

Level 2 Basketball



- This training is to certify coaches as Level 2 coaches for Basketball.
- Certification (or recertification) is good for **3 years** from date completed.

Level 2 Basketball



This training will cover the following sections:

- Events
- Rules
- Registration and the divisioning process
- Basketball resources.

Included is the Coaching Athletes training that will prepare you to use your sport-specific knowledge in coaching athletes with intellectual disabilities.

Coaching Special Olympics Athletes



- For veteran Special Olympics coaches, this course serves as a reminder of the essentials of coaching.
- For new Special Olympics coaches, this course will help prepare you for your first role in coaching Special Olympics athletes.

Coaching Special Olympics Athletes



The better the **coach** ...

the better the **experiences** ...

the better the **athlete!**



Above: A Special Olympics coach talking with a tennis athlete

Left: Special Olympics coach giving high fives on the sideline

Course Overview

This course will cover specific topics related to:



1 - The Athlete



4 - Managing the Program

2 - Teaching & Training

3 - Preparing for & Coaching During Competition

Unit 1 - The Athlete

Important Considerations concerning Special Olympics Athletes



Psychological Considerations (*Learning*)



Medical
Considerations

Social
Considerations

Unit 1 - Psychological Considerations



Motivation – helping athletes maintain interest

- May have shorter attention span; harder to keep “on task”.
- May be motivated more by short-term rather than long-term goals.
- May learn better with more frequent positive reinforcement.

Perception – helping athletes understand the sport in which they are participating

- May have impairments in sight or hearing.
- May have difficulty focusing attention on the appropriate object or task.

Unit 1 - Psychological Considerations



Comprehension – helping athletes remember and perform the skill they have learned

- May find it difficult to understand verbal explanations of skills.
- May find it easier to learn through visual demonstrations.
- May have difficulty in understanding complex explanations.
- May take a longer time between learning multiple pieces of information.
- May have difficulty generalizing skills learned in one situation to a different situation.
- Written instructions may be more helpful than verbal, depending on the situation.

Unit 1 - Psychological Challenges



Psychological Item	Challenge	Action
Perception	Easily distracted by noise	Control surroundings
Motivation	Easily discouraged, or having a feeling of failure	Focus on positive communication
Comprehension	Difficulty learning from verbal explanation or long instructions	Add demonstrations of skills, keeping instructions clear and concise

Unit 1 - Psychological Challenges



Motivation

- Challenge – Easily discouraged, or having feeling of failure
- Action – Point out positive things when the athlete is doing well

Comprehension

- Challenge – Learning from verbal explanation or long instructions
- Action – Add demonstrations, hands-on walkthroughs of skills, keeping instructions clear and concise

Perception

- Challenge – Easily distracted by noise
- Action – Control surroundings

Right: Athlete running by a crowd at track and field.



Unit 1 - Medical Considerations



Down Syndrome

- Approximately 10% of individuals with Down Syndrome have a condition called Atlanto-axial instability.
- This condition may cause possible injury if they participate in activities that hyper-extend or radically flex the neck or upper spine.
- Prohibited sports – equestrian, gymnastics, diving, pentathlon, butterfly and dive starts in swimming, high jump, alpine/snowboarding, squat (powerlifting) and soccer.



Right: Two athletes celebrate at swimming.

Unit 1 - Medical Considerations



Medications

- Understand that athletes may be taking medications that have physical side effects.
- Consult with head coach or head of delegation if concerns arise.

Seizures

- The number of Special Olympics athletes with seizure disorders is higher than traditional athletes.
- Tasks to remember when assisting an athlete having a seizure:
 - Assist to a safe space around them;
 - Protect their head and neck; and
 - Lay on their side.

Unit 1 - Medical Considerations



Physical Disabilities

- Some athletes also have physical disabilities which may affect the sports they can participate in.
- Special Olympics has events for individuals who use wheelchairs, walkers or other assistance.
- Muscle strength may be needed for a sport and some athletes may not have the strength for that sport.
 - This might be due to lack of use or a permanent disability.
 - This will change how you as a coach approaches helping this athlete.

