Coach Education Program

Online BASKETBALL Sport Certification

Special Olympics
Kentucky
*If you have not already done so, please complete the following Class A Certification Process at: [http://soky.org/coachcertification/](http://soky.org/coachcertification/) prior to completing this Sport Certification Training

- Become a Class A Volunteer
- Complete and Submit Class “A” Volunteer Application.
  *Required every three years*
- Complete the online Volunteer Orientation Training and submit its quiz.
  *Only required once during continued involvement with SOKY*
- Complete the online Special Olympics International Protective Behaviors course.
  *Required every three years for those over the age of 18*
- Complete the online CDC’s “Heads Up” Concussion Training for SOKY and submit its quiz.
  *Required every three years for those over the age of 18*
Basketball Sport Certification

- This training will cover Special Olympics Kentucky basketball events, rules, competitions, the divisioning and registration process, along with any additional basketball resources and other general information.

- The online Basketball Sport Certification training is required for SOKY coaches who like to become sport certified and is part of the criteria to be eligible to attend both USA and World Games. The training is also for those coaches and/or volunteers that would just like to learn more information about Special Olympics Kentucky as a whole and specifically its Basketball program.
Coaching Special Olympics Athletes

Coaching Special Olympics Athletes prepares Special Olympics coaches to use their sport-specific knowledge in coaching athletes with intellectual disabilities. This course meets the Special Olympics standards and competencies for coach certification. For veteran Special Olympics coaches, this course serves as a reminder of the essentials sometimes forgotten after years 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 (Cont.)

The better the coach …

the better the experiences …

the better the athlete!
I COACH BECAUSE...

Please take a minute to watch this “I Coach Because Clip” created by Special Olympics New Jersey

I COACH BECAUSE CLIP
Course Overview

Unit 1: The Athlete
Unit 2: Teaching & Training
Unit 3: Preparing & Coaching During Competition
Unit 4: Managing the Program
Unit 5: Additional Coach Information
Unit 6: SOKY Basketball Specifics
Unit 1 – The Athlete Overview

- Psychological Issues or Learning Issues
- Medical Issues
- Social Issues
Unit 1 – Psychological Issues & Considerations

**Motivation** – helping athletes maintain interest

- May have shorter attention span; harder to keep independently “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 difficulty focusing attention on the appropriate object or task
- May have impairments in sight or hearing
Unit 1 – Psychological Issues & Considerations (Cont.)

**Comprehension**— helping athletes remember and preform the skill they have learned (understanding)

- May find it difficult to understand verbal explanations of new skills. Often find it easier to learn through visual demonstrations and physical prompts.
- May have difficulty in understanding complex, multi-part actions or explanations.
- Often take a longer time between learning one piece of information and the next (learning plateau).
- Less able to generalize skills learned in one situation to a different situation.

**Memory**

- May need frequent repetition and reminders in order to remember concept or skill
# Unit 1 – Psychological Challenges

*Each psychological item has its challenge and action:

<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>History of neglect &amp; negative reinforcement, feeling of failure</td>
<td>Focus on positive, appropriate reinforcement, catch the athlete doing well</td>
</tr>
<tr>
<td>Memory</td>
<td>Difficulty applying skills in different environments</td>
<td>Practice in different settings</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Difficulty learning through verbal explanation only</td>
<td>Add demonstrations and/or physical manipulation</td>
</tr>
</tbody>
</table>
Unit 1 – Medical Considerations

Down Syndrome

• Approximately 10% of individuals with Down Syndrome have a condition called atlanto-axial instability, which is a mal-alignment of the cervical vertebrae C-1 and C-2 in the neck. 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 lift and soccer.

Medications

• Understand the physical side effects of an athlete’s medication

• Very important to know the medications athletes are taking
Seizures

• Incidence tends to be higher with Special Olympics athletes
• Athlete safety to minimize the adverse effects of a seizure

Physical Disabilities

• Some athletes also have physical disabilities which may affect the sports they can participate in or the methods of teaching a coach must use. Special Olympics has events for individuals who use wheelchairs, walkers or other assistance. **BASKETBALL IS A NON-ASSISTED SPORT**
• Muscle strength may be needed for particular sports and some athletes may not have the strength for those sports. This is often due to lack of use rather than a permanent disability.
Unit 1 – Medical Considerations (Cont.)

**Autism**

- 20% of athletes exhibit one or more of the autism spectrum disorders
- Over stimulate

**Fetal Alcohol Syndrome**

- These athletes consistently function better on performance tasks compared with verbal tasks. The more concrete the task, the better the performance.
- Tend to have more verbal comprehension skills, despite being comfortable and chatty around people. These athletes will also tend to have attention and memory deficits and often display poor judgement in distinguishing right from wrong.
## Unit 1 – Medical Considerations for each action

<table>
<thead>
<tr>
<th>Action</th>
<th>See the challenge that correlates with the appropriate action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Down Syndrome</td>
<td>Ensure the athlete is screened for atlanto-axial instability</td>
</tr>
<tr>
<td>2) Seizures</td>
<td>Be prepared to protect the athlete and minimize adverse affects</td>
</tr>
<tr>
<td>3) Autism spectrum disorders</td>
<td>Control and/or block self-stimulatory behavior and set up a behavior support plan</td>
</tr>
<tr>
<td>4) Attention deficit/hyperactivity</td>
<td>Shorten drills and provide one-to-one assistance when needed</td>
</tr>
<tr>
<td>5) Fetal alcohol syndrome</td>
<td>Provide concrete performance tasks</td>
</tr>
</tbody>
</table>
Unit 1 – Social Considerations

