

Level 2 – General Information



Purpose of Course

Certification is good for **3 years**

Breakdown of Training

Video #1: Communication Tools & Considerations

Video #2: Competition Preparation & Health Programs

Video #3: Sport Specifics

Questions? Contact CoachEducation@somn.org



Organizing a Training Session

1. Warm-Up
2. Review of previously learned skills
3. Introduce new skills & drills
4. Competition style
5. Cool down & review

Communication Tools (cont.)



USE EASY
WORDS



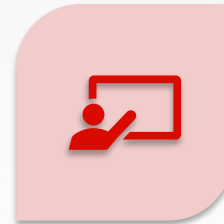
USE ONLY A
FEW WORDS



USE
PICTURES



DEMONSTRATE
BY ACTIONS



GIVE POSITIVE
REINFORCEMENT

Assistance Levels



| 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 |



Psychological Considerations

Motivation

Goal: Help athletes maintain or grow interest

Perception

Goal: Help athletes understand the sport in which they are participating

Comprehension

Goal: Help athletes remember and perform the skill they have learned

Social/Medical Considerations



Seizures – How can I assist?

1. Create a safe space around the athlete
2. Protect the head and neck
3. Lay them on their side

Can someone with physical disabilities also compete in Special Olympics?

Social/Medical Considerations



With many of our athlete's conditions, they may succeed more with performance tasks rather than verbal tasks. (ADHD consideration!!)

Approximately 20% of our athletes have an autism diagnosis, with about half also being non-verbal.

Medical Considerations Table



| Diagnosis | Consideration |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Seizure Disorder | Be prepared to protect and observe the athlete should a seizure occur and minimize adverse affects |
| Autism spectrum disorder | Understand that athletes may 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 |
| Down Syndrome | Family should ensure the athlete is screened for Atlanto-axial instability (see medical if necessary) |
| Fetal alcohol syndrome | Demonstrate clear performance tasks |

Preparing for Competition



Provide accurate qualifying times/scores, and skills assessment scores.

Make sure that you know the 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!)

