Level 2 Equestrian

• This training is to certify coaches as Level 2 coaches for Equestrian.

• Certification (or recertification) is good for 3 years from date completed.
Level 2 Equestrian

This training will cover the following sections:

• Rules
• Judging
• Attire
• Event Details

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
2. Teaching & Training
3. Preparing for & Coaching During Competition
4. Managing the Program

5
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

<table>
<thead>
<tr>
<th>Psychological Item</th>
<th>Challenge</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>Easily distracted by noise</td>
<td>Control surroundings</td>
</tr>
<tr>
<td>Motivation</td>
<td>Easily discouraged, or having a feeling of failure</td>
<td>Focus on positive communication</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Difficulty learning from verbal explanation or long instructions</td>
<td>Add demonstrations of skills, keeping instructions clear and concise</td>
</tr>
</tbody>
</table>
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.
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.
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.
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

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

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

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

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

<table>
<thead>
<tr>
<th>Athlete Behavior</th>
<th>Strategies to Improve Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimmer has a short attention span</td>
<td>1. Focus on a stroke for short periods of time</td>
</tr>
<tr>
<td></td>
<td>2. Provide multiple activities focusing on the same task</td>
</tr>
<tr>
<td>Basketball athlete yells if they miss a shot</td>
<td>1. Emphasize the other parts of the game</td>
</tr>
<tr>
<td></td>
<td>2. Work on shooting drills without a hoop, then evolve to shooting at a hoop</td>
</tr>
<tr>
<td>Bowler doesn’t wait their turn</td>
<td>1. Have a coach at the lane help with the order of bowlers, explain whose turn it is</td>
</tr>
<tr>
<td></td>
<td>2. Emphasize that the bowler will always follow the same person</td>
</tr>
</tbody>
</table>
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.
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.
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.
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.
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

1. Assessment
2. Goal Setting
3. Season Plan
4. Training and Competition
5. Final Competition
6. Review
Level 2
Equestrian
## Coach Ratio

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

- 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.
Rules of Competition

Spotters
• Appointed by the event director, will remain in strategic places in the competition area to act in case of emergency.

Assistance
• Outside assistance, or rail side coaching, will be penalized at the discretion of the judges.

Horses
• A rider must use the same horse in all events during the entire competition if it is their own.
• Change of horse is only allowed for safety reasons.
Rules of Competition

Tack

• All personal horses must provide their own tack, and the saddles must fit the horse.

• Bridles must be appropriate to the class entered.

• Riders may in no way be attached to the horse or saddle.

• Bearing, side or running reins, blinders, and nose covers are all prohibited at competition.
Judging

- Riders will be judged on the following:
  - Control of horse
  - Balance and seat
  - Proper use of aids
  - Ability to follow directions
  - Ring etiquette
  - Safety awareness
  - Sportsmanlike conduct
  - Walk/trot/canter
  - Stop, turn and backup
Judging

• Credit is given to the horses navigating the obstacles correctly while responding to the rider’s cue.

• Unauthorized assistance by a horse handler, coach, or side walker may result in a penalty to the rider.

• Penalties will occur if horses are three strides off gait within their designated class.

• Leaders are meant to keep horses in the patterns, not to lead through a pattern.
Attire

• All riders must wear riding boots.

• All riders must wear protective SEI-ASTM or BHS approved helmets with a full chinstrap which must be always fastened when the rider is working around horses.

• Riding boots, a sleeved shirt, long pants, and a helmet are the only required attire.

• Please check page 5 of the Special Olympics Minnesota handbook for more items for English and Western events.
Attire

• Biteless bridles may be used for Western competition.

• Nothing may extend below the horizontal plane of the mouthpiece other than a roller attached to the center of the bit.

• Reins must be attached to each shank.

• Riders must start and finish the class the same way.
  • For example, if the rider starts with a one-handed ride, they must finish with a one-handed ride.
Only A1, B1, and C1 riders may register for barrel racing or pole weaving events.

Riders are required to start the course inside an enclosed ring and may not start until after all gates are closed and secured.

All event are timed, and the winner will be the competitor with the fastest time.

See page 6 of the Special Olympics Minnesota handbook for reasons for disqualification.
English/Western: Showmanship

- Emphasis in class should be on the athlete’s ability to handle and show the horse, with safety as the main consideration.

- In Western Tack style, athletes may use a halter and lead shank made of leather or nylon.

