competitive ability, using a stage-by-stage approach. 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.

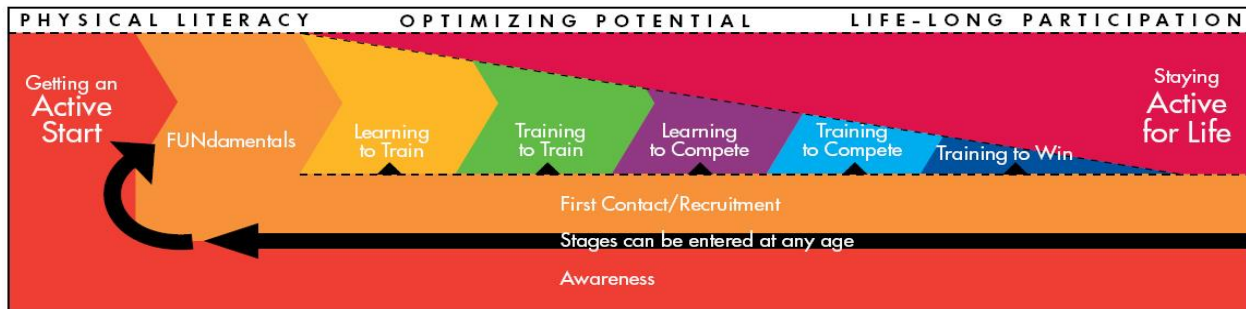
What is Physical Literacy?

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.

Long-Term Athlete Development Model for Athletes with an Intellectual Disability



This diagram illustrates a long-term approach to developing athletes with an intellectual disability.

1. Awareness and First Contact/Recruitment: individuals may become aware and participate in their first Special Olympics program at any age. These individuals may enter Special Olympics programs at any stage depending on their previous sport exposure and experience.
2. The middle stages – **Learning to Train, Training to Train, Learning to Compete, Training to Compete and Training to Win** – reflect the fact that athletes may choose to move along this continuum in order to optimize their potential. Athletes may choose to stay active and remain at a certain stage or move into the “Active for Life” stage.
3. It is expected that there will be a very large number of athletes in the FUNdamentals stage and in the Active for Life stage. There will always be a place for athletes to have fun in sport, be fit and compete in appropriate ways based on the goals of the individual athlete.

LTAD STAGES

STAGE	DESCRIPTION	SOBC PROGRAM
Active Start	Development of basic motor skills	Active Start
FUNdamentals	Honing of basic motor skills & the introduction of sport specific skills	FUNdamentals
Learning to Train	Development of basic sport skills in multiple sports, introduction to competition & importance of physical fitness	FUNdamentals Sport Start Traditional Programs
Training to Train	Focus on 2-3 complementary sports with emphasis on improving sport specific skills & sport specific fitness; multiple competitions	Sport Start Traditional Programs Club Fit
Learning to Compete	Focus on one sport and participate in a complementary sport for off-season; attend many competitions ensuring optimal performance	Sport Start Traditional Programs Club Fit
Training to Compete	Optimum preparation is the primary focus; training & competition preparation focuses on year-round, high intensity, discipline specific training	Sport Start Traditional Programs Club Fit
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 can be as competitive as possible.	Traditional Programs Club Fit
Active for Life	Improving fitness to lead a healthy, active life	Traditional Programs Club Fit

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.
11. **The Ten Year Rule:** it takes many years of sustained, high quality training for an athlete to reach high levels of competition.

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.

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

Collaborative goals:

- Involves the athletes
- Increase commitment and motivation to accomplish goals
- More centered around successes
- 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 performance goals as opposed to outcome goals (i.e. winning the game)
- Set goals that are challenging yet realistic
- Set specific goals versus general goals so that athletes have a clear understanding of their expectations
- Set more short term versus long term goals because they are more realistic

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.

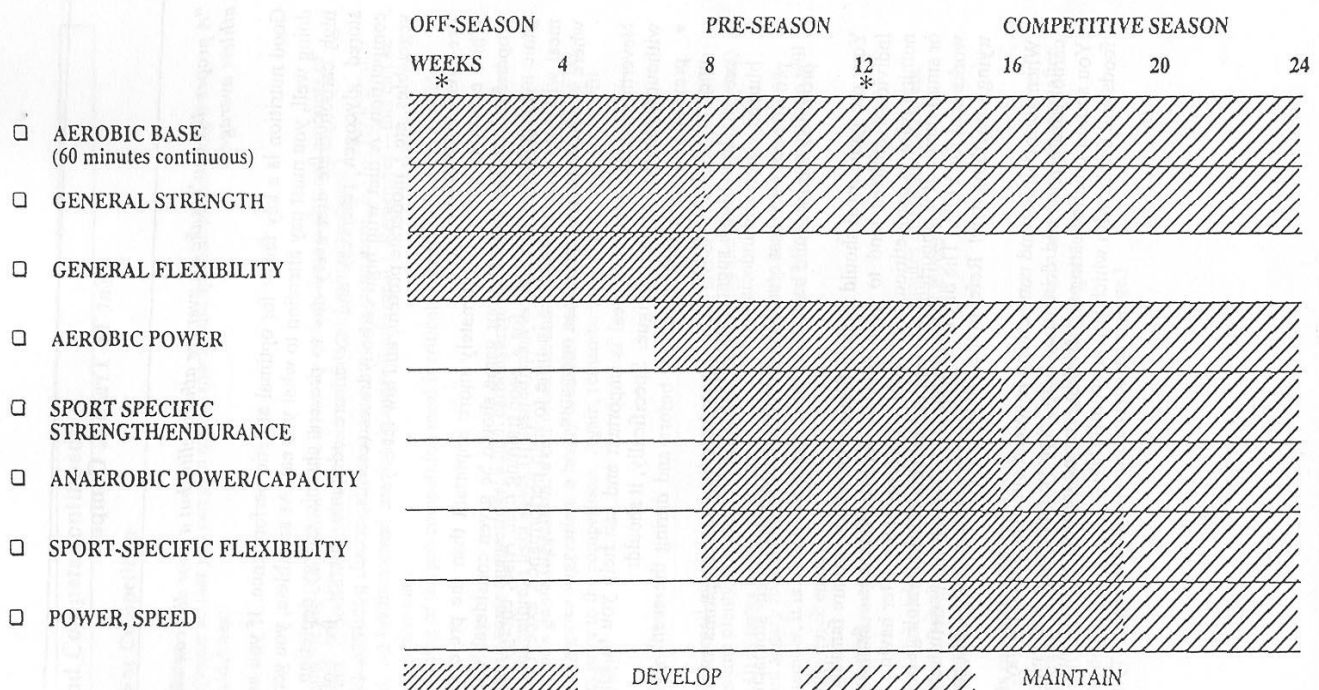
Variety. Providing a variety of activities reduces boredom and increases motivation and progress.

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.

