

# Level 2 Golf



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

# Level 2 Golf



This training will cover the following sections:

- Rules
- Individual Skills
- Registration and the divisioning process
- Golf 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



| <b>Psychological Item</b> | <b>Challenge</b>   | <b>Action</b>  |
|---------------------------|--|--|
| 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



| <b>Diagnosis</b>                       | <b>Consideration</b>   |
|--|--|
| 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



| <b>Step</b> | <b>Challenge</b>   | <b>Consideration</b>                            |
|-------------|--|---|
| 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



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



| <b>Level of Assistance</b>  | <b>Description</b>                                      | <b>Sport Example</b>   |
|-----------------------------|---|--|
| 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



| <b>Athlete Behavior</b>                      | <b>Strategies to Improve Learning</b>  |
|--|--|
| Swimmer has a short attention span           | <ol style="list-style-type: none"><li>1. Focus on a stroke for short periods of time</li><li>2. Provide multiple activities focusing on same task</li></ol>  |
| Basketball athlete yells if they miss a shot | <ol style="list-style-type: none"><li>1. Emphasize the other parts of the game</li><li>2. Work on shooting drills without a hoop, then evolve to shooting at a hoop</li></ol>                                |
| Bowler doesn't wait their turn               | <ol style="list-style-type: none"><li>1. Have a coach at the lane help with the order of bowlers, explain whose turn it is</li><li>2. Emphasize that the bowler will always follow the same person</li></ol> |