- The quarter method of showmanship will be used.
  - See page 8 of the Special Olympics Handbook for more information on this method.
Barrel Racing

- Three barrels are set in a triangle.
- Barrel course can be run either right or left.
  - In the image to the right, instructions are written right.
Stock Seat Equitation / Western Trail

For more information on these two events, please see the two tables on the next two slides or visit pages 9-10 in the Special Olympics Minnesota handbook.
## Stock Seat Equitation

<table>
<thead>
<tr>
<th>Guidelines Only</th>
<th>Mandatory</th>
<th>Elimination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seat</strong></td>
<td>Good</td>
<td>Minor Faults</td>
</tr>
<tr>
<td>Keeping center of balance&lt;br&gt;Complete contact with saddle&lt;br&gt;Straight Back</td>
<td>Sitting off center&lt;br&gt;Sway back&lt;br&gt;Round back&lt;br&gt;Losing center of balance</td>
<td>Excessive body motion&lt;br&gt;Popping out of saddle</td>
</tr>
<tr>
<td><strong>Hands</strong></td>
<td>Quiet light hands&lt;br&gt;Maintaining consistent head position</td>
<td>Unsteadiness&lt;br&gt;Restrictions causing untrue gaits</td>
</tr>
<tr>
<td><strong>Legs</strong></td>
<td>Secure leg position&lt;br&gt;Proper weight in stirrups&lt;br&gt;Controlling motion&lt;br&gt;Weight evenly on ball of foot&lt;br&gt;Heels lower than toes</td>
<td>Uneven stirrups&lt;br&gt;Motion in legs&lt;br&gt;Insufficient weight in stirrups</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>Maintaining horse in good form at consistent gaits&lt;br&gt;Ability to maintain horse under adverse conditions</td>
<td>Breaking from walk to jog&lt;br&gt;Breaking from jog to lope&lt;br&gt;Not standing in line up</td>
</tr>
<tr>
<td><strong>Overall Appearance</strong></td>
<td>Suitable well-fitted outfit&lt;br&gt;Well-groomed horse&lt;br&gt;Clean equipment</td>
<td>Saddle not suitable to rider's size&lt;br&gt;Unfitted outfit&lt;br&gt;Dirty boots</td>
</tr>
</tbody>
</table>
## Western Trail Judging Guidelines

<table>
<thead>
<tr>
<th>Trail</th>
<th>Guidelines Only</th>
<th>Major Faults</th>
<th>Mandatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>Consistency of gait</td>
<td>Inconsistency of gait</td>
<td>Break of gait</td>
</tr>
<tr>
<td>Jog/Trot</td>
<td>Clear transitions</td>
<td>Wrong lead at lope or canter</td>
<td>Failure to perform gait called for</td>
</tr>
<tr>
<td>Lope/Canter (on the course)</td>
<td>Smooth</td>
<td>Slight touches</td>
<td>Knock down elevated elements</td>
</tr>
<tr>
<td></td>
<td>Good position</td>
<td>Slant side passes</td>
<td>Stepping out of confining elements</td>
</tr>
<tr>
<td>Control Obstacles</td>
<td>Responsive</td>
<td>Wide positions</td>
<td>Losing gait</td>
</tr>
<tr>
<td>Gates Back</td>
<td>Gates Back</td>
<td>Slow response</td>
<td>Fussiness and extreme tension</td>
</tr>
<tr>
<td>thrus Side passes</td>
<td>Gates Back</td>
<td>Backing crooked</td>
<td>Refusals</td>
</tr>
<tr>
<td>Turns on forehead and hindquarters</td>
<td>Swivel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serpentes</td>
<td>Serpentes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agility Obstacles</td>
<td>Attentive</td>
<td>Slight touches</td>
<td>Knock downs</td>
</tr>
<tr>
<td>Walk overs</td>
<td>Careful</td>
<td>Too hesitant</td>
<td>Refusals</td>
</tr>
<tr>
<td>Trot or lope</td>
<td>Willing</td>
<td>Failure to stay on center lines</td>
<td></td>
</tr>
<tr>
<td>Cavaletti Bridges</td>
<td>Low poll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calmness Obstacles</td>
<td>Steady going</td>
<td>Tense over or thru obstacles</td>
<td>Jumping over or stampeding thru obstacles</td>
</tr>
<tr>
<td>Plastic</td>
<td>Alert Careful</td>
<td>Spooking when carrying objects</td>
<td>Refusals</td>
</tr>
<tr>
<td>Brush</td>
<td>but willing Low pol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plants</td>
<td>Calm when carrying objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrying objects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All horses with clean or minor fault trips will be considered before major fault horses.

At judges’ discretion
Fall to the ground of horse or rider
Divisioning

Equestrian athletes are not separated by gender or age.

Athletes are divisioned based on ability to perform a series of patterns with their horse.

Levels of competition:

• A1: walk, trot, canter independently
• B1: walk and trot independently
• BS/B3: walk and trot supported
• C1/B2: walk independently
• CS/C2: walk supported
Registration

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

When a coach registers their athletes and partners, they must submit the following:

• Level of competition.
• Coaches on the team.
• Updated paperwork for those that need it.
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**
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](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 Equestrian Quiz

To take the Level 2 Equestrian quiz please click here.

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