Unit 1 - Medical Considerations



Autism

- Approximately 20% of athletes have an autism diagnosis
- Approximately 50% of people with autism are non-verbal

Fetal Alcohol Syndrome

- These athletes may consistently function better on performance tasks compared with verbal tasks. The more concrete the task, the better the performance.
- These athletes may tend to have attention and memory deficits and often display poor judgment in identifying right from wrong.

Unit 1 – Medical Considerations Table



Diagnosis	Consideration
Down Syndrome	Family should ensure the athlete is screened for Atlanto-axial instability (see medical if necessary)
Seizure Disorder	Be prepared to protect and observe the athlete should a seizure occur and minimize adverse affects
Autism spectrum disorder	Understand that athletes will engage in self-stimulatory behavior (hand-flapping, jumping, etc.), and that it is not necessarily a problem
Attention deficit/hyperactivity (ADHD)	Shorten drills and provide one-to-one assistance when needed
Fetal alcohol syndrome	Demonstrate clear performance tasks

Unit 1 - Social Considerations



Economic Status

- May lack financial means to participate.
- May not have access to independent transportation.

Social Skills

- May lack basic interactive skills.
- May lack language interpretation.

Recreation at Home

- May lack physical activity.
- May lack encouragement/motivation.

Right: Basketball team huddles up for a breakdown



Unit 1 - Social Considerations



All the following social considerations may impact an athlete's participation in Special Olympics:

- Inappropriate responses to social situations
- Extreme lack of endurance
- Lack of access to transportation

Our challenge as coaches is to develop a full understanding of our athletes and what they bring with them to a Special Olympics program.



Left: Caddie congratulates an athlete at a golf competition.

Unit 2 – Teaching & Training the Athlete



Top Left: Basketball coach talking to team on sidelines

Bottom Left: Coach discussing strategy with an athlete



Top Right: Athlete getting prepared for powerlifting competition

Bottom Right: Coach getting athlete ready before track race



Unit 2 - Organizing a Training Session



There are many ways to organize a training session for Special Olympics athletes.

There is considerable value in developing a consistent training routine that provides familiarity.

1. Warm-Up and Stretching

- Specific to the sport
- Similar in every practice session
- Involve athletes in leading activity

Unit 2 - Organizing a Training Session



2. Skills Instruction

- Break skills into smaller tasks
- Involve as many athletes at a time as possible
- Practice skills directly related to competition

3. Competition Experience

- Simulating game situations
- Work towards what the competition will look like

4. Cool-Down, Stretch, and Reward

- Play a game related to the sport
- End each training with a cool-down activity and stretching

Unit 2 - Training Sequence



1. Break down skills into small tasks or steps.
2. Put together tasks to form skills.
3. Use drills and activities that always involve many athletes.
4. Practice skills in situations that are related to the game or event.



Above: Athlete and trainer working on alpine skiing.

Unit 2 - Training Sequence



Step	Challenge	Consideration
Tasks	Performing important parts of competition	Break down into individual parts
Skills	Performing series of tasks effectively that are necessary to perform a sport	Focus on the most important tasks for the sport
Application	Repeatedly demonstrate sport tasks in different situations	Provide game-like drills in practice
Competition	Putting essential sport skills into practice	Provide scrimmage opportunities in practice

Unit 2 - Communication



Communication is key to immediately reinforcing desired behavior.

There are several key words that begin with a “C” which address what a coach should say:

- Clear
- Concrete
- Concise
- Consistent
- Command-oriented



Left: Coach and athlete share a high-five at first base
Below: Coach and athlete having a conversation while at alpine skiing



Unit 2 – Communication



Criteria	Description	Sport Example
Clear	Use word that are easy to understand	“Swing the bat” Softball
Concrete	Connect words to something defined	“Jump forward” Long Jump
Concise	Use a few key words that cue a desired action	“Go to the free throw line” Basketball
Consistent	Use the same word or phrase for the same action	“Breathe” Swimming
Command-Oriented	Use words that reinforce a desired action	“On your mark. Set. Go.” Track and Field

Unit 2 - Levels of Assistance



Each athlete needs to be met where he or she is.