# 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

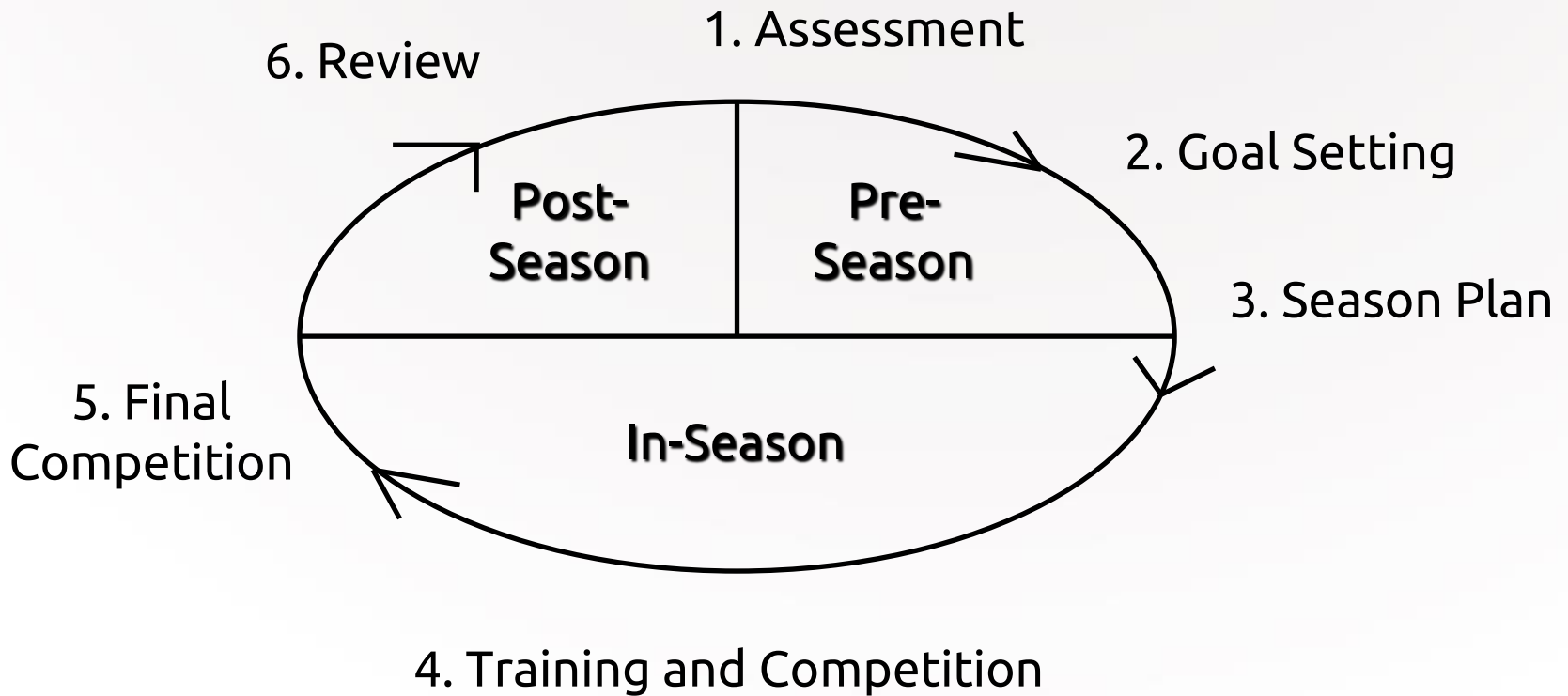
# Unit 4 – Managing the Program



## **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 Golf

# Coach Ratio



| 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](#).



# Rules



## Gameplay Rules

- Traditional golfers can compete in the 3-hole or 9-hole event.
- Athletes can expect to ride in a cart during competition, although the carts will be driven by another person.
- The most strokes that can be taken on any hole is 9.
  - If an athlete has not holed the ball after 9 strokes, a score of 9X is recorded on the scorecard.
  - When this happens, the ball should be picked up and the hole will not be completed.

# Rules



## Unified Alternate Shot Team Play

- Designed to give the athlete an opportunity for transition from skills to individual play.
- Athletes will tee off one more time than the Unified partner.
- Unified partner can assist with club selection, teeing the ball, and alignment.
- Unified partner will serve as the cart driver.

# Caddies



- Caddies will no longer be provided by Special Olympics Minnesota.
- Caddies may be provided by each delegation for any athlete and must be registered as a coach.
- Volunteers will still be provided for each tee time to be a scorekeeper.

# Individual Skills Rules



## Skills

- Short Putt
  - Long Putt
  - Chip Shot
  - Pitch Shot
  - Iron Shot
  - Wood Shot
- 
- The setup and rules for skills can be found on pages 6-12 of the Special Olympics rules.

# Competition Details



## Closed Competition Information

- Regional and state competitions are closed competitions, which means that coaches, parents, and guardians can walk along the course, but cannot coach the athletes.
- The competitions are for athletes and partners to show what they have learned through practices.

# Registration



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

Athletes are allowed to compete in one event.

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

- Qualifying score for each athlete/partner in the event they are registered in.
- Coaches on the team.
- Updated paperwork for those that need it.

# Practice, Skill Development & Resources



**Above:** Golf pair analyzing their next shot.

- Special Olympics Minnesota wants to make sure that you have confidence in your knowledge of the golf 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 Golf Resources**

<https://www.specialolympics.org/our-work/sports/golf>

For any questions regarding Special Olympics Minnesota golf please contact [sports@somn.org](mailto: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](mailto: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)



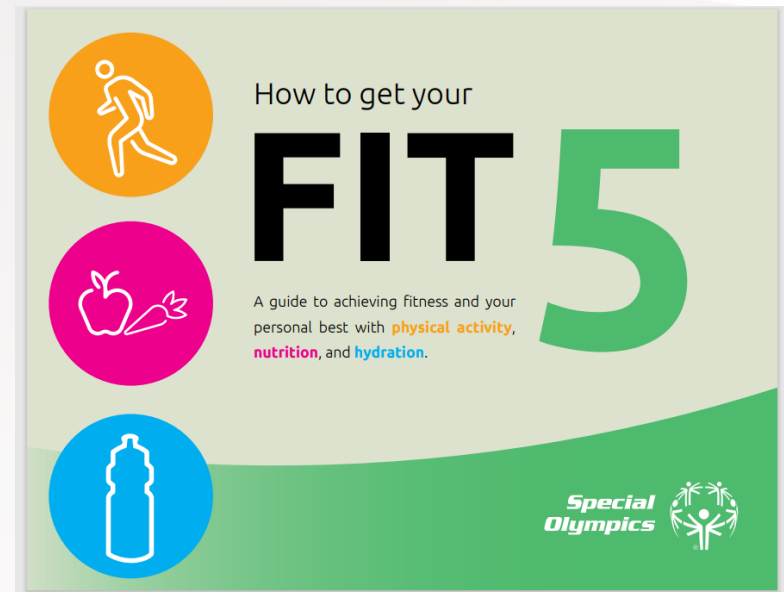
STRONG MINDS  
(emotional  
wellbeing)

# 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](mailto: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](mailto: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 Golf Quiz



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



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