**Social Skills**
- May lack basic social/adaptive skills due to a lack of opportunity or training
- May also lack communication skills and positive interaction with others

**Recreation at Home**
- Lack of physical activity
- Lack of encouragement

**Economic Status**
- May lack financial means
- May not have access to independent transportation
All of the following social consideration(s) may impact an athlete’s participation in Special Olympics:

- Inappropriate responses to social situations
- Physical inactivity being modeled
- Lack of endurance
- Lack of access to transportation

Our challenge as coaches is to develop a full understanding of our athletes and the strengths and weaknesses they bring with them to a Special Olympics program. By doing so we can begin to develop a training and competition program that they will benefit from and enjoy.
Unit 2 – Teaching & Training the Athlete
There are many ways to organize a training session for Special Olympics athletes. Because of some of the things previously identified concerning comprehension and memory, there is considerable value in developing a consistent training routine that provides familiarity, stability, and comfort.
## Unit 2 – Organizing a Training Session

<table>
<thead>
<tr>
<th>Component and Details</th>
<th>Layout of Drill or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up &amp; Stretching</td>
<td>Specific to the sport, repetitive and involve athletes in leading activity</td>
</tr>
<tr>
<td>Skills Construction</td>
<td>Break skills into smaller tasks, involve many athletes at a time and practice skills related to event situations</td>
</tr>
<tr>
<td>Competition Experience</td>
<td>Scrimmage, simulate event/game situations and work towards what the competition will look like</td>
</tr>
<tr>
<td>Cool-Down, Stretch, &amp; Reward</td>
<td>Playing a game related to the sport and end each training with a cool down activity</td>
</tr>
</tbody>
</table>
Warm-Up

- A warm-up should be the first physical activity in every training session or competition. It helps prepare the body and mind for the activity we are about to do. Warm-ups should begin at a slow pace and gradually become a little faster and more difficult.

- A warm-up helps us to reach a state of physical and mental readiness. When we prepare both the body and the mind, we are less likely to suffer an injury and will preform better at each practice, training and competition.
- **Physical Benefits:** A warm-up prepares the body for sport or exercise and helps to prevent injury by:
  - Increasing heart rate
  - Increasing breathing rate
  - Increasing blood flow to the active muscles
  - Increasing body and muscle temperature

- **Mental Benefits:** Warm-ups prepare the mind to focus on the sport or exercise by:
  - Helping athletes shift focus from life to sport
  - Mentally reviewing skills previously learned
  - Connecting the mind and the body (linking hand and eye coordination)
Every sport is different and each sport has specific skills and movements. The warm-up should be personalized to the sport and the ability levels of all of the athletes.

However there are some general components that should be included in all warm-ups regardless of the sport in which includes the following:

- Aerobic activity to raise heart rate
- Dynamic stretches
- Sport specific movements
Aerobic activities are whole body movements that will increase the heart rate that may include:

- Walk or jog around the court for five minutes
- Team Dance
- Team Game (i.e. – tag or sport specific game)
- Build an obstacle course using the equipment and space you have for practice

Aerobic activities should start at a slow pace and gradually increase in intensity/difficulty and last at least five minutes.
Now that the body is warm it is time to focus on stretching the muscles you will use during your sport.

Dynamic stretches consist of active, controlled movements that take body parts through a full range of motion.

Sport specific dynamic stretches include:
- Sprints
- Agility drills
- Balance drills

General dynamic stretches include:
- High knees
- Butt kicks
- Leg swings
- Torso twists
- Side stepping
- Arm circles
Unit 2 – Organizing a Training Session: Cool-Down

Cool-Down
- When your training, practice or sport session is complete you should always cool down. It as important to have a good cool-down as it is to have a good warm-up. A good cool-down allows the body to gradually return to a state of rest.

- There are many purposes of a cool-down including:
  - Decrease heart rate
  - Decrease breathing rate
  - Decrease body and muscle temperature
  - Decrease muscle soreness
  - Improve flexibility
  - Promote relaxation
Unit 2 – Organizing a Training Session: Cool-Down (Cont.)

**Cool-Down**

- The cool-down is also a great chance for coaches to review the session, to tell athletes what to expect at the next session, and to ask for feedback from athletes. Remind your athletes they need to drink water and have a healthy snack to help recover from practice. The Fit 5 Guide has suggestions for healthy snacks and recommendations for proper hydration.

- Cool-down activities may include: static stretching, controlled breathing intervals and some light aerobic activity.
Task → Skill → Application → Competition

The key is to break down skills into small tasks or steps; tasks are then put together to form skills. Use drills and activities that involve many athletes at all times. Practice skills in situations that are related to the game or event. Break skills down into small steps.
# Unit 2 – Training Sequence

What’s the challenge and how to fix it?