Example of Yearly Training Program For a Team Sport



The 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- dependant 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 – dependant on the sport**
 - Competitions are less important.
 - Focus is on fine tuning skills.
 - Performances are often inconsistent.
- **The Main competitive sub-phase – dependant 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 and the Local.

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 SOBC 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)
- Phone list for athletes and coaches
- 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 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 positive feedback	Emphasize and reward things the athlete is doing well
Provide variety	Vary exercises – 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 current safety standards
Allow for individual differences	Different athletes, different learning rates, 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. Found on the SOBC website under resources → policies
- 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 the 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.
- 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 Practice 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.

NOTE: for additional resources, go to www.specialolympics.bc.ca and click on Resources

Practice Plan Sample

SPORT: Soccer

ATHLETE GROUP: List names of athlete group

Components & Drills	Reps/Time	Organization (Description)	Coaching Strategies
<i>Unstructured Free Play</i>	10 minutes	Use soccer balls and soccer fields available	Free time with coaches and athletes; coaches can review practice plan
<i>Warm-up</i>			
Cardio	10-15 minutes	2-3 jogging/running laps of gym Side steps Skipping High knees Bum kicks	Line up athletes on one side of gym and have them go to the other side and back doing these activities
Stretching		Stretch muscles head to toe plus soccer stretches (i.e. joint rotations, arm/leg circles & swings, trunk bends, lunges, etc)	Dynamic stretching for 20-30 seconds per stretch. Coaches lead and/or supervise
<i>Basic Motor Skills</i>			
Balance	5 minutes	Have athletes spread out.	Stand on one foot and swing the other
Running/Kicking	10 minutes	All athletes; split into groups. Encourage athletes to run, hop, zigzag, run backwards, etc	Kick ball ahead 20' and use different pathways to chase it.

Sport Specific Skills			
Dribbling	7 minutes	All athletes in relay; split into 2 groups	Dribble ball to 10' marker and back to line. Next in line runs to ball and dribbles back
Passing and receiving	7 minutes	Lines of four (2 at each end)	Space of 10-20'. Firmly pass ball to partner's feet & sprint to end of other line. Partner receives ball and controls, then passes to next partner
3 vs 1	7minutes	4 players 20' X 20' grid	Move away from defender. While in possession, look for open players.
Fitness			
Station Run	12-15 minutes	Set Up 6 Cones in a rectangle (cones at each corner and in middle of long sides)	Line up your players in front of the top left cone. Perform a fast run to the first cone. Once reaching it you should lie down and perform 20 sit-ups. After that you should run fast to the second cone and perform 10 push-ups. Then, run fast again to the third cone and perform 10 knee jumps, run fast again to the fourth cone and perform 20 sit-ups again, run fast to the fifth cone by performing 10 push-ups again. Jog back to the starting point.
Game	10 minutes	5 vs 5	Must make 4 passes before shooting on net.
Cool Down/Evaluation			
Cardio	10-15 minutes	Walking to slow heart rate.	.
Stretching		Static stretching, hold for 30-40 seconds. Coaches lead &/or supervise	
Sport Science Tip/ Evaluation/ Announcements			Feedback from athletes. 'Good job, hard work.' Announcements. Team Cheers!

Practice Plan (Blank Form)

Sport:

Athlete Group:

Components & Drills	Reps/Times	Organization (Description)	Coaching Strategies

A blank copy of the Practice Plan can also be found in the Appendix.

Section: **PROGRAM**
 Topic: Athlete to Coach Ratio
 Effective Date: September 2012
 Revised: June 2016

Special Olympics BC programs and competitions must meet the minimum required athlete to coach ratio as detailed herein. Should a program be unable to meet that ratio for two weeks or more, the program will be discontinued until such time as the ratio can be met.

REGULATIONS

All programs with the exception of Bowling (5 & 10 pin) and Bocce must have 75% of the ratio met by trained coaches and 25 % of the ratio met by program volunteers for training programs. Bowling and Bocce must have 50% of the ratio met by trained coaches and 50% of the ratio met by program volunteers for training programs. For competition 100% of the ratio must be met by trained coaches. Zero percent of the ratio may be filled by athletes who are program Mentors.

SPORT	RATIO/PROGRAM	RATIO/COMPETITION
5 pin bowling	5 - 1	1 coach per team
10 pin bowling	8 - 1	4 - 1
Alpine Skiing	3 - 1	3 - 1
Aquatics/Swimming	6 - 1	4 - 1
Athletics/Track & Field	6 - 1	4 -1
Basketball	6 - 1	3 coaches per team
Bocce	4 - 1	1 coach per team
Cross Country Skiing	3 - 1	3 - 1
Curling	5 - 1	2 coaches per team
Figure Skating	3 - 1	3 - 1
Floor Hockey	6 - 1	3 coaches per team
Golf	4 - 1	4 - 1
Powerlifting	4 – 1 (with a minimum of two coaches)	4 - 1
Rhythmic Gymnastics	6 - 1	4 - 1
Snowshoeing	6 - 1	3 - 1
Soccer	6 - 1	3 coaches per team
Softball	6 - 1	3 coaches per team
Speed Skating	6 - 1	3 - 1

Note: These are minimum standards. The abilities and needs of the athletes must be assessed to determine if the number of coaches/program volunteers to athletes should be increased. In some cases, a ratio of one coach/program volunteer to athlete may be required.

The following ratios will be in affect at these programs

PROGRAM	RATIO
Active Start	2 Leaders per program

Section: **PROGRAM**
Topic: Athlete to Coach Ratio
Effective Date: September 2012
Revised: June 2016

Page 1 of 2

FUNdamentals	3 - 1
Club Fit	8 – 1 (with a minimum of two coaches)

Parents register as program volunteers for the Active Start program as this is a parent participation program.

COMPETITION PLANNING

Levels of Competition

Competitions are happening all the time, in every sport throughout B.C. 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/SOBC rules and must be sanctioned by SOBC 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.

Divisioning

What is divisioning?

Divisioning is the practice that makes Special Olympics unique in the sports world. Special Olympics believes that every athlete deserves an equal chance to excel during competition. Thus, each competition event must be divided into divisions such that every athlete/team has a reasonable chance to excel during competition by competing with athletes of similar ability. This must be done by placing athletes/teams in divisions according to accurate records of previous performance or trial heats and, when relevant, grouping by gender.

How are athletes divisioned?

The Official Special Olympics Sports Rules puts forth the procedures for divisioning. In essence, an athlete's ability is the primary factor in divisioning Special Olympics competition. The ability of an athlete or team is determined by an entry score from a prior competition or is the result of a seeding round or preliminary event (qualifier). Although not perfect, these are the best indicators of an athlete's/team's ability. Gender is also used in establishing competitive divisions.

Ideally, competition is enhanced when each division accommodates at least three and no more than eight competitors or teams of similar ability (utilizing a 25% difference between qualifying scores of the top and bottom of a given division as a guideline to ability group such individuals/teams).

