Coach Education Program

Online Bocce Sport Certification
Coach Education Program

*If you have not already done so, please complete the following Class A Certification Process at: 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*
Bocce Sport Certification

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

• The online Bocce 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 Bocce program.
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
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 Bocce 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
Comprehension – helping athletes remember and perform 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

• Incidents tend 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. *BOCCE IS AN 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.
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.
<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.
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.
**Physical and Social Benefits of Bocce**

- Even when played on official courts, bocce is not a physically demanding sport. There is no pounding on the spine and knees as in basketball, no sprinting, and sliding as in athletics or softball.

- You do not have to be in shape to play bocce, though physical fitness controls the fatigue factor in any competitive sport. On the other hand, the mental and social benefits of bocce are incalculable. Competing in any sport fosters a healthy outlook on life. And after all things considered, bocce meets today’s health and fitness standard of favoring lifetime sports over those that you can enjoy only in your youth.

- There are also social mainstreaming benefits that occur when the “playing field” is level, in that this game does not require a vast amount of intellectual acumen for a player to be at the top level of the sport. Therefore a person with a disability can compete on an even basis against a competitor who has no impairment.
## 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><strong>Warm-up &amp; Stretching</strong></td>
<td>Specific to the sport, repetitive and involve athletes in leading activity</td>
</tr>
<tr>
<td><strong>Skills Construction</strong></td>
<td>Break skills into smaller tasks, involve many athletes at a time and practice skills related to event situations</td>
</tr>
<tr>
<td><strong>Competition Experience</strong></td>
<td>Scrimmage, simulate event/game situations and work towards what the competition will look like</td>
</tr>
<tr>
<td><strong>Cool-Down, Stretch, &amp; Reward</strong></td>
<td>Playing a game related to the sport and end each training with a cool down activity</td>
</tr>
</tbody>
</table>
Unit 2 – Organizing a Training Session

**Tips for Conducting Safe Bocce Training Sessions**

1. Review your first-aid and emergency procedures. Have someone who is trained in first-aid and CPR on or very near to the court during practice and games.
2. Ensure that athlete emergency contact details are up to date and close at hand during practices and games.
3. Warm up/cool-down and stretch properly at the beginning/end of each practice to prevent muscle injuries.
4. Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your practices active.
5. Make sure that players are physically matched in games where players go against each other “head to head” (e.g. one on one drills)
6. Require all your players to wear appropriate attire, especially footwear, at practices and games.
7. Do not use yourself as a target, i.e. stand in front of athletes and instruct them to throw/roll the ball to you or your feet.
8. Ensure that you have easy access to a telephone or mobile phone.
Tips for Conducting Safe Bocce Training Sessions Cont.

1. Check that the side and end walls are secured into the ground. Instruct players never to walk along the top of the court’s walls. Pay particular attention to portable courts that tip over in a high wind or if players stand on them or a bocce ball rebounds off them. Make sure these walls are securely staked into the ground.

2. Review your first-aid and emergency procedures. Have someone who is trained in first-aid and CPR on or very near to the court during practice and games.

3. Ensure that athlete emergency contact details are up to date and close at hand during practices and games.

4. Warm up/cool-down and stretch properly at the beginning/end of each practice to prevent muscle injuries.

5. Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your practices active.
Unit 2 – Organizing a Training Session

**Tips for Conducting Safe Bocce Training Sessions Cont.**

1. Make sure that players are physically matched in games where players go against each other “head to head” (e.g. one on one drills)

2. Require all your players to wear appropriate attire, especially footwear, at practices and games.

3. Do not use yourself as a target, i.e. stand in front of athletes and instruct them to throw/roll the ball to you or your feet.

4. Ensure that you have easy access to a telephone or mobile phone.

5. When not in use, bocce balls should remain on the ground, not tossed in the air or bounced in the hand. It should be remembered that bocce balls are heavy and may break, or otherwise injure, a toe or foot if dropped.

6. To avoid competitors slipping on bocce balls, balls should be placed in the rear corner of the court when not being used. Never leave bocce balls lying around the courts or training area where someone may stand on or trip over them.
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.
Unit 2 – Organizing a Training Session: Warm-Up (Cont.)

- **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
Unit 2 – Organizing a Training Session: Warm-Up – Aerobic Activity

- Aerobic activities are whole body movements that will increase the heart rate that may include:
  - Walk or jog around the field 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.
Unit 2 – Organizing a Training Session:  
Warm-Up – Dynamic Stretches

- 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 is 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.
Unit 2 – Training Sequence

- 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.

Task → Skill → Application → Competition
## 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>Application</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>Skills</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>Competition</td>
<td>Acquire ability to put essential sport competencies into practice</td>
<td>Provide scrimmage opportunities in practice</td>
</tr>
<tr>
<td>Tasks</td>
<td>Acquire ability to perform essential sport competencies</td>
<td>Break essential sport competencies down into individual parts</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:

- **CONCISE**
- **CONSISTENT**
- **CLEAR**
- **COMMAND-ORIENTED**
- **CONCRETE**
<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>
- 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, 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 - [SOKY Recreational Swimming Guidelines](#)

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.
Unit 4 – Managing the Program

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
Unit 4 – The Successful Special Olympics Coach (Cont.)