<table>
<thead>
<tr>
<th>Training Sequence Element</th>
<th>Challenge</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application</strong></td>
<td>Acquire ability to repeatedly demonstrate sport competencies in different situations &amp; environments</td>
<td>Provide game like drills or situations</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Acquire ability to perform series of sport competencies effectively and necessary to perform a sport</td>
<td>Work on essential sport competencies to perform the sport</td>
</tr>
<tr>
<td><strong>Competition</strong></td>
<td>Acquire ability to put essential sport competencies into practice</td>
<td>Provide scrimmage opportunities in practice</td>
</tr>
<tr>
<td><strong>Tasks</strong></td>
<td>Acquire ability to perform essential sport competencies</td>
<td>Break essential sport competencies down into individual parts</td>
</tr>
</tbody>
</table>
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:
  - CONCISE
  - CONSISTENT
  - CLEAR
  - COMMAND-ORIENTED
  - CONCRETE
## Unit 2 – Communication (Cont.)

<table>
<thead>
<tr>
<th>Communication Criteria</th>
<th>Description</th>
<th>Sport Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concise</td>
<td>Use a few key words that cue a desired action</td>
<td>“Go to the free throw line” Showing an athlete where to stand on defense</td>
</tr>
<tr>
<td>Consistent</td>
<td>Use the same word or phrase for the same action</td>
<td>Coach constantly say “Breathe” – teaching an athlete when to take a breath in swimming</td>
</tr>
<tr>
<td>Clear</td>
<td>Use easy to understand words that have one meaning</td>
<td>“Swing the bat” teaching how/when to swing.</td>
</tr>
<tr>
<td>Command-Oriented</td>
<td>Use words that elicit or reinforce a desired action</td>
<td>“On your mark. Set. Go.” Using this phrase for starts in athletics.</td>
</tr>
<tr>
<td>Concrete</td>
<td>Connect words to something defined or tangible</td>
<td>“Jump forward” when coaching an athlete in the long jump.</td>
</tr>
</tbody>
</table>
Unit 2 – Levels of Assistance or Instruction

- It is important to use the appropriate level of instruction and assistance.
  - A lower ability athlete may require more assistance
  - Verbal cues should always be accompanied by demonstration
  - Partial physical assistance may be needed to properly position the athlete
  - When all else fails take the athlete through the complete motion
# Unit 2 – Levels of Assistance or Instruction (Cont.)

<table>
<thead>
<tr>
<th>Level of Instruction or Assistance</th>
<th>Description</th>
<th>Sport Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Physical Assistance</strong></td>
<td>Help the athlete through the entire motion of the skill</td>
<td>Softball: coach makes an adjustment to the athlete’s arm motion when throwing the ball by moving the athlete’s arm through the entire throwing movement</td>
</tr>
<tr>
<td><strong>Verbal</strong></td>
<td>Tell the athlete what to do</td>
<td>Footwork: “run forward to the line; then return, running backward”</td>
</tr>
<tr>
<td><strong>Demonstration</strong></td>
<td>Show the athlete the proper technique</td>
<td>Soccer: one athlete shoots on goal while another watches</td>
</tr>
<tr>
<td><strong>Partial Physical Assistance</strong></td>
<td>Place the athlete’s hands in the proper position</td>
<td>Golf: coach physically adjusts the athlete’s hands on the golf club with the correct grip</td>
</tr>
</tbody>
</table>
The goal is for coaches to meet each athlete where he/she is and treat him/her accordingly.

However, 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 exhibits what is generally perceived as inappropriate behavior, the inappropriate behavior may not be defiance, acting out or silliness. These behaviors may simply be a reflection or part of the person and/or what is operating in the moment.
## Unit 2 – Managing Athlete Behavior (Cont.)

<table>
<thead>
<tr>
<th>Athlete Behavior Characteristics</th>
<th>Strategies to Improve Learning</th>
</tr>
</thead>
</table>
| **Swimmer has a short attention span** | 1. Dwell on a stroke or activity for short periods of time; provide numerous activities focusing on same task  
2. Provide different opportunities for repetition and review, which is the key to gaining new skill  
3. Work one-on-one to gain full attention. |
| **Basketball athlete yells if he/she misses a shot** | 1. Emphasize the other aspects of the game besides shooting  
2. Work on shooting drills without a hoop  
3. Begin to shoot at a hoop but in a non-game setting with a one-on-one coach |
| **Bowler doesn’t wait their turn** | 1. Have a coach at the lane help with the order of bowlers, explain whose turn it is  
2. Have the bowler wait with a coach behind the bowling area until their turn is up  
3. Emphasize the order and that the bowler will always follow the same individual |
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 (including meeting new people, participating in the festivities of Opening Ceremonies and other social events, the excitement of traveling to new places and staying away from home, etc.). None of these things, however, 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 and Key Pre-Season Items**

- Provide accurate entry and team roster information along with accurate scoresheets (Game Summary Forms), appropriate divisioning guidelines in which all are provided to SOKY State Office in a timely manner and by the requested due date.

- Help the specific Program Director prepare a successful competition for your athletes by meeting the registration deadlines and by turning in accurate and up to date information.

- As a coach, know and understand all of the rules in which can then be properly taught to your athletes

- Hold preseason meeting with athletes, coaches & family members to discuss expectations of the season – set the standard and any guidelines needed.
Unit 3 – Preparing for Competition (Cont.)

Supervision

Discuss the challenges associated with participating in competition away from home, and why adequate, non-coaching additional support personnel are needed (other persons).

Transportation

Lodging (need for same-sex supervision) SOKY Housing Policy

Social activities

Coaches meetings (Who will supervise athletes during these?)
Travel and Overnight

- Discuss overnight concerns with parents or group-home supervisors.