Competition Cycle

Special Olympics BC 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:

2019- Winter Provincials Games - Vernon BC

Summer World Games – Abu Dhabi UAE

2020 Winter National Games - Thunder Bay ON.

Summer Regional Qualifiers

2021- Winter World Games - Sweden

Summer Provincial Games - Surrey

2022- Winter Regional Qualifiers

Summer Nationals Games

Competition is a major component of the athlete and coach experience and enables Special Olympics BC 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 BC. Sanctioning for invitational and open competitions can be completed by filling out the sanctioning form available through SOBC. 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 BC 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 BC website located at www.specialolympics.bc.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.

All Regional Qualifiers must meet the above standards as well as those listed in the Regional Qualifier sanctioning document which can be found on the Special Olympics BC website (www.specialolympics.bc.ca). Go to resources –Sports rules-coaching tools for all sports. There you will find all the sanctioning documents. Attached for ease in the Appendix is the document used in a non-regional qualifying year

Competition Checklist

	Who's Responsible	Date Completed
<u>Coaches' Duties Prior to Competition</u>		
1. Registration		
• Correctly completed and submitted on time	_____	_____
• Payment of fees included	_____	_____
2. Travel		
• Arrange for team to travel together	_____	_____
• Notify parents of travel arrangements	_____	_____
3. Accommodations		
• Make arrangements for out of town	_____	_____
• Give parents contact numbers	_____	_____
4. Medical Forms		
5. Itinerary		
• Provide all concerned individuals with a written itinerary	_____	_____
SHOULD CONTAIN		
• Travel arrangements	_____	_____
• Accommodation and contact number	_____	_____
• Competition schedules	_____	_____
6. Volunteers		
• Take a suitable number of volunteers (approximately 1 coach to every 3 athletes)	_____	_____

Getting Ready for an Event

In order to facilitate the organization of getting to an event/game, we have put together this form which includes all the necessary information that an athlete might need to know. Getting this information out to an athlete and/or their caregiver in time will ensure that you are ready to register for the event. It also provides a fair chance for every athlete to participate.

Be sure to gather all the correct information needed to complete this sheet before handing them out. Having all the information they need ahead of time will prevent caregivers and athletes from having lots of questions and feeling overwhelmed.

Attached is a blank copy of the Information Sheet; it can also be found in the Appendix.

To: _____
(athlete's name)

We have been invited to bring _____ athletes to compete at the
(# of)

(name of the event)

located at: _____
(name & address of facility or rec. center)

on: _____
(date of event)

We will meet at _____ at _____
(time of day) (departure location)

We cannot always be sure what time the event will end but we expect to be

back at _____ to _____
(time of day) (pick-up location)

If you are getting picked up, make sure you have the phone number of the person picking you up so we can call to let them know if we are going to be late.

If you have any questions or concerns about this event, please get in touch with

the contact person for this event:

_____ at _____
(contact name) (phone number)

Other important information:

(meals provided, things to bring, drivers needed)

Travel

As a coach with SOBC, 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.)
- 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?

Calling Emergency Services (911)

When calling emergency services, be sure to give the dispatcher all the information necessary to send the appropriate help to the correct location. Relay the following information. (Know the CIVIC address)

C	Circumstance of the incident and condition of the athletes
H	Help that has been given or is being given
A	Address or location of the incident, giving cross streets if applicable (be specific)
N	Number of athletes or coaches involved
T	Telephone number from which the call is being placed

Answer any questions the dispatcher may have and do not hang up until the call is complete and the 911 operator has hung up!

The Emergency Action Plan

The purpose of an emergency action plan (EAP) is to get professional care to the injured athlete as quickly as possible. Unless you have received specialized training in advanced first-aid techniques, leave such care to professionals.

It is strongly recommended that you develop an EAP before the season begins. Such a plan consists of information on the location of the nearest telephones, direction to the site, and the name of the person who will call emergency services.

EMERGENCY ACTION PLAN:

TEAM/EVENT: _____

SITE: (Civic Address) _____

Charge Person _____

Call Person _____

LOCATION OF PHONES: _____

EMERGENCY: 911 _____

NON-EMERGENCY PHONE NUMBERS:

AMBULANCE: _____

POLICE: _____

FIRE: _____

HOSPITAL: _____

DOCTOR: _____

FACILITY: _____

DETAILS OF LOCATION: _____

Pre-Determined Meeting Place: _____

A blank copy of the Emergency Action Plan can be found in the Appendix.

In addition to the items mentioned on the last page that you need to source out, the following items should be discussed with your team of coaches and support volunteers at your program's location;

1. In the event that the head coach is not present – who will cover this role in case of emergency and who will have the binder with medical information?
2. If a volunteer needs to accompany the athlete to the hospital...who should that be representing Special Olympics BC and who will stay behind to manage the remaining athletes?
3. Who will call the athletes emergency contact? Who will notify the Local Coordinator / Program Coordinator?
4. Make sure someone knows to gather the other athletes and either remove them from the immediate area and if possible try to continue with some form of practice or distraction session.
5. In the event your facility needs to be evacuated, where should your coaches and athletes regroup outside at a safe distance from the building for a head count?
6. Think of taking time at an early practice to walk your athletes and coaches through an evacuation drill

Incident Reports

Incident Reports

Incident reports are used for specific problem occurrences that warrant documentation. Incident report forms should be used for any first aid related injury or treatment of a specific medical problem that is out of the ordinary, any behaviour problem or any coach, parent/guardian/caregiver related incidents.

The question is "What warrants documentation?"

A general rule of thumb for documentation of incidents or accidents is...if you are unsure...fill out the form! The forms are completed to inform the SOBC Provincial Office (as well as the local and region) that an incident has occurred that could have serious ramifications. The form should be filled out as soon after the incident/accident as possible. Copies should be sent to the Hosting Local (if it is an event) and the athlete or coach's Local. If the SOBC Provincial Office needs to step in, copies of the incident forms will be required.

**Blank copies of the Behaviour Incident Report Form
& Medical Incident Report Form can be found on page 95 & 96**

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 SOBC 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.

GOOD LUCK!

A blank copy of the Budget Outline can be found in the Appendix.

Budget Outline for Program Year

Submitted by: _____
 Date Submitted: _____

Sport _____
 Program Year: _____

EVENTS

Event Name: _____
 Hosted by _____
 No. of Coaches _____ Athletes _____

Registration fees	\$	
Transportation	\$	
Meal Costs	\$	
Accommodation Costs	\$	
Misc. Costs	\$	
TOTAL		\$ _____

Event Name: _____
 Hosted by _____
 No. of Coaches _____ Athletes _____

Registration fees	\$	
Transportation	\$	
Meal Costs	\$	
Accommodation Costs	\$	
Misc. Costs	\$	
TOTAL		\$ _____

TOTAL EVENT COSTS **\$** _____

UNIFORMS: (list specifics)

TOTAL UNIFORMS: **\$** _____

EQUIPMENT: (list specifics)

TOTAL EQUIPMENT: **\$** _____

COACHING COURSE FEES: (list specifics)

TOTAL COACHING COURSE FEES: **\$** _____

MISCELLANEOUS COSTS:

TOTAL COST FOR THIS PROGRAM: **\$** _____

SPORT SCIENCE AND RESOURCES

Stretching- The Key to Improved Performance

As part of the seven components of a practice, the **warm up and cool down** should include several minutes of stretching. Flexibility varies with age, gender and body type but it is something that everyone can work on to improve.