- 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! It is also very important for all family members to follow proper protocol at all events, trainings and other SOKY related functions. They must also adhere to both the family member code of conduct along with the spectator guidelines.
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.
Unit 5 – Additional Information
Coaches Corner (Cont.)

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!
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.

  - [Volunteer Code of Conduct](#)
  - [Family Code of Conduct](#)
  - [Athlete Code of Conduct](#)
  - [Coach Code of Conduct](#)
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]
- **Recreational Swimming 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.”
Important General Information

• **Main Point of Contact:** SOKY Individual Sports Program Manager

• **Spring Sport:** Season runs from February-June

• **Season Timeline:**
  - Local/Area sign-ups/tryouts take place in February/March
  - Intent to Participate Forms (registration packet) is sent out via email in mid-March
  - Currently no sanctioned regional competitions or local invitational events but will be looking to add in the near future
  - State Tournament is held in June in conjunction with the State Summer Games at Eastern Kentucky University

*SOKY BOCCE SPORTS MANUAL*
SOKY Bocce

- The official Special Olympics Sports Rules in the SOKY Bocce Sports Manual shall govern all Special Olympics Bocce Competitions. In cases, not covered by these rules, then the rules of Special Olympics North America shall be employed.

- Official SOKY Bocce Events: Athlete Doubles (Two SOKY Athletes) and Unified Doubles (One Unified Partner and One SOKY Athlete)

SOKY Bocce Sports Manual

Special Olympics North America Bocce Sport Rules
GUIDELINES FOR OUTDOOR EVENTS
HEAT, COLD AND LIGHTENING WEATHER POLICIES

Heat Guidelines
• A heat index of 95-99 degrees Fahrenheit will result in a shortened event.
• A heat index of 100 degrees Fahrenheit and above will result in a cancelled or postponed event.

Cold Guidelines
• A wind chill of 10 degrees Fahrenheit and below will result in a cancelled event.

Lightning Guidelines
• Activity may not be resumed or started for 30 minutes after both the last sound of thunder and the last flash of lightning.

General Statement
As staff of Special Olympics Kentucky, our number one priority is the safety of our athletes, volunteers and spectators. It is to be understood that all cancellations will be decided as soon as possible, and to assume the event is still on if you have not heard anything from a staff member via email and/or by phone. You may also check for updates on our website and all our social media accounts; Facebook, Twitter and Instagram. In advance, we greatly appreciate your cooperation with this, and ask that you abide by the policies above for both competition and practice/training.
Unit 6 – SOKY Bocce Specifics

Skills Test for Divisioning

- Each athlete/unified partner should play three modified games, called a set.

- The athlete/unified partner should alternate from each end of the court and play the following allotted balls. The athlete/unified partner should not surpass the foul line during the attempts. Each pair/team will roll 8 balls at each distance for a total of 24 balls.

- Measurements will be taken from the center side of the bocce ball to the center side of the pallina. Only the four closest balls to the pallina are measured per game. If the pallina moves or is struck during any attempt you will need to replace it onto the proper line.
Unit 6 – SOKY Bocce Specifics

**Skills Test for Divisioning**

- Make your best attempt to conduct the modified game on flat surface that has closely mown grass. If you feel an athlete/unified partner is not playing up to their ability, please choose another day to continue the modified game.

**Game 1**: Pallina is placed at the 30-foot line, 8 balls are rolled, the 4 closest to the pallina are measured in (inches)

**Game 2**: Pallina is placed at the 40-foot line, 8 balls are rolled, the 4 closest to the pallina are measured in (inches)

**Game 3**: Pallina is placed at the 50-foot line, 8 balls are rolled, the 4 closest to the pallina are measured in (inches)
Bocce Basics

- Bocce is played with a set of eight large balls and one small target ball called a pallina (Italian for little ball). The palina is also called a jack, kitty, cue ball or pill.
- A game is begun by the toss of a coin to establish who goes first. Once the initial toss has been made, the pallina and the first ball of that team is rolled. The opposition will then roll their first ball down court and hope that they get closer to the pallina.
- If the opposition is successful in their attempt, the first will try and better it again. If they are not successful, they will continue to try until they achieve their goal or have rolled all their balls. Each team gets to roll or toss their four Bocce balls towards the pallina.
- The object of the game is to get as many of your balls as close to the target ball as your opponent. After both teams have thrown all their balls, the frame has ended and the distances between the pallina and the bocce balls are considered and points awarded.
- Only one team can score in each frame or end. Scoring is one point for each ball that is closer to the pallina than the opponents ball. In this way you can score up to four points in each frame or end.
Bocce Basics Cont.