- Write up a simple checklist of items to bring and distribute to athletes and parents.

- Make sure that all special medication needs are understood. Coaches may have to assist with handling medications. Have all medical forms and information readily available at all times.

- Work with most effective rooming arrangements, taking into account athlete choice, behavioral and personality clashes, etc.
Unit 3 – Competition-Day Coaching

Guidelines for Success

- **Teach responsibility & independence:** Assist athletes in dressing appropriately (proper uniform), understanding what is happening at competition site, maintaining a focused attitude and appropriate behavior.

- **Arrive Early:** Allow time for putting on uniforms, warm-up and stretching routines and time to focus on the competition.

  Encourage maximum effort no matter your specific division or opponents throughout the entire competition!
Guidelines for Success

- Help athletes learn from winning & losing
  *Deal graciously and realistically with winning and losing. Focus on effort made, recognize accomplishments and new skills that were performed and taking something positive away from the experience.

- Let athletes compete without direct supervision (depending on ability or division)
  *Not running down the side of the court shouting instructions, allowing the competition officials to conduct the competition and allowing athletes to make mistakes and helping them learn from their mistakes.

IF YOU MUST PROTEST A RESULT OR OUTCOME OF AN EVENT, PLEASE DO SO IN A CALM & RESPECTFUL MANNER!
The coach can be the key person who makes any competition experience a good one.

*Please, take the time to adequately prepare for competition and plan for on-site supervision and make sure your time coaching is time well spent.
The successful Special Olympics Kentucky coach:

**Is sports and coaching knowledgeable:**
- Special Olympics Kentucky is a sport organization
- Technical knowledge of the sport and how to teach it is essential if coaches are to effectively help athletes improve their sport skills and truly benefit from Special Olympics.
- Successful coaches are constantly looking for opportunities to learn more about the sport.

**Is Special Olympics Kentucky knowledgeable:**
- Special Olympics Kentucky offered sports and modified rules to each sport
- Special Olympics Kentucky Mission Statement
- Special Olympics Kentucky Athlete and Coach Oath
- Special Olympics Kentucky Coaching Requirements (Coach Certification Process)

* A better understanding of these will benefit your athletes! *
The successful Special Olympics Kentucky coach:

- **Recruits and trains assistant coaches:**
  - Individualized coach-athlete teaching is key to successful training in Special Olympics.
  - Assistant coaches can be recruited to help provide individualized attention.
  - Assistant coaches are useful only if they are trained and coordinated at practice.
  - Invites fellow co-workers or friends out to see a game or a practice in hopes they will become involved.

- **Recruit and trains athletes:**
  - A coach is also a promoter and recruiter; always tries to expand participation
- Places athletes in correct division or ability level every season
- Puts a priority on safety
- Puts a priority on Health and Fitness & overall well-being of athletes
- Conducts high-quality training and competition
- Involves and educates families of participants
- Assists with community inclusion to improve social and communication skills of participants
- Understands the proper and preferred method for wanting to communicate any feedback, suggestions, or complaints to the SOKY state office.

  - NONE OF THE LISTED ITEMS ABOVE SHOULD TAKE PLACE AT OR DURING AN EVENT
  - THE ITEMS ABOVE SHOULD BE ADDRESSED VIA EMAIL OR PHONE CALL BY THE HEAD COACH AND ONLY THAT PARTICULAR COACH (EMAILS SHOULD BE SHORT AND TO THE POINT)
  - THE HEAD COACH SHOULD FUNNEL ALL COMPLAINTS AND FEEDBACK FROM THE TEAM, PARENTS, GRANDPARENTS, ETC. THROUGH THEM PRIOR TO BRINGING IT UP TO SOKY STATE OFFICE

We understand that every coach deserves to be heard, but in order to communicate most effectively, every coach should also understand the proper methods listed above!
A Positive Sport Experience Starts With The Coach

- Coaches have the greatest opportunity to create positive change in Special Olympics athletes, because they are the ones who work with athletes on a consistent basis. Good coaches know that learning to play a sport is more than just mastering skills associated with the sport – it takes teamwork, commitment, sacrifice, and dedication. These are qualities that Special Olympics coaches work to instill in their athletes, with the understanding that these lessons can have a positive impact on the athletes’ lives outside of sports. The second reason is that it is a requirement.

- You as a Special Olympics coach are role models and character builders. Coaches help our athletes discover their physical skills, their self-worth, their human courage, and their capacity to grow. Being a Special Olympics coach is one of the most important and rewarding volunteer roles.
Responsibilities of the Special Olympics Coach

- Assist athletes in learning sports skills and applying them in competitions.
- Encourage confidence and self-esteem through sport.
- Obtain equipment for athletic training.
- Help to recruit athletes and assistant coaches.
- Register athletes for competitions.
- Know and share the mission of Special Olympics in your community.
- Most importantly HAVE FUN!

SOKY COACHES CORNER
Coach Resources

• **Coach Code of Conduct:** Special Olympics Coaches are role models whose behavior should serve as a positive example for their athletes.

• **Athlete Code of Conduct:** Special Olympics Kentucky is committed to the highest ideals of sport and expects all athletes to honor sports and Special Olympics.

• **Family Member Code of Conduct:** This should be emphasized during training, competition, and special events at any level.