Increasing flexibility means:

1. Increasing the range of motion in a joint.
2. Prevents joint and muscle strains and tears.
3. Reduces potential for spasms and cramping in muscles.
4. Relieves muscle soreness by enhancing blood and oxygen to the muscles and joints.
5. Expands capabilities for sports because flexible muscles require less energy in activity.
6. It's a way of signaling the muscles in your body that they are about to be used.

When leading stretching exercises, emphasize stretching only to the point of feeling mild tension, not pain. The feeling of tension should subside as you hold the position. However, to increase the range of motion, it is necessary to regularly reach and exceed the existing limit. A typical good stretch should last anywhere from 20-30 sec each. Breathing should be slow, rhythmic and under control. Warm ups should consist of Dynamic stretching whereby the body is in motion, as opposed to static stretches that are held during cool downs once the muscles are warm.

Warm Up

Muscle stiffness is directly related to injury. Keep in mind, the main goal of a warm up is to reduce muscle stiffness. Each athlete should be instructed to pay attention to his or her body and be sure to stretch areas they know are problem areas for him or her. Warm-up should consist of two main components: cardio and dynamic stretching. These components can be reached using a variety of exercises; examples include walking, jogging, cycling, joint rotations, etc. Specific warm-ups can involve lower-intensity versions of exercises to be performed later (e.g. walking/jogging to warm-up for running, light weights before lifting heavier weights), or gradually increasing intensity of games used later.

Two main components:

- **5 minutes of light cardio**
 - Warms muscles and increases blood flow to muscles.
 - Improves muscle contraction/relaxation.
 - Increase body temperature which improves oxygen supply to the body.
- **5-10 minutes of *dynamic* stretching (reduce general muscle stiffness).**
 - It is important to use dynamic stretches in warm-up to keep body temperature up. It would not make sense to warm up the body, just to have it cool down during stretching.
 - Most stretches that require “holding” are considered static, and should be used during the cool down and not during warm up. Dynamic stretches generally use repetitious continuous movements.
 - Improves elasticity of muscles and of connective tissues, e.g. tendons (connects muscle to bone), ligaments (connects bones to bones), and cartilage (found in many areas of the body and heals slowly if damaged).
 - Do each stretch for at least 1 minute.

Cool Down

A proper cool down has many benefits. An individual’s main feeling during a cool down should be his or her heart rate returning to its resting rate. As the heart rate is lowered, we want to take advantage of this time to remove waste products (e.g. Lactic acid) from the working muscle groups. Also, we can reduce the chance of dizziness/fainting that results from exercise.

It is important to remind participants that they will be grateful for a proper cool down *later* (even if they do not realize it). Often cool downs are overlooked, because of the length of time between the negative effects (delayed onset muscle soreness aka DOMS) that result from skipping the cool down, and the cool down itself. The final purpose of a cool down is to improve flexibility by gently stretching the warmed muscles (which also helps the muscles to relax).

Like the warm up, the cool down has two components: slowly lowering the body temperature (cooling down) and stretching (improving flexibility). The cool down can compose of a variety of exercises; examples include walking, jogging, cycling, chest

stretch, biceps stretch, quadriceps stretch, etc. (many of the cardio exercises are used in workout sessions, just at lower intensity during cool-down).

Two main components:

1) 5 minutes light cardio

- a. Decrease body temperature.
- b. Remove waste from muscles.

2) 5 to 10 minutes *static* stretching (improve flexibility and reduce DOMS).

- a. Proper stretching should ***not*** feel a sharp pain or stabbing sensation.
- b. These stretches should be held for at least 30 seconds.

The Importance of Proper Nutrition

Eating a healthy diet means eating a variety of foods from the four basic food groups. Athletes require energy in order to train and compete and if their diet lacks adequate energy, or energy from the right sources, this can have a negative effect on their performance. Encouraging athletes to eat a well balanced diet means including grains, fruits and vegetables, dairy products, and meats/alternatives everyday. Understanding portion sizes is also important as servings both in restaurants and fast food chains have become increasingly large. This, along with the fact that junk food has become so available and popular, makes it hard to eat properly.

Recognizing the importance of good nutrition and influencing your athletes is a different thing. Although you may not be able to control what athletes eat on a day to day basis, you can provide advice at games or other special events. Encourage athletes to snack on fruit or granola bars throughout the day versus chips and pop. At meals, keep an eye out for athletes serving themselves extra large portions; chances are they do not eat like this at home! All foods in moderation (including deserts) can make up a well balanced diet. Strive to have athletes eat nutritious food 90% of the time and those “treats” only 10% of the time. Overall, good nutrition comes from eating a diet low in fat and high in healthy carbohydrates. This, along with drinking adequate amounts of water, will provide athletes with the winning combination.

Nutrition Resources

Special Olympics
British Columbia



People resources

- Nutritionists
- Public Health Nurse
- Kinesiology or nursing students
- SOBC Health Staff

Topics that can be presented

- Hydration
- Sodium
- What to eat while traveling
- Carbs, Protein, and Fats
- Fueling your body for competition

Have plenty of
vegetables and fruits

Eat protein foods

Make water
your drink
of choice



Choose
whole grain
foods



Health and
Wellness Manual

May 2017

Special Olympics
British Columbia

Online resources

- Special Olympics Health Resource Page
- Canada Food Guide
- NCCP Nutrition Course



Special Olympics British Columbia Health Resource:

- <https://www.specialolympics.ca/british-columbia/athlete-health-resources>
- Look here for resources specific to Special Olympic Athletes and individuals in Intellectual Disabilities regarding health as a broad topic such as nutrition, healthy habits, and activity ideas.
- Check out the SOC online athlete nutrition guide in this section

Canada Food Guide

- <https://food-guide.canada.ca/en/>
- Look here for nutritional information, recipe ideas, cultural food considerations, dietary restriction nutritional compensation and so much more.

NCCP Nutrition Training

- <https://www.coach.ca/nccp-sport-nutrition-p162026>
- Look here for information about nutrition during training and competition as well as when being faced with the challenges of being on the road or different time zones.

Mental Training

Athletes who utilize mental training techniques (goal setting, imagery, positive self-talk, positive thinking) may improve performance. More importantly, mental training is linked to increased confidence and self-efficacy. Using these tools can help the athletes to maintain focus, stay motivated and ultimately spend more time on task-relevant behaviours. As a result, athletes are more likely to adhere to fitness training and experience positive outcomes in physical and mental training.