It is important to use the appropriate level of instruction and assistance.

- Athletes with lower abilities may need more assistance
- Verbal assistance should always be paired with a demonstration
- Physical assistance may be needed to help an athlete get positioned



Above: Coach demonstrating the grip of a golf club to an athlete

Unit 2 - Levels of Assistance



Level of Assistance	Description	Sport Example
Verbal	Tell the athlete what to do	Footwork: “run forward to the line; then stop”
Demonstration	Show the athlete the what to do	Basketball: have athlete watch while someone else shoots a free throw
Partial Physical Assistance	Place the athlete in the proper position	Golf: coach adjusts the athlete's hands on the golf club with the correct grip
Full Physical Assistance	Help the athlete through the entire motion of the skill	Bowling: coach moves the athlete’s arm through the entire bowling movement

Unit 2 - Managing Athlete Behavior



A coach may often have certain expectations of an athlete that may not be realistic ... not because the coach does not care, but because the coach does not understand or appreciate the differences that may exist.

When an athlete shows inappropriate behavior, it may not be defiance, acting out or silliness.

These behaviors may simply reflect the person and/or what is operating in the moment.

Unit 2 - Managing Athlete Behavior



Athlete Behavior	Strategies to Improve Learning
Swimmer has a short attention span	<ol style="list-style-type: none">1. Focus on a stroke for short periods of time2. Provide multiple activities focusing on same task
Basketball athlete yells if they miss a shot	<ol style="list-style-type: none">1. Emphasize the other parts of the game2. Work on shooting drills without a hoop, then evolve to shooting at a hoop
Bowler doesn't wait their turn	<ol style="list-style-type: none">1. Have a coach at the lane help with the order of bowlers, explain whose turn it is2. Emphasize that the bowler will always follow the same person

Unit 3 - Preparing & Coaching for Competition



A key goal of Special Olympics is to provide an opportunity for all athletes to experience success in competitions.

A Special Olympics athlete can benefit from many aspects of a competition, but nothing should be as important to the coach as the focus on the participation in the competition itself.

This section highlights ways to improve the quality of an athlete's competition experience.

Unit 3 - Preparing for Competition



Registration

- Provide accurate team roster information, qualifying times, and skills assessment scores.

Official competition rules

- Make sure that you know the Official Special Olympics Rules.
- Teach your athletes the rules and, during training, phase out your verbal reminders about rules.
- At competition, coaches may have little or no opportunity to assist athletes when they are not following the rules. (A coach cannot be on the track with them!)



Right: A poly hockey official calls 'no goal'

Unit 3 - Preparing for Competition



Supervision

- Why are non-coaching support members important? There is a lot going on outside of the actual competition, including:
 - Transportation
 - Lodging (need for same-sex supervision)
 - Social activities
 - Multiple events to supervise
 - Awards ceremonies
- Create a supervision document that has athletes covered in every part of the competition

Unit 3 - Preparing for Competition



Travel and overnight

- Discuss overnight concerns with parents or group-home supervisors.
- Distribute a simple checklist of items to bring for athletes
- Make sure that all special medication needs are understood.
 - Coaches may have to assist with handling medications, so be sure to always have all medical forms and information readily available.
- Arrange an effective rooming situation that limits possible clashes between athletes

Unit 3 - Competition-Day Coaching



Guidelines for success

- Teach responsibility & independence
- Help athletes understand what to wear and what to expect on competition day
- Teach athletes how to maintain appropriate behavior at a competition
- Arrive early to allow time for putting on uniforms, a warm-up and stretching routine and focusing on the competition.
- Encourage maximum effort in practice and competition

Unit 3 - Competition-Day Coaching



Guidelines for success

- Let athletes compete without direct supervision
 - Allow athletes to make mistakes and help them learn from them
- Make any official protests calmly
 - If you think there is a valid reason to protest the outcome, do so in a calm manner, and **not involving athletes in disputes.**
 - Help athletes deal appropriately with winning and losing.
 - Focus on effort made, recognize accomplishments and new skills that were performed and taking something positive away from **every** experience.