• **Volunteer Code of Conduct:** For SOKY volunteers.
Unit 5 – Additional Information

Coaches Corner (Cont.)

Key Coaching Forms

- Accident/Incident Form: Online Version
- Certificate of Insurance: Online Version
- Athlete Medical Form: Online Version
- Class A Volunteer and Unified Partner App: Online Version
- Local Program Contact List: Online Version
- Special Olympics Logo Usage Guidelines: Online Version

All can be found on the SOKY COACHES CORNER PAGE
Special Olympics Coach Oath – “In the name of all coaches, we shall follow written and verbal instructions of Special Olympics officials at all times, have our athletes at the appropriate events and activities at the proper time and abide by the rules and policies, in the spirit of sportsmanship.”
Unit 6 – SOKY Basketball Specifics

**Important General Information**

- **Main Point of Contact:** SOKY Team Sports Program Director
- **Winter Sport:** Season runs from November – March
- **Season Timeline:**
  - Local/Area sign-ups/tryouts take place in October/November
  - First Packet of Information (registration packet) is sent out via email in mid-November
  - Local Leagues begin in early January and run for approximately 6-8 weeks (Georgetown League & Louisville Basketball Leagues)
  - Three regional tournaments will take place in February:
    - Region 1 – Bowling Green, KY (One day event)
    - Region 2 – Florence, KY (One day event)
    - Region 3 – Elizabethtown, KY (One day event)
      (Please refer to the regional team sports map to find your regional tournament)
  - State Tournament and Skills Competition held in mid-March (Two day event)

*SOKY BASKETBALL SPORTS MANUAL*
Unit 6 – SOKY Basketball Specifics

Team Sports Regional Map
**SOKY BASKETBALL**

• The official Special Olympics Sports Rules should govern all Special Olympics Basketball Competitions.

• Official Events: Team Competition (5 on 5) & Team Skills State Competition

• In Kentucky, NGB Rules and National Federation of State High School Associations (N.F.H.S.) Rules will be employed for all competitions except when there is a conflict with the official Special Olympics Sports Rules or when SOKY Adaptive Rules are employed.

*Special Olympics Basketball Sport Rules*

*NFHS Basketball Handbook*

*SOKY Basketball Sports Manual*
SOKY Basketball Roster

• As a coach you will potentially complete two roster forms throughout the course of the season: League Roster Form and Regional/State Roster Form.

• League Roster forms are only required of those teams competing in one of the offered SOKY sanctioned leagues. Regional/State rosters are required of every single team throughout the entire state.

• Minimum roster size is five (5) athletes and the maximum roster size is fifteen (15) athletes plus a maximum of three (3) coaches and five (5) additional personnel (chaperones, bus drivers, etc.) per team. Each may also have a maximum of two (2) athlete team managers in which must be registered SOKY athletes. The athlete team manager position is for those athletes who may not be able to physically play basketball or are just looking to help the team out.
SOKY Basketball Divisions

- There are four total SOKY Basketball divisions in which include the following and are all co-ed divisions:

  • 3A Division (Highest Ability Level): High School (NFHS) regulation rules
  • 2A Division: Adaptive rules & SOKY modifications
  • 1A Division: Adaptive rules & SOKY modifications
  • B Division (Lowest Ability Level): Adaptive rules & SOKY modifications

- Must be 8 years or older by the deadline submission date for the roster form in order to be able to compete!
B Division Criteria

- Players do not have an understanding of rules or team play
- All players have very LIMITED basic skills; shooting, passing, dribbling, rebounding & defending
- Players need verbal cues on all aspects of the game
- No understanding of fouls
* If you have one good player who dominates a game, you could possibly be a 1A team

The above criteria should be used as a guide when trying to determine at what level your team should compete.
Unit 6 – SOKY Basketball Specifics

1A Division Criteria

- Players have USEABLE basic skills; shooting, passing, dribbling, rebounding & defending
- Players have a LIMITED concept of rules and team play
- Players have ability to dribble, but will see shuffles, double dribbles, etc. (A violation will be called when an advantage is gained)
- Players rely on limited verbal cues
- Teams in this division do not have more than one (1) dominant player.
- Players have an understanding of fouls

The above criteria should be used as a guide when trying to determine at what level your team should compete.
Unit 6 – SOKY Basketball Specifics

2A Division Criteria

- Players have a good understanding of rules and team concept
- Players display skills; shooting, passing, dribbling, rebounding & defending
- Most players have the ability to dribble with few violations
- Most players know where to go and where to be
- Players have a good understanding of fouls

The above criteria should be used as a guide when trying to determine at what level your team should compete.
Team Sport Divisioning Philosophy

• The divisioning process for team sports is much different, and much harder, than individual sports. Unlike most individual sports, team sports do not have concrete distances or times that can be used, although we do have teams submit game summary forms. Once a game starts, however, the information contained in the Game Summary Forms (GSFs) often takes a back seat to the dynamics at play minute-by-minute, play-by-play on the court or field.