We suggest that you review and discuss key points of mental training, or G.I.F.T.S. with the athletes and devote a few minutes to goal setting after each fitness training day. It may be a slow process to develop mental training with the athletes, but the benefits are definitely worth investing the time.

* For more information see the Athlete's Training Diary on the SOBC website in the Resource section.

G.I.F.T.S.

The G.I.F.T.S acronym is a simple way to talk about mental training. Each letter stands for a mental skill and exercise. Talk to the athletes about the benefits of mental training and how it can improve their training.

G is for Goals

Every day the athlete should set a goal. GOALS give them something to work toward and help them feel good about him/herself when they reach them. After setting their GOALS, the next step is to be specific with their GOALS and then to identify actions they can do every day to achieve their GOALS.

I is for Imagery

The pictures the athletes have in their minds can help them learn new skills and prepare for competition. They also help them feel HAPPY and STRONG and help them to BELIEVE in themselves. When they see themselves performing well in their head, they are teaching their mind and body what they would like to happen. They are creating a POSITIVE movie of themselves that they can watch anytime.

F is for Feelings

Sport can make an athlete feel lots of good feelings. They can feel happy and excited about competition. They can feel good being around their teammates and coaches. Sometimes they might feel a little too nervous or get scared. This is okay too. The athletes just need to learn how to help those feelings go away or turn into GOOD FEELINGS.

T is for Thoughts

THOUGHTS can really help the athlete perform better and have fun. When they say good things to themselves, they feel good. Examples of POSITIVE and helpful thoughts: I am a good athlete, I am strong, I am fast, I can do it.

S is for Support

It is important to support their thoughts, feelings, images, and goals. The athletes should have a plan that they follow during competition that helps them feel good about themselves and keeps them focused on their performance. Try making up a plan for the athletes to follow.

Goal Setting

Athlete motivation is the main purpose of goal setting. Athletes should set their own goals, although they should consult with you as their coach; the athlete should feel ownership over the goal. Also, goals should be achievable and challenging. These factors will help each athlete experience feelings of autonomy (they had control over their goal) and competence (they have achieved something difficult). Goal setting is an important part of achieving athlete motivation. That said, feelings of autonomy and competence should be fostered in all aspects of the program.

*The first step to improving is to set a major goal. The next step is to break down that goal into manageable tasks. The final piece is to identify the actions that need to be taken to help achieve those goals

Example:

My Major Goal is: Increase the number of sit-ups I can do by 10!

My First Goal is: Get stronger and increase my cardio.

I will do the following to work on my goals:

- Warm-up and cool-down each time I exercise
- Attend my Club Fit sessions
- Tell my Club Fit coach my goals
- Eat healthy
- Do mental training exercises
- Do my “at home” fitness exercises
- Track my progress in my Athlete’s Diary

Athlete Training Diary

The athlete training diary is a tool that assists athletes in setting and monitoring their daily fitness activities, nutrition, goals and accomplishments throughout their training program and review what was done to lead to positive results or personal bests. We suggest that you discuss the contents and importance of the diary with the athletes and ask that they bring their book to each session, and review them on a weekly basis.

Included in each diary are sections on:

- Nutritional information about healthy foods and healthy meal ideas
- Mental skills, goal setting and ways to monitor their mental state
- Fitness, self-directed activities they can do while they are at home.

*The Athlete Training Diary is printable from the SOBC website in the Resource section.

Coach Training Diary

The coach diary is a tool that assists coaches in reflecting on their own practices. This tool is designed to help coaches feel more confident and comfortable and help refine their intentional and unintentional messages they give to their athletes.

Included in each diary are sections on:

- Being a better coach from the inside out.
 - Reflective practice
 - Coaching personality
 - Coaching philosophy
- How can I improve my effectiveness as a coach with athletes?
 - Communication and behaviours
 - Supporting athlete motivation
- What more can I do as a coach?
 - Coach focus plans
 - Manage distractions
 - Coach recovery
- Coaching at games.
 - Mental preparation tips for a major games
 - Self-evaluation of coach effectiveness
 - Learning at the games
 - Competition reflection form

*The Coach Training Diary is printable from the SOBC website in the Resource section. Also check out the 12 separate videos created for our coaches by Dr.Laura Farres who created our Coaching Diary; <https://www.specialolympics.ca/british-columbia/coach-diary>

Coaching Resources

ViaSport

Suite 1351 - 409 Granville Street,
Vancouver, B.C., V6C 1T2

General Office lines: Phone (local): 778- 654 -7542

Toll free: 1 800- 335 -7549 www.viasport.ca A wide variety of sport links, including links to all the Provincial Sport Organizations where you will find information on sport specific technical courses and lots of great articles on all aspects of coaching.

Coaching Association of Canada

C/o House of Sport

RA Centre

2451 Riverside Drive

Ottawa, ON

K1H 7X7

Telephone: 613-235-5000 www.coach.ca

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 British Columbia

#210-3701 East Hastings St

Burnaby, BC

V5C 2H6

(604)737-3078

Toll free 1-888-854-2276

www.specialolympics.bc.ca

Keep updated on what's going on...lots of information on what's happening in and around the province.

Sport Med BC

2350 - 3713 Kensington Avenue

Burnaby, BC

V5B 0A7 General Enquiries: 604-294-3050 Toll free in BC 1-888-755-3375

www.sportmedbc.com

A referral resource for the provincial network of sport medicine and science practitioners.

<p><u>BC Alpine Ski Association</u></p> <p>#403-1788 West Broadway Vancouver, BC V6J 1Y1 (604) 678-3070 www.bcalpine.com info@bcalpine.com</p>	<p><u>BC Athletics</u></p> <p>Fortius Athlete Development Centre Suite 2001 B Oslo Landing, 3713 Kensington Ave, Burnaby, BC V5B 0A7 Phone: 604-333-3550 www.bcathletics.org bcathletics@bcathletics.org</p>
<p><u>Basketball BC</u></p> <p>#210-7888-200th St Langley, BC V2Y 3J4 (604) 888-8088 hoopsbc@basketball.bc.ca www.basketball.bc.ca</p>	<p><u>Bocce</u></p> <p>SOBC Provincial Office</p>
<p><u>Bowling 5 Pin</u></p> <p>SOBC Provincial Office</p>	<p><u>Canadian Tenpin Federation</u></p> <p>6619 193 Street Surrey BC V4N 0C1 1 – 833- 381-2830 ctf@tenpinbowling.ca www.tenpincanada.com</p>
<p><u>Cross-Country BC</u></p> <p>3111 32nd Avenue Vernon, BC V1T 2M2 Phone: 250-545-9600 www.crosscountrybc.ca office@crosscountrybc.ca</p>	<p><u>Curl BC</u></p> <p>Suite 2001A – 3713 Kensington Avenue, Burnaby, BC V5B 0A7 Main telephone: 604-333-3616 Toll free: 1-800-667-CURL (2875) www.curlbc.ca curling@curlbc.ca</p>
<p><u>Floor Hockey</u></p> <p>SOBC Provincial Office</p>	<p><u>BC Golf Association</u></p> <p>#116 - 7198 Vantage Way Delta, BC, Canada V4G 1K7 Telephone: 604.279.2580 info@bcga.org www.britishcolumbiagolf.org</p>