Preparing for Competition

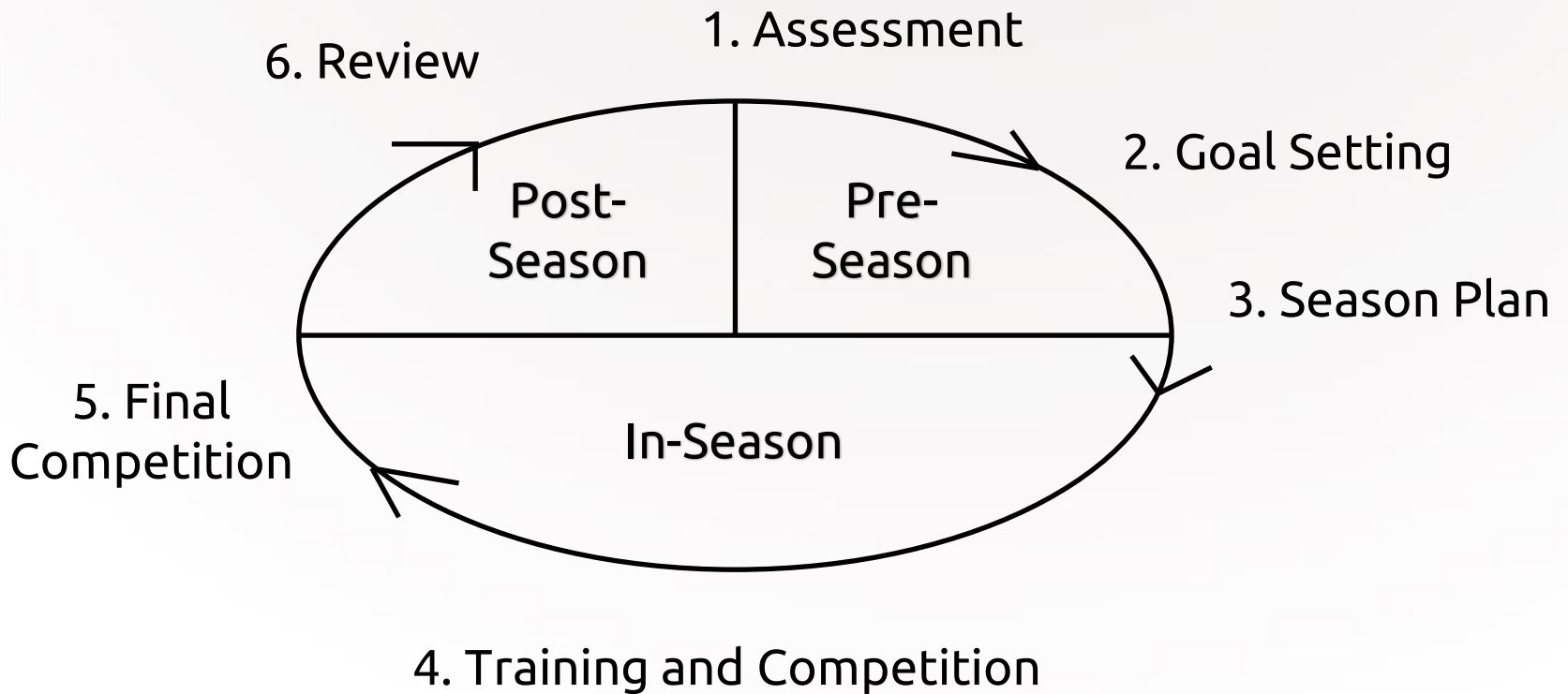


Create a supervision document to share with coaching staff!

There is a lot going on outside of the actual competition, including:

- Transportation
- Lodging
- Social activities
- Healthy Athletes
- Awards ceremonies
- Multiple events at the same time

Season Cycle



Competition-Day Coaching



Early arrival time – allows for more planning, getting uniforms ready, and understanding the venue layout

Check-in with athletes on attire and equipment

Set groundwork for how athletes should behave independently and focus on a growth mindset, even at competitions

When there is a reason, it is okay for you, as a head coach, to protest with an official in a calm matter. Seek to learn, not always to change!

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 for 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 |

Managing the Program



A successful Special Olympics coaching staff is:

- Knowledgeable about the sport, rules, and competition details.
- An understanding of the mission of Special Olympics.
- Always recruiting new coaches and seeking opportunities to learn more about their sport.
- Focusing on including families, caretakers, and the community.
- Emphasizing safety and offering activities for all ability levels.

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.

SOMN Health Programs



SOFit

- Comprehensive health and wellness program focusing on four pillars of wellness: emotional, physical, nutritional, and social.
- Resources and funds provided to delegation or organization
- To learn more about Fit5 or SOFit, or get some of these resources, reach out to our Health Programs Coordinator!
- Jack Dobbs – Jack.Dobbs@somn.org

Level 2 Gymnastics Session



This training will cover:

Events and Rules of Competition

Safety, Judging and Scoring Information

Resources

If you would prefer to read the handbook, it is linked below this video, and covers the same information.

Events



Athletes can compete in individual and Unified if they are registered in different events.

Artistic (Levels available):

- Mixed Gender (A/B): vault, single bar, wide beam, floor exercise, all-around (total of all four event scores)
- Women's (1-4): vault, uneven bars, balance beam, floor exercise, all-around (total)
- Men's (1-4): floor exercise, pommel horse, rings, vault, parallel bars, horizontal bar, all-around (total)

Events



Rhythmic (Levels A, B, C are mixed gender. Levels 1, 2, 3, 4 are women's only.)

- Level A (seated): rope, hoop, ball, ribbon, all-around
- Level B (seated): rope, ball, clubs, ribbon, all-around
- Level C (standing): rope, hoop, ball, ribbon, all-around
- Level 1: rope, hoop, ball, ribbon, all-around
- Level 2: rope, hoop, ball, ribbon, all-around
- Level 3: hoop, ball, clubs, ribbon, all-around
- Level 4: rope, ball, clubs, ribbon, all-around



Rules of Competition

All-around vs. Event specialist

- All-around athletes are required to compete in all events at the same level. This cannot be a mix between traditional and Unified events.
- Event specialists compete in one, two, or more events but not all events at the same level.