• The challenge with divisioning team sports is that there are many factors that affect how a team performs on any given day — missing players, illness, penalties, behavior, coaching, who’s hot and who’s not, individual match ups, etc. With divisioning in team sports, much more emphasis is put on game results, common opponents, coach rankings and coach notes. There is not a perfect science to ensure that all divisions will have close games, which is why we use leagues/regionals as a divisioning process for team sports. We recognize there may be some games during a competition that are not competitive, but we hope that coaches will use this time to get the team better as a whole and play the back-up players.
# Basketball Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assist</strong></td>
<td>A pass to a teammate who scores directly or who does not dribble more than twice before scoring.</td>
</tr>
<tr>
<td><strong>Backcourt</strong></td>
<td>The end of the court opposite a team's offensive goal.</td>
</tr>
<tr>
<td><strong>Blocking Out</strong></td>
<td>A technique used by a rebounding player who steps in front of and with his/her back to an opponent and keeps that opponent behind him/her.</td>
</tr>
<tr>
<td><strong>Blocks</strong></td>
<td>The first lane spaces underneath the basket.</td>
</tr>
<tr>
<td><strong>Bounce Pass</strong></td>
<td>A pass that strikes the floor just over halfway to the receiver.</td>
</tr>
<tr>
<td><strong>Center</strong></td>
<td>A player who plays in the center area close to the basket.</td>
</tr>
<tr>
<td><strong>Chest Pass</strong></td>
<td>A pass that is thrown in the air from about chest level.</td>
</tr>
</tbody>
</table>
### Basketball Terminology (Cont.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defender</td>
<td>A member of a team who does not have offensive possession of the ball.</td>
</tr>
<tr>
<td>Defense</td>
<td>The team that does not have possession of the ball. Man-to-Man defense refers to each team member defending a specific player. Zone defense refers to each team member defending an area of the court and a specific opponent in that area.</td>
</tr>
<tr>
<td>Double Dribble</td>
<td>A violation which occurs when a player continues dribbling after grasping the ball with both hands.</td>
</tr>
<tr>
<td>Fast Break</td>
<td>A play in which the defensive team gains possession of the ball and then moves quickly down the court.</td>
</tr>
<tr>
<td>Forwards</td>
<td>A team’s two players who play in the front court along with the center.</td>
</tr>
<tr>
<td>Free throw</td>
<td>Opportunity given to a player to score by an unimpeded shot from behind the free throw line and within the free throw circle.</td>
</tr>
</tbody>
</table>
Basketball Terminology (Cont.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frontcourt</td>
<td>The end of the court that has the offensive team's goal.</td>
</tr>
<tr>
<td>Jump Ball</td>
<td>A method of putting the ball in play by tossing it up between two opponents within a jump ball circle.</td>
</tr>
<tr>
<td>Offense</td>
<td>The team that has possession of the ball.</td>
</tr>
<tr>
<td>Perimeter Players</td>
<td>The offensive players who play outside the lane and face the basket.</td>
</tr>
<tr>
<td>Post Players</td>
<td>The offensive players who play near the lane with their back to the basket.</td>
</tr>
</tbody>
</table>
Basketball Terminology (Cont.)

**Rebound**  A missed shot the bounces off the rim or backboard; also, to gain possession of the ball after a missed shot.

**Screen**  An offensive play in which an offensive player acts as a barrier to free up another offensive player.

**Technical Foul**  A penalty for improper behavior on the court.

**Travel**  To run or walk illegally while holding the ball.

**Turnover**  Any loss of possession without a shot being taken.
Unit 6 – SOKY Basketball Specifics

SOKY BASKETBALL MANUAL OVERVIEW

Sections 1-7

1. General Rules
2. Uniforms & Equipment
3. The Game
4. Violations
5. Players & Substitutions
6. Fouls and Penalties
7. Coaching Attire & Duties
SOKY BASKETBALL MANUAL OVERVIEW
Section 1 – General Rules

- A regulation (NFHS) size basketball (29 ½ inches in circumference) will be used for all co-ed divisions and competition.

- A smaller basketball (28 ½ inches in circumference) will be used for both women's and junior divisions and competition.

- All levels and divisions will play with a regulation 10 ft. goal.

- EACH TEAM IS REQUIRED TO PLAY ALL TEAM MEMBERS IN EVERY GAME PLAYED.

*In cases not specifically covered by the rules listed above, N.F.H.S. rules will govern.
SOKY BASKETBALL MANUAL OVERVIEW

Section 1 – General Rules (Cont.)

• Each team is required to supply scores from at least 3 games and must advance through its regional tournament or receive an at-large bid in order to qualify for the state tournament. (Two out the three games must be with different teams within your specific region. Games required MUST be played of course against other Special Olympics Kentucky teams).

• A minimum of 50 teams will qualify for the State Basketball Tournament in March. Teams who advance through their Regional Tournament will automatically qualify for State. If there are not 50 teams who advance through the brackets, SOKY will hold a “Draw” in order to fulfill the remaining spots. This draw will consist of ALL teams who participated in their Regional Tournament but did not advance. Those teams who do not advance or who are not randomly selected, will be invited to attend the Skills Competition and all activities during the State Tournament.

• All forms, fees, etc MUST be returned to the SOKY office on or before the required deadline. If not returned by this date, you may not be allowed to participate in that event.
Unit 6 – SOKY Basketball Specifics

SOKY BASKETBALL MANUAL OVERVIEW
Section 2 – Uniforms and Equipment

- All players must wear numbered uniforms. Numbers must be on both the front and back of the uniform and should be solid in color. Only digits 0-5 should be used with the highest possible combination number being 55. A team member list shall not have both numbers 0 and 00. Numerals 6, 7, 8 and 9 should never be used (NFHS).