Unit 4 – Managing the Program



The successful Special Olympics coach is:

- Knowledgeable about the sport and coaching
 - Knowledge of the sport and how to teach it is essential if coaches are to help athletes and truly benefit from their Special Olympics experience.
 - Successful coaches are constantly looking for opportunities to learn more about the sport.
- Knowledgeable about Special Olympics
 - Special Olympics has a clear mission, philosophy, and rules that have been developed through years of worldwide experience.
 - A better understanding of the mission will benefit your athletes.

Unit 4 – Managing the Program



The successful Special Olympics coach:

- Recruits and trains assistant coaches
 - Assistant coaches can be recruited to provide one-to-one attention
 - Assistant coaches are the most useful when they are trained and are a part of the planning process at practice
- Recruits and trains athletes
 - A coach is also a promoter and recruiter, hopefully trying to expand their team to more possible athletes
- Assists with appropriate sport selection
 - Picking a sport that is both age and ability appropriate for their team

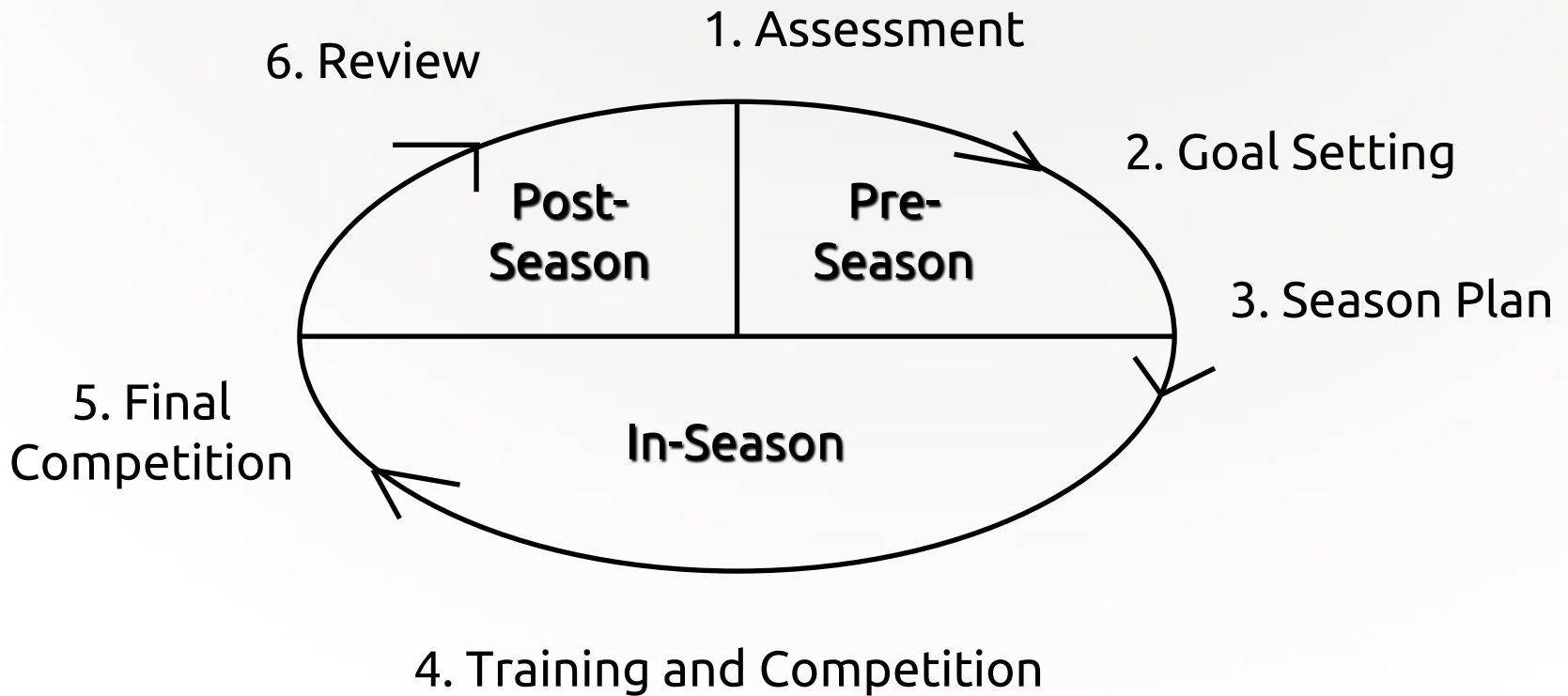
Unit 4 – Managing the Program



The successful Special Olympics coach:

- Offers activities for all ability levels
- Puts a priority on safety
- Involves families and providers
 - This includes educating families and providers about the benefits of Special Olympics, as well as appropriate nutrition and training at home
- Assists with community inclusion
 - Improves social skills and creates opportunities to spread information about Special Olympics

Unit 4 – Preparation





Level 2 Basketball

Right: Basketball player attempting a dunk.



Coach Ratio – Individual Skills



Athletes	Level II	Level I		Athletes	Level II	Level I
1-4	1	0		33-36	3	6
5-8	1	1		37-40	3	7
9-12	1	2		41-44	3	8
13-16	1	3		45-48	3	9
17-20	2	3		49-52	4	9
21-24	2	4		53-56	4	10
25-28	2	5		57-60	4	11
29-32	2	6		61-64	4	12

- All Coaches and Unified Partners must complete the Level 1 training prior to participating with a team.
- Level 1 certification requires a Volunteer Application and Level 1 online training and both items are found [here](#).

Coach Ratio – Teams



- For each team, here are the coaching requirements:

Athletes	Level II	Level I
3-4	1	0
5-8	1	1
9-12	1	2
13-16	1	3

- All Coaches and Unified partners must complete the Level 1 training prior to participating with a team.
- Level 1 certification requires a Volunteer Application and Level 1 online training and both items are found [here](#).

Events



Special Olympics Minnesota offers four different events to compete in for basketball:

- Full Court
- Half Court
- Unified Full Court
- Individual Skills

Full Court Rules



Gameplay

- Two 18-minute running time halves with stop time in the last 10 minutes of the second half will be used.
- Substitutions on dead balls only.
- All athletes must enter the game at least once.
- Each team received four 30-second timeouts per game.
 - No carryover into overtime, but teams get one timeout in the overtime period.

Full Court Rules



Gameplay

- If the point differential exceeds 20 points in the second half, the game will be running time until the differential becomes 10 points or less.
 - No full court press allowed in this instance.
- Overtime will be three minutes of stop time.
 - Second overtime will be sudden death.
- In stop time, the clock stops when the ball goes out of bounds, a foul occurs, free throws are being shot, and timeouts.

Full Court Rules



Additional Items

- No jewelry, watches, hats or bandanas allowed.
- All coaches must coach from their team bench. Only one coach is allowed to be standing at a time.
- If a team forfeits a game during competition, they will receive last place within the division.
 - If a team forfeits 50% or more of their games at a competition, they will receive a participation award.

Half Court Rules



Gameplay

- Game is played with 3 athletes from each team on the court.
- The game ends after 20 minutes or 20 points, whichever comes first.
 - Overtime is 3 minutes maximum, or first to reach 20 points.
- Stop time only occurs in the last minute of the game.
- Athletes must enter the game at least once.
- Each team receives two 30-second timeouts per game.

Half Court Rules



Possession Changes

- The throw-in location is always from the top of the half-circle above the free throw line.
- Defense cannot cross the free throw line to defend the initial pass to a teammate.
- The ball must be put in play after any dead ball by a pass only, and the pass does not need to cross the free throw line.
- The offensive player will have 5 seconds to put the ball in play to a teammate.

Half Court Rules



Possession Changes

- On a live-ball change of possession, the team gaining possession must have one foot or the ball cross the free throw line extended.
- There are no “free backs” on a live-ball change of possession.
- Points will not be scored by illegal put backs during change of possession.
 - The team making the illegal shot will result in a turnover, but no points will be added to either team.