The level that a gymnast is registered for and competes in at a regional competition will be the level they are registered for at the state competition.

Safety Information



The establishment of international guidelines for Special Olympics gymnastics compulsory and optional routines will ensure that the athletes follow a proper progression of instruction in gymnastics skills.

Learning the proper progressions of skills instruction and correct spotting techniques is the responsibility of the gymnastics coach.

Volunteers with limited gymnastics experience should start by teaching only the compulsory levels (A, B, C, and 1).

Safety Information



How to provide a safe environment:

- Establish clear rules for behavior at your first practice(s) and enforce them.
- Ensure athletes bring water to every practice.
- Have a first aid kit in the building and restock supplies, as necessary.
- Train all gymnasts and coaches on emergency procedures.

Safety Information



Discuss safety in the gym as well as outside the gym.

- Not walking in front of dismount areas.
- Carefulness around mats of different heights.

Coaches must be under the uneven bars, rings, high bar, and high beam prepared to spot.

- This must also be done in all levels of vaulting and parallel bars before an athlete may compete.
- The coach must remain there during the routine.
- Failure to do so will result in deductions.



Equipment Needs

A big part of safety at practice and competitions comes to ensuring that the equipment is safely constructed and positioned in the area provided.

Look through the handbook section if you have any questions on what equipment is needed for both artistic and rhythmic gymnastics.

Artistic Gymnastics Information



Event Order

- Women's: vault, uneven bars, balance beam, floor exercise
- Men's: floor exercise, pommel horse, still rings, vault, parallel bars, horizontal bar
- Gymnasts will start the meet on any event but must continue their rotation in the order above.

Attire

- Women: leotards with optional matching shorts, bare feet or gymnastic slippers, bare legs or leg covering matching leotard
- Men: tank top or T-shirt (or unitard), gymnastics shorts/pants, bare feet or gymnastics slippers

Rhythmic Gymnastics Information



Rules of Competition

- Level A and B routines are for athletes unable to stand on own.
- Level C routines are for athletes of lower ability who can stand on their own.
- The order of completion for rhythmic gymnastics is rope, hoop, ball, clubs, and ribbon.

Apparatus

- The size of the apparatus can range based on the gymnast's size and skill level.
- Equipment should be color coordinated with the athlete's outfit.

Rhythmic Gymnastics Information



Attire

- Leotard can be accompanied by either long tights down to the ankle or with a skirt (or matching shorts) no longer than the upper thigh.
- Leotard may be with or without sleeves, but dance leotards with narrow straps or low-cut back are not allowed.
- Any decoration added to the leotard, either loose or stuck to the garment, must adhere to the leotard.
- Underwear should not show.
- Hair should be away from the athlete's face and be tied up.

Judging



One to four judges can be used on each panel for each event.

- If 2-3 judges, all scores will be averaged for final score.
- If 4 judges, the high and low scores will be eliminated, and the remaining scores will be averaged for final score.

Judges will place themselves around the event mat or apparatus and may consult themselves if directed to do so by the head judge.

In fairness to all, judges are not allowed to talk with coaches, parents, or athletes concerning a gymnast's routine.

Coaches must be visible to the judges when assisting the gymnast from the sideline.

There are specific examples of deductions in the handbook for your review prior to competition.

Scoring



Execution deductions are applied to each individual element.

Specific deductions are in addition to general ones, and include:

- Small errors (0.10) – bent arms/knees, leg separation, loss of balance, wrong hand placement, etc.
- Medium errors (0.30) – same as above but to greater extent
- Large errors (0.40) – excessive or extreme cases of above
- Very large errors (0.50)
- Falls (0.50) – includes falls on and off the apparatus
- Rhythm deductions (0.10/0.30) – unwanted stops or poor rhythm throughout the routine

Practice, Skill Development & Resources



- Special Olympics Minnesota wants to make sure that you have confidence in your knowledge of the gymnastics rules.
- Below this video, you will find links to other resources available including:
 - SOMN Gymnastics Page (w/ links to SOI routines)
 - SOMN Gymnastics Handbook
- Any questions? Contact sports@somn.org.