- All players should wear flat gym, court, or tennis shoes. Encourage your players not to wear black sole shoes as they leave black marks on the court.

- All members of a team must wear the same color uniform. If a T-shirt is worn under a basketball jersey, it should be the same color of the body of the jersey. Black, white, and or beige undershirts are no longer acceptable (NFHS).

- No blue jean shorts or pants, or denim of any kind are allowed. All players must wear athletic shoes, tennis shoes, etc. – No street shoes allowed.

NFHS Uniform Rules
SOKY Basketball Specifics

SOKY BASKETBALL MANUAL OVERVIEW
Section 2 – Uniforms and Equipment (Cont.)

- Headbands, wristbands, arm sleeves, knee sleeves, lower leg sleeves, compression shorts and tights are permissible. If worn, they shall be black, white, beige or the predominant color of the jersey.

- Those players who wear eyeglasses while playing are required to wear a strap to hold the glasses in place.

- No jewelry is permitted by any athlete unless for medical reasons. In these cases, athletes should wear tape or a sweatband to cover it.

- Uniform must properly fit athlete.

Special Olympics basketball calls for the use of N.F.H.S. standard basketball equipment including the regulation basketball, baskets and basket heights. The use of wheelchairs or walkers is not permitted for safety purposes.

NFHS Basketball Uniform & Equipment Rules
SOKY BASKETBALL MANUAL OVERVIEW

Section 3 – The Game

All games will consist of four 6-minute quarters. The clock will run as follows:

- **3A Division** - The clock will be run just as it does in regular high school play-time will stop on all dead ball situations. (No backcourt pressure rule)

- **2A, 1A and B Divisions** - The clock will be a running clock except for all fouls and the last two minutes of the second and fourth quarters. During these final two minutes the clock will stop at all dead ball situations. In the 2A and 1A division backcourt pressure will be allowed in the last two minutes of the game. In the B division, backcourt pressure is only allowed in the last minute of the game; however a team may NOT press if they are ahead by 10+ points.
SOKY BASKETBALL MANUAL OVERVIEW
Section 3 – The Game (Cont.)

• A five-minute half-time will be called between the second and third quarters during league play. A ten-minute half-time will be called between the second and third quarters during Regional and State Tournament games.

• Each team is entitled to three regular (60 second) time-outs and two 30 second time-outs during a regulation game. Unused time-outs accumulate and may be used at any time. Each team is entitled to one extra time-out during each over-time period. WHEN CALLING A TIME-OUT, COACHES WILL NEED TO INFORM THE OFFICIAL ON THE COURT AS TO WHAT KIND OF TIME-OUT IS BEING USED. IF NO SIGNAL IS MADE, THEY WILL AUTOMATICALLY BE CHARGED WITH A FULL TIME OUT.

• Overtime periods will be two minutes in duration for all divisions. Backcourt pressure will be allowed for the full two minutes in all divisions, however in the B division, a team may NOT press if they are ahead by 10+ points.
3A Divisions
- Fouls and violations will be called in accordance to N.F.H.S. standards.

2A, 1A, and B Divisions
- Calling of violations will be relaxed for the lower division games. The following modifications will be allowed:

  • The three-second lane violation will be eased.

  • Players will be allowed a continuous one or two hand dribble with minimal hesitation. Once the ball is picked up and held, the player must shoot or pass. An attempt to dribble again will be a violation.

  • Players will be allowed two extra steps in starting or stopping a dribble. A stationary player will be allowed to shuffle his/her feet as long as no offensive advantage is gained.
2A, 1A, and B Divisions

- Backcourt pressure will **NOT** be allowed except for the last **TWO** minutes of the game in the 2A and 1A Division. The defensive team must retreat to mid-court without attempting to play defense. Any attempt to guard an offensive player prior to crossing mid-court will be considered pressing. The referee will stop play and give a warning to the defensive team. Each team will be allowed **two warnings** per game. A third violation will result in a technical foul. The offensive team will be granted two foul shots. The technical foul will not be charged to the individual player or team bench.

- Backcourt pressure will **NOT** be allowed except for the last minute of the game in the B Division. However, if a team is ahead by 10+ points, they may not press. During the rest of regulation play, the defensive team must retreat to mid-court without attempting to play defense. Any attempt to guard an offensive player prior to crossing mid-court will be considered pressing. The referee will stop play and give a warning to the defensive team. Each team will be allowed **two warnings** per game. A third violation will result in a technical foul. The offensive team will be granted two foul shots. The technical foul will not be charged to the individual player or team bench.
SOKY BASKETBALL MANUAL OVERVIEW
Section 4 – Violations (Cont.)

2A, 1A, and B Divisions
- Coaches cannot instruct players to stand directly on or behind the half court line. Athletes MUST allow their opponent enough room to cross the line before playing defense. Officials will be instructed to give a warning to a coach. A technical foul will be assessed upon the second warning.

- The three-second violation has been relaxed in the lower divisions. This does not however, give an athlete the right to simply stand under the basket and not make an attempt to move. This will clearly give that athlete a competitive advantage. If in the officials’ judgment, an athlete is clearly gaining an advantage on a continual basis, the official will call a 3 second lane violation.