Half Court Rules



Coaching

- One coach from each team may coach from the baseline.
- The second coach will need to coach from the bench.

Fouls and Violations

- Players cannot foul out.
- There are no free throws in half court games.
 - If a player is fouled on a made shot, the basket counts and the offensive team retains possession.



Unified Full Court Rules

Roster and Lineup

- Teams must register at least 3 Unified partners
 - The number of partners should not outnumber the number of athletes on a team
- There are different scoring models available to compete in at state competitions when there are enough teams.
 - These are covered further on the next slide, but are used to distinguish ability levels between partners and athletes.

Unified Full Court Rules



Scoring Model

- Green – Does not matter how many points are scored by athletes or partners
- Yellow – Partners can score up to 50% of the team's total score. Unified partners are at a higher skill level.
- Red – Partners can score up to 25% of team's total score. Unified partners are at a higher skill level.

Unified Full Court Rules



Roles

- Any individual that is registered to coach at the Unified competition cannot participate as a Unified partner.
- There must always be at least one non-playing Level 2 coach on the bench.



Individual Skills

Events offered

- Target Pass
- Spot Shot
- Ten-Meter Dribble (or Speed Dribble)

Registration

- Qualifying scores will just be the athlete or partner's average score from practicing the skills stations.

Individual Skills

Right: Individual Skills Scoresheet



Target Pass

- The athlete receives three points for hitting the wall inside the square.
- The athlete receives two points for hitting the lines of the square.
- The athlete receives one point for hitting the wall but not in or on any part of the square.
- The athlete receives one point for catching the ball in the air or after one or more bounces while standing in the box.
- The athlete receives zero points if the ball bounces before hitting the wall.

The athlete's score will be the sum of the points from all five passes.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Sum

Ten-meter Dribble

Conversion Chart

Seconds	Points
0-2	30
2.1-3	28
3.1-4	26
4.1-5	24
5.1-6	22
6.1-7	20
7.1-8	18
8.1-9	16
9.1-10	14
10.1-11	12
11.1-12	11
12.1-14	10
14.1-16	8
16.1-18	6
18.1-20	4
20.1-22	2
Over 22	1

- The athlete begins from behind the start line and between the cones.
- The athlete starts dribbling and moving when the official signals.
- The athlete dribbles the ball with one hand for the entire 10 meters (32 feet 9 3/4 inches).
- A wheelchair athlete must alternate, taking two pushes followed by two dribbles for legal dribbling.
- The athlete must cross the finish line between the cones and must pick up the basketball to stop the dribble.
- If an athlete loses control of the ball, the clock continues to run. The athlete can recover the ball. However, if the ball goes outside the 1.5 meter lane, the athlete can either pick up the nearest back-up basketball or recover the errant ball to continue the event.

Scoring

- The athlete will be timed from the signal "Go" to when he/she crosses the finish line between the cones and picks up the basketball to stop the dribble.
- A one-second penalty will be added every time the athlete illegally dribbles (e.g., two-hand dribbles, carries the ball, etc.).
- The athlete will receive two trials. Each trial is scored by adding penalty points to the time elapsed and converting the total to points based on the Conversion Chart.
- The athlete's score for the event is his/her best of the two trials converted into points. (In case of a tie, the actual time will be used to differentiate place).

Please record Time and Score for both trials

1 Time _____ Score _____ 2 Time _____ Score _____

Best

Speed Dribble

- Athlete may use only one hand to dribble.
- Athlete must either be standing or be sitting in a wheelchair or another type of chair with similar dimensions while competing.
- Athlete starts and stops dribbling at the sound of the whistle.
- There is a 60-second time limit imposed. The objective is to dribble the ball as many times as possible during this period.
- Athlete must stay in the designated circle while dribbling.

Scoring

- Athlete receives one point per legal dribble within the 60 seconds.
- Counting stops and the event ends when the basketball rolls out of the circle for the third time.