<p style="text-align: center;"><u>Powerlifting</u> SOBC Provincial Office</p>	<p style="text-align: center;"><u>BC Rhythmic Gymnastics Federation</u> 268-828 West 8th Ave Vancouver, BC, BC V5Z 1E2. Phone: 604.333.3485 www.rhythmicsbc.com bersgf@rhythmicsbc.com</p>
<p style="text-align: center;"><u>Skate Canada - BC/YT Section</u> Burnaby 8 Rinks 6501 Sprott Street Burnaby, BC ,V5B 3B8 1-888-752-8322 info@skatinginbc.com www.skatinginbc.com</p>	<p style="text-align: center;"><u>BC Soccer Association</u> #510-375 Water St Vancouver, BC V6B 5C6 (604) 299-6401 www.bcsoccer.net info@bcsoccer.net</p>
<p style="text-align: center;"><u>Snowshoe</u> SOBC Provincial Office</p>	<p style="text-align: center;"><u>BC Speed Skating Association</u> 724 – 8623 Granville Street Vancouver, BC, Canada V6P 5A2 www.speed-skating.bc.ca info@speed-skating.bc.ca</p>
<p style="text-align: center;"><u>Softball BC</u> 201, 8889 Walnut Grove Drive, Langley, BC V1M 2N7 Phone: 604-371-0302 www.softball.bc.ca info@softball.bc.ca</p>	<p style="text-align: center;"><u>Swim BC</u> 104 - 4430 Chatterton Way Victoria, BC V8X 5J2 Phone: (778) 430-9100 www.swimbc.ca staff@swimbc.ca</p>

COACH BINDER – SAMPLE

The next 19 pages outline what should be in a Head coach binder.

These items should be accessible to coaches at every program

CONTACTS
and
LOCAL PROGRAM
SCHEDULE

CONTACTS

Local Committee

Local Coordinator

Name: _____

Email: _____

Phone: _____

Program Coordinator

Name: _____

Email: _____

Phone: _____

Regional Contacts

SOBC staff - Community Development Coordinator

Name: _____

Email: _____

Phone: _____

Regional Coordinator (volunteer)

Name: _____

Email: _____

Phone: _____

SOBC Provincial Office

Email: info@specialolympics.bc.ca

Phone: 604-737-3078 / Toll-free 1-888-854-2276

**Insert Program
Schedule for all Sports
in your Local here.**

FACILITY RENTAL AND INSURANCE INFO

(insert info here)

SOC Insurance obtained for venues by contacting Provincial office

SPORT

(Insert sport rules,
sample skills, lesson
plans)

Current information can be found on our website: www.specialolympics.bc.ca under
resources → coaching → Sport rules, resources & videos

**NOTE: Attendance sheets and blank lesson plans can be found in the
Appendix section**

SAFETY AND RISK MANAGEMENT

Emergency Action Plan
Behaviour & Medical Incident Reports
(Blank copies are found in the Appendix)

Calling Emergency Services (911)

When calling emergency services, be sure to give the dispatcher all the information necessary to send the appropriate help to the correct location. Relay the following information.

C	Circumstance of the incident and condition of the athletes
H	Help that has been given or is being given
A	Address or location of the incident, giving cross streets if applicable (be specific)
N	Number of athletes or coaches involved
T	Telephone number from which the call is being placed

Answer any questions the dispatcher may have and do not hang up until the call is complete and the 911 operator has hung up!

Emergency Action Plan

The purpose of an emergency action plan (EAP) is to get professional support as quickly as possible in the case of an emergency. Unless you have received specialized training in advanced first-aid techniques for personal/professional reasons, leave such care to professionals. It is mandatory that you develop an EAP before the season begins and practice it throughout the season (to ensure all athletes and coaches know what to do). Such a plan consists of information on the location of the nearest telephones, directions to the venue, and the name of the person who will call emergency services. An EAP should be developed for your weekly programs as well as for events such as competitions and camps.

EMERGENCY ACTION PLAN:

EVENT: _____

VENUE ADDRESS: _____

CHARGE PERSON: _____

CALL PERSON: _____

LOCATION OF PHONES: _____

EMERGENCY: **CALL 9-1-1**

NON-EMERGENCY PHONE NUMBERS:

AMBULANCE: _____

POLICE: _____

FIRE: _____

HOSPITAL: _____

DOCTOR: _____

FACILITY: _____

DETAILED DESCRIPTION OF LOCATION AT VENUE:

PRE-DETERMINED MEETING PLACE: _____

Note: a copy of the completed EAP should be placed in front of binder

ATHLETE AND
COACH MEDICAL
FORMS
(Insert forms here)

POLICIES

Under Administration

Alcohol policy

Code of Conduct

Under Sport

Athlete to Coach Ratio

Athlete Selection – Individ. Sport – Regional to Provincial

Athlete Selection – Team Sport – Regional to Provincial

Competition and Practice Attire

Divisioning Process

All SOBC policies may be viewed on our website

www.specialolympics.bc.ca

Click on Resources → Admin → SOBC Policies

**Insert blank
registration forms for
both athletes and
volunteers**

FORMS

Attendance Sheets
Emergency Action Plan
Behaviour Incident Form
Medical Incident Form
Blank Lesson Plan
Medical Form (new version 2019)

ATTENDANCE SHEETS

ATHLETE	DATE											

Emergency Action Plan

The purpose of an emergency action plan (EAP) is to get professional support as quickly as possible in the case of an emergency. Unless you have received specialized training in advanced first-aid techniques for personal/professional reasons, leave such care to professionals. It is mandatory that you develop an EAP before the season begins and practice it throughout the season (to ensure all athletes and coaches know what to do). Such a plan consists of information on the location of the nearest telephones, directions to the venue, and the name of the person who will call emergency services. An EAP should be developed for your weekly programs as well as for events such as competitions and camps.