- In the B Division only: An athlete will have the option of moving forward to a modified foul line. The line will be placed 13 ft from the goal. (2 ft closer than regulation)
SOKY BASKETBALL MANUAL OVERVIEW
Section 5 – Players and Substitutes

• A team must start the game with five (5) players.

• The roster turned into the State Office must consist of at least five (5) players and no more than fifteen (15).

• Substitutions may be made any time the referee’s whistle is blown to stop play, during time-outs or prior to the beginning of a quarter. Substitutes will report to the scorer’s table and wait to be beckoned into the game by the referee.

• A line-up must be submitted by the coach to the official scorekeeper ten (10) minutes prior to the scheduled game time.

• Each team is required to play all team members in every game played.
Each player will be allowed five (5) fouls per game. The fifth foul will result in removal of that player from the game.

The one-and-one bonus free throw situation will be in effect on the seventh team foul of each half.

The double bonus (2 shots) will be in effect on the 10th foul of each half.

Technical fouls will be assessed for unsportsmanlike conduct by any coach, player, team attendant or follower. Technical fouls committed by a player shall result in two (2) free throws. If the technical foul is committed by bench personnel, the offended team is awarded (2) free throws. If the foul is flagrant (violent, vulgar or abusive), two (2) free throws shall be awarded and the offender shall be ejected from the game. Any third technical for above reasons is considered a flagrant foul and shall be treated as such.

If at any time an athlete or player is ejected from a game for any reason, the following shall occur:

- 1st offense: Sit out team’s next game.
- 2nd offense: Sit out team’s next two games.
- 3rd offense: Receive a year suspension from the sport and cannot return until party has written a “Request of Re-Admission” letter to SOKY and it is approved.

The game will be forfeited when a team fails to be prepared for play within (5) minutes after each scheduled game time (line-ups must be turned in and five players must be on the court).

FOULS WILL BE CALLED IN ALL DIVISIONS INCLUDING THE B DIVISION
Unit 6 – SOKY Basketball Specifics

SOKY BASKETBALL MANUAL OVERVIEW

Section 7 – Coaching Attire and Duties

• Coaches and managers are responsible for dressing according to SOKY standards. Not only are athletes required to look their best, but coaches and team managers hold this responsibility as well.

• Coaches and managers MUST wear a matching coach’s shirt. This shirt must be the same color of the team’s uniforms OR can be another color that represents the team, as long as it sports the team name. If a coach’s or manager’s shirt does not bare the team name, then it must be the predominant color of the team’s uniform.

• Jeans can be worn, as long as they have NO holes and they fit properly.

• Athletic suits can be worn, but absolutely NO sweatpants (cotton-type) and NO gym shorts of any kind!

• NO hats of any kind can be worn on the bench.

• Shoes must be worn. NO flip-flops or sandals allowed.

• Cell phones or any other electronic devises will no longer be allowed on the bench. Cell phones should be turned off. The only exception will be for a coach who may be on call for emergency reasons.
• Coaches shall remain within the designated “coaches box” while the game is in progress.

• In all B Division games, one coach will be allowed to accompany a player to the scorer’s table when substituting.

• *One Coach ONLY Standing Rule (FOR ALL DIVISIONS) *: At any point during the game where more than one coach is standing up on the bench, that team will be given a team bench warning. If it happens again, a warning then turns into a technical foul. If a technical foul is given, the coach who committed the infraction must remain seated the remainder of the game.

• Coaches are responsible for knowing and understanding the rules of the game, not only the modified rules in this manual, but also high school basketball rules.
SOKY BASKETBALL MANUAL OVERVIEW
Section 7 – Coaching Attire and Duties (Cont.)

• Bench credentials will be limited to THREE per team. These are limited to coaches, assistant coaches, and managers. If your team has a scorebook keeper, he/she needs to be listed as one of the three coaches and must sit on the team bench or the score table. No one under the age of sixteen will be allowed under any circumstance to be seated on the team bench, unless he/she is an athlete. Managers who are Special Olympics Athletes need to be listed on the roster and have a valid Special Olympics medical on file. However, no bench credential is needed.

• Coaches should understand that there will always be the strongest and weakest teams in each division. If at any time a coach is not being sensitive to a lopsided score, a Tournament Official will approach that coach during a timeout to administer a warning. If a coach does not make appropriate substitutions or if the coach purposely continues to run up a score. Tournament Officials will impose disciplinary action to the coach. Depending on the severity of his/her actions a coach may be verbally reprimanded, not allowed to coach the next game OR be removed from coaching in the SOKY program altogether.

COACHES WILL BE HELD ACCOUNTABLE TO THE SPECIAL OLYMPICS KENTUCKY COACHES CODE OF CONDUCT.
Special Olympics External Resources

This online coaching guide covers planning a season, teaching skills, teaching rules, and includes a quick start guide. It also includes virtual training/learning videos in which can offer you a more hands-on experience when learning about the sport of Basketball.

Online Special Olympics Basketball Coaching Guide
THANK YOU FOR FINISHING THE SOKY BASKETBALL SPORT CERTIFICATION TRAINING PRESENTATION! IN ORDER TO COMPLETE AND RECEIVE CREDIT FOR ENTIRE TRAINING, PLEASE TAKE THE FOLLOWING QUIZ:

CLICK HERE: SOKY BASKETBALL SPORT CERTIFICATION QUIZ