Score

Spot Shot

Six spots are marked on the floor. Start each measurement from a spot on the floor under the front of the rim. The spots are marked as follows:

- #1 & #2 = 1.5 meter (4 feet 11 inches to the left and right plus 1 meter (3 feet 3 1/2 inches) out.
- #3 & #4 = 1.5 meter (4 feet 11 inches to the left and right plus 1.5 meter (4 feet 11 inches) out.
- #5 & #6 = 1.5 meter (4 feet 11 inches to the left and right plus 2 meters (6 feet 6 3/4 inches) out.

Scoring

- For every field goal made at spots #1 and #2, two points are awarded.
- For every field goal made at spots #3 and #4, three points are awarded.
- For every field goal made at spots #5 and #6, four points are awarded.
- For any field goal attempt that does not pass through the basket but does hit either the backboard and/or the ring, one point is awarded.
- The athlete's score will be the sum of the points from all 12 shots.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Sum

Final Score

The athlete's final score for the Individual Skills Contest is determined by adding together the scores achieved in each of the three events.

Registration



Registration is done online by head coaches or head of delegations.

When a coach registers a team, they must submit the following:

- Assessment score for each athlete.
- Coaches on the team.
- Updated paperwork for those that need it.
- Team Information Sheet

Divisioning



Assessment scores are based on a ranking from the coach. Assessment sheets can be found [here](#).

Divisioning is based on many factors, including:

- Assessment scores.
- Results from previous regional and state competitions.
- Coach's notes.

Divisioning for team sports can be more difficult, so the more information that the state office can have, the better teams will be divisioned for competition.

Practice, Skill Development & Resources



Above: Spot shot practice.

- Special Olympics Minnesota wants to make sure that you have confidence in your knowledge of the basketball rules.
- On the next slide, you will find links to many resources that can help with the training and skill development for athletes.

Practice, Skill Development & Resources



Special Olympics Basketball Resources

[SOI Basketball Coaching Guide](#)

For any questions regarding Special Olympics Minnesota basketball please contact sports@somn.org.

Healthy Athletes



- **Improve** access to health care for athletes at event-based health screenings.
 - Make **referrals** to local health practitioners.
 - **Train** and **educate** health care professionals, providers and students.
 - Healthy Athletes events are often held with sports competitions.
 - Athletes receive 2-4 hours of screenings, education and care.
 - Athletes with follow-up needs receive referrals to local providers.
 - All services are provided by volunteer health professionals and students.
- Contact Jeff Prendergast| Health Programs Coordinator jeff.prendergast@somn.org



FIT FEET
(podiatry)



funFITNESS®
(physical
therapy)



HEALTH
PROMOTION
(better health &
well-being)



HEALTHY HEARING
(audiology)



MedFest®
(sports
physical exam)



OPENING EYES®
(vision)



SPECIAL SMILES®
(dentistry)



STRONG MINDS
(emotional
wellbeing)

SOMN Health Programs



Fit5

- Plan for physical activity, nutrition and hydration
 - 5 fruits and vegetables a day
 - 5 bottles of water a day
 - 5 days of physical activity a week
- Fitness cards offer exercises to challenge abilities. These can be done at practice, the gym and home.
- Seasonal pledge challenges for teams offer incentives and resources.



Start now! Fit5 Guide and Training Cards

- Contact Lindsey Swanson | Health Programs Coordinator
Lindsey.Swanson@somn.org

SOMN Health Programs



SOFit

- Comprehensive health and wellness program focusing on four pillars of wellness: emotional, physical, nutrition, and social.
- Resources and funds provided to delegation or organization
- Check out more info here: [Fitness - Special Olympics Minnesota](#)
- Contact Lindsey Swanson | Health Programs Coordinator
Lindsey.Swanson@somn.org

Above: Athlete working on her squatting.

Coach Recognition Item



- Each coach that becomes Level 2 certified or recertified in a sport can order one coach item per calendar year.
- Information can be found [HERE](#).
- Please note that if you have not completed a Level 2 training or recertification course, or you have already received an item for the year, you will not be shipped an item.

Level 2 Basketball Quiz



To take the Level 2 Basketball quiz please [click here](#).



Thank you for volunteering your time, and best of luck with your upcoming season!