EMERGENCY ACTION PLAN:

EVENT: _____

VENUE ADDRESS: _____

PERSON IN CHARGE: _____

PERSON TO CALL FOR HELP: _____

LOCATION OF PHONES: _____

EMERGENCY: **CALL 9-1-1**

NON-EMERGENCY PHONE NUMBERS:

AMBULANCE: _____

POLICE: _____

FIRE: _____

HOSPITAL: _____

DOCTOR: _____

FACILITY: _____

DETAILED DESCRIPTION OF LOCATION AT VENUE:

PRE-DETERMINED MEETING PLACE: _____

** Make sure to have your attendance sheets with you during any evacuation

Behaviour Incident Report Form

NAME OF ATHLETE / VOLUNTEER: _____

DATE OF INCIDENT: _____

LOCATION OF INCIDENT: _____

DESCRIPTION OF INCIDENT:

DISCUSSION WITH ATHLETE / VOLUNTEER:

SOLUTION:

DATE: _____

NAME OF WITNESS / COACH: _____

SIGNATURE OF WITNESS / COACH: _____

Medical Incident Report Form

NAME: _____

DATE OF ACCIDENT: _____

LOCATION OF ACCIDENT: _____

DESCRIPTION OF ACCIDENT:

DESCRIPTION OF INJURY:

ACTION TAKEN:

FOLLOW UP ACTION NEEDED:

DATE: _____

NAME OF WITNESS / COACH: _____

SIGNATURE OF WITNESS / COACH: _____

Practice Plan (Blank Form)

Sport:

Athlete Group:

Components & Drills	Reps/Times	Organization (Description)	Coaching Strategies

SPECIAL OLYMPICS BC MEDICAL FORM

PROGRAM YEAR: 20____ / 20____

FIRST NAME: _____

LAST NAME: _____

ADDRESS: _____

CITY: _____ POSTAL CODE: _____

PHONE: _____ CELL: _____

EMAIL: _____

GENDER: _____ BIRTH DATE: _____ LOCAL: _____

BEST CONTACT:

Name: _____

Email: _____ Telephone: _____

Relationship to athlete: (check one) Parent Guardian Spouse Sibling Caregiver

Athlete lives independently: Yes No

SPORTS/PROGRAMS: (Check all that apply, but please only check programs athlete currently attends)

- 5-pin bowling 10-pin bowling Alpine skiing Basketball Bocce Cross country skiing
- Curling Figure skating Floor hockey Golf Powerlifting Rhythmic gymnastics
- Soccer Softball Swimming Snowshoeing Speed skating Track and field
- Active Start FUNdamentals Sport Start Club Fit

EMERGENCY CONTACT:

Contact 1: _____

Telephone: _____ Cell: _____

Relationship to athlete: (check one) Parent Guardian Spouse Sibling Caregiver

Contact 2: _____

Telephone: _____ Cell: _____

Relationship to athlete: (check one) Parent Guardian Spouse Sibling Caregiver

Please provide any information (medical or otherwise) that you think would be pertinent or would enhance the athlete's participation in programs, competitions, or events:

NAME: _____ LOCAL: _____

MEDICAL INFORMATION

Medical Insurance Number: _____

Doctor's name: _____ Phone #: _____

MEDICAL HISTORY: (Please check all that apply)

Down syndrome: Yes No (If yes, please fill out the next line.)

Atlantoaxial X-ray date: _____ Positive: _____ Negative: _____

Seizures (If yes, please fill out the next line.)

Type: _____ Frequency: _____ Date of last seizure: _____

Treatment Plan if applicable (attach additional sheet if required): _____

- Diabetic – Treatment: Diet Pill Insulin Able to inject own insulin Yes No
- Asthma High blood pressure Cerebral palsy Bed wetting Anxiety
- Arthritis Sleep apnea Tube feed Depression
- Heart condition – Please explain: _____

Does the athlete have or use any of the following – please check all that apply:

Glasses Contact lenses Hearing aid Dentures Wheelchair Cpap Other _____

ALLERGIES: (Please list)

Food: _____ Reaction: _____

Drugs: _____ Reaction: _____

Other: _____

Have you ever experienced an anaphylactic reaction? Yes No Do you carry an EpiPen? Yes No

Tetanus up to date: Yes No Date last given: _____

MEDICATION: (Must be updated prior to any trips)

Self-administered: Yes No

Name & dosage: _____ Time/s: _____

Name & dosage: _____ Time/s: _____

Name & dosage: _____ Time/s: _____

Name & dosage: _____ Time/s: _____

If more space is needed, please complete on a separate sheet

OTC: (Over the Counter medication)

*Are medications self-administered? Yes No Able to swallow pills? Yes No

Athlete may take the following medication: **(PLEASE CHECK ALL THAT APPLY)**

- | | | |
|--|--|--|
| <input type="checkbox"/> Tylenol Regular (Acetaminophen) | <input type="checkbox"/> Aspirin | <input type="checkbox"/> Advil |
| <input type="checkbox"/> Tylenol Extra Strength | <input type="checkbox"/> Decongestants | <input type="checkbox"/> Antihistamines |
| <input type="checkbox"/> Gravol (incl. Ginger Gravol) | <input type="checkbox"/> Ibuprofen | <input type="checkbox"/> Immodium |
| <input type="checkbox"/> Pepto-Bismol | <input type="checkbox"/> Cough and cold medicine | <input type="checkbox"/> Antacids |
| <input type="checkbox"/> Benadryl | <input type="checkbox"/> Eye/ear drops | <input type="checkbox"/> Antibiotic ointment |

I hereby give permission for _____ to be given the above checked
(Athlete name)

medication as needed. I acknowledge that all of the information given on this form is correct to the best of my knowledge and I will update this information as required.

Signature: _____ Date: _____
(Athlete signature)

Signature: _____ Date: _____
(Signature of parent or legal guardian if under the age of 18 years)

APPENDIX

Sanctioning Document
Competition Information Sheet
Budget outline
Coaching Grant Application

Competition & Sanctioning Package (2019-2020) (Local Open & Invitational Competition)

*****This package is to be used for Local competition that is not a Regional Qualifier.***

Competition is a major component of the athlete and coach experience and enables Special Olympics BC athletes the opportunity to showcase their skills against athletes of similar ability. However for a competition to be safe and fair it must meet SOBC minimum requirements.

A **Local Open or Invitational Competition** is defined as a competition where the hosting Local extends the opportunity to other Locals / Regions. The competition is not considered a qualifying event and athlete and coach competition development is considered the focus.

The following checklist should be used to ensure all SOBC competition requirements are met:

- Sanctioning** - All competition must be sanctioned by Special Olympics BC prior to distributing registration. To sanction a competition submit the attached 1 page sanctioning form and a copy of the proposed registration package. Sanctioning ensures all participants are covered by Special Olympics BC insurance, allows SOBC to provide support where necessary and support delivery of consistent quality competitions across the province. The package will be reviewed and response will be provided typically within 72 hours of submission.

- Registration Package** – Registration Packages should including at a minimum the following information. For templates and/or samples please contact jtetarenko@specialolympics.bc.ca
 - Date of competition,
 - Start and finish times,
 - Registration fee,
 - Address of venue,
 - Events being offered and schedule (if known),
 - That the competition will follow sport rules as posted on the SOBC website
 - Meals / Snacks being provided (if any) and identification if dietary restrictions can / can't be met
 - Requirement for coaches to have medical forms for their athletes with them,
 - Registration deadline (recommend 2 – 3 weeks prior to event),
 - Contact information for questions and to register,
 - For Team Sports registration must include a roster form noting minimum and maximum number of athletes per team as well as required coach ratios.

- Sport Rules** - An effort should be made to follow Special Olympics rules and regulations to ensure athlete safety and that all events are consistent. Sport Rules can be found on the Special Olympics BC website located at www.specialolympics.bc.ca under “Resources → Sport Rules, Resources”.

- Competition Venues & Safety** - All competitions must use appropriate facilities that ensure a safe and accessible environment. Facility requirements include onsite washrooms accessible for athletes with physical disabilities. Competition Coordinators should have an Emergency Action plan in place for the day of the event and share the EAP those in attendance.

- Officials** - At times quality officials can be difficult to locate however all efforts should be made to ensure the appropriate number of trained officials are onsite. Contacting Local Sport Clubs or using volunteers with experience and knowledge of the specific sport are great starting points.

- **Medical Coverage** - 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 BC Ambulance Employees or registered Special Olympics Volunteers with first aid training.
- **Meals / Snacks** - If meals and snacks are provided, every effort must be made to ensure healthy options are available. Special Olympics BC is firmly committed to promoting a healthy lifestyle which will result in the creation of a stronger and better prepared athlete. Registration packages should include if Dietary restrictions can (or cannot) be accommodated and space left on the registration form to include any dietary restrictions if food will be provided.
- **Competition Attire** - All athletes and coaches should be properly attired based on the specific sport being played. Refer to the SOBC Web Site under “*Resources → Policies*” for the “Practice & Competition Attire” policy. Jeans are not allowable attire for Coaches or Athletes.
- **Awards** - for Local Competitions awards should consist of 1st, 2nd and 3rd place ribbons for each event and division. Providing participation ribbons is optional. The cost for ribbons is \$0.45 / ribbon (subject to change). Requests should be submitted at least two weeks in advance of your competition to allow for mailing time to jtetarenko@specialolympics.bc.ca
- Please do NOT designate Competition as a “Fun” tournament. Every tournament is meant to be fun but all levels of competition must adhere to the rules and regulations of the sport as well as the policies and procedures of Special Olympics BC and Canada (including roster sizes, and divisioning requirements). By asking our athletes and coaches to follow the rules we are expressing our belief in them. We hear consistently from our athletes how important this is to them.
- **Results** - must be provided to participating Locals and Jean Tetarenko, SOBC, Competition & Youth Coordinator at jtetarenko@specialolympics.bc.ca within 14 days from the completion of the event.

We sincerely thank you for your commitment to providing Quality Competition opportunities for our athletes and coaches and welcome supporting you in reaching that goal.

Please contact the following for support, additional resources and with any questions

Jean Tetarenko
 Special Olympics BC
 Competition & Youth Coordinator
jtetarenko@specialolympics.bc.ca
 Tel: 250-883-2452

Special Olympics BC Competition Sanctioning Form (2019-2020)

****This form is to be used for Local competition that is not a Regional Qualifier.**

Name of Competition: _____

Date of Competition: _____

Location of Competition: _____
(Name and Address)

Type of Competition

- Open (registration available to any Local)
- Invitational (invitations will be extended to specific Locals)

Competition Coordinator: _____

Phone: _____ Email: _____

Medical:

Organization/Contact: _____

Phone/Email: _____

Required Competition Support:

- We have a plan for divisioning and results
- Our competition will utilize GMS (applicable for individual timed sports).
- We would like help with Divisioning and/or someone to assist with GMS for our competition

Additional Items to be submitted with Sanctioning Form

- Please attach a copy of the proposed registration/competition package. The competition must be sanctioned prior to issuing registration.

NOTE: Results must be provided to jtetarenko@specialolympics.bc.ca within 14 days of the competition as the final step in the sanctioning process

Please submit this form with a copy of your registration package to:

Jean Tetarenko, Special Olympics BC, Competition & Youth Coordinator
Email: jtetarenko@specialolympics.bc.ca; or
Fax: 604-737-3080 (Attn : Jean Tetarenko)
Tel: 250-883-2452

COMPETITION INFORMATION SHEET

To: _____
(athlete's name)

We have been invited to bring _____ athletes to compete at the
(# of)

(name of the event)

located at: _____
(name & address of facility or rec. center)

on: _____
(date of event)

We will meet at _____ at _____
(time of day) (departure location)

We cannot always be sure what time the event will end but we expect to be

back at _____ to _____
(time of day) (pick-up location)

If you are getting picked up, make sure you have the phone number of the person picking you up so we can call to let them know if we are going to be late.

If you have any questions or concerns about this event, please get in touch with

the contact person for this event:

_____ at _____
(contact name) (phone number)

Other important information:
(meals provided, things to bring, drivers needed)

Budget Outline for Program Year

Submitted by: _____

Sport _____

Date Submitted: _____

Program Year: _____

EVENTS

Event Name: _____

Hosted by _____

No. of Coaches _____ Athletes _____

Registration fees \$ _____

Transportation \$ _____

Meal Costs \$ _____

Accommodation Costs \$ _____

Misc. Costs \$ _____

TOTAL \$ _____

Event Name: _____

Hosted by _____

No. of Coaches _____ Athletes _____

Registration fees \$ _____

Transportation \$ _____

Meal Costs \$ _____

Accommodation Costs \$ _____

Misc. Costs \$ _____

TOTAL \$ _____

TOTAL EVENT COSTS \$ _____

UNIFORMS: (list specifics)

TOTAL UNIFORMS: \$ _____

EQUIPMENT: (list specifics)

TOTAL EQUIPMENT: \$ _____

COACHING COURSE FEES: (list specifics)

TOTAL COACHING COURSE FEES: \$ _____

MISCELLANEOUS COSTS:

TOTAL COST FOR THIS PROGRAM: \$ _____

Coaching Grant Application

SOBC is proud to have qualified coaches training our athletes to their greatest potential. Minimum standards for our “trained coaches” taking athletes to competitions at the Regional & Provincial level are to have completed the following three events; SOC – Competition Sport Workshop, Making Ethical Decisions module & MED online evaluation (competition stream). Sport specific courses are only mandatory when taking athletes to National games. However, we encourage Head coaches to have this sport specific training and anyone else wishing to continue on their professional development.

Sport Specific courses can be costly and so the Provincial office is willing to consider a grant to the sponsoring Local of a coach wishing to complete this course. SOBC will pay 50% up to a maximum of \$100.00 towards the cost of this sport specific course once it has been completed. (Receipts will be necessary)

Please fill in the below information for consideration of this grant and send to

Helen Cheung, Sport Manager

Email: hcheung@specialolympics.bc.ca

Phone: 604 737-3055 Or toll free 1 888 854 2276

Sponsoring Local _____

Contact person _____

Coaches Name _____

Coaches NCCP # _____

Coach's position: Head coach _____ Assistant coach _____ Program volunteer _____

Sport _____

Years coaching with Local _____

SOC – Competition Sport Workshop complete YES _____ NO _____

Making Ethical Decisions Workshop complete YES _____ NO _____

MED online evaluation complete YES _____ NO _____

Full cost of sport specific course? _____

Coaching Course being applied for _____

Date & Location of course _____