• Coaching During Play: We please ask the coaches and spectators refrain from coaching or giving advice to athletes during play, as this can give an unfair advantage to a team. Doubles teams are permitted and encouraged to strategize amongst each other. Coaches may make contact with athletes for medical reasons / non game issues that arise. Coaches are permitted to give positive encouragement to competitors.

• Time limit on Games: To keep games moving along a limit of 30 minutes per game will be enforced. No frame may be started with less than five minutes left on the time limit. Time will start when the first pallina is put into play or by the sound of a horn. A game can end sooner by a team reaching a score of 12. All frames that are started must be completed. If time runs out in a tie and the frame is completed, then one additional frame with no time limit will be played.

• Three-Attempt Rule: The team possessing the pallina will have three attempts at placing the pallina past the 30 ft. mark and before the 10 ft. mark on the opposite end. If these three attempts are unsuccessful, the opposing team will have one opportunity to place the pallina. If this attempt is unsuccessful, the referee will place the pallina in the center of the court at the 40 ft. mark.
Unit 6 – SOKY Bocce Specifics

SOKY Bocce Dress Code

• Each team must wear matching shirts for competition. Shirts may be t-shirts (no SOKY event t-shirts) and must have sleeves.

• Tennis shoes are required, no sandals or open-toe shoes as Bocce balls are heavy and can crush toes!

• Shorts or long pants of any kind are acceptable EXCEPT warm-up pants, cut-offs, denim or cotton-type sweats.

• All Bocce participants are permitted and encouraged to wear sunglasses and a hat for protection from the sun.
Unit 6 – SOKY Bocce Specifics

Bocce Court Dimensions

3.05m (10 feet) from backboard equals inbounds for pallina at start of frame and foul line for pointing and shooting (hitting or spocking).

9.15m (30 feet) from backboard equals center-court line. The pallina must pass this point at the start of the frame.

3.05m (10 feet) from backboard equals inbounds for pallina at start of frame and foul line for pointing and shooting (hitting or spocking).
Unit 6 – SOKY Bocce Specifics

Court Specifics

• The court is an area 3.66 meters (12 ft) wide by 18.29 meters (60 ft) long.
• The court surface may be composed of stone dust, dirt, clay, grass or artificial surface.
• The court walls are the side and the end walls of the court may be composed of any rigid material. The end walls should be at least 304 millimeters (12 in). The side walls must be, at minimum, as high as the bocce balls. The side or end walls may be utilized during play for bank shots or rebound shots.
• Lines measuring 50 millimeters (2 in.) in width going from side wall to side wall should be mark on each court at the following distances: 10 ft. from both the backboards (2 total lines) and a line at 30 ft. in which is the half-court marker.
Unit 6 – SOKY Bocce Specifics

**Equipment**

- **Bocce balls** may be manufactured of wood or composition material and must be of equal size. Official tournament balls sizes may be from 107 millimeters (4.20 in.) to 110 millimeters (4.33 in.) in diameter. The color of the ball is immaterial, provided that the four balls of one are clearly and visibly distinct from the four ball of the opposing team.
- The **pallina** must not be larger than 63 millimeters (2.5 in) or smaller than 48 millimeters (1.875 in.) in diameter and should be a color visibly distinct from both teams’ bocce ball colors.
- A measuring device may be any device that has the capacity to accurately measure the distance between two objects, and is acceptable to tournament officials (i.e. – tape measurer).
Unit 6 – SOKY Bocce Specifics

Rules of Competition

• **Ball Delivery**: A team has the option of rolling, tossing, bouncing, banking, etc. its ball down the court, provided it does not go out of bounds or the player does not violate the foul markers. A player also has the option of hitting out any ball in play in trying to obtain a point or decrease the opposing team’s points. A player can grip the ball by placing his/her hand over or under the ball as long as the ball is released in an underhand delivery. An underhand delivery is defined as releasing the ball below the waist.
Scoring:

- At the end of each frame (when both teams have exhausted all balls), points are awarded to the team whose balls are closer to the pallina than the closest ball of the opposing team, which can be determined by viewing or by mechanical measurements (measurements will be taken from the center side of the bocce ball to the center side of the pallina).
- At the end of a frame, the referee announces the winning points and color to the players outside the court at the pallina end and before the balls are removed, the referee should look for agreement. The players have a right to request a measurement if the players disagree with referee.
- The scoring team for each frame will also win the pallina advantage for subsequent frame.
- Game winning score = First team to 12 points
# Unit 6 – SOKY Bocce Specifics

![Special Olympics Kentucky Logo]

## Bocce’ Score Sheets

- **Event:** 2019 Summer Games
- **Date:** June 1, 2019
- **Location:** Eastern Kentucky University
- **Court #**
- **Official Time of Game:** ___ : ___
- **Name of Official:** __________________________

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<td>Color:</td>
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<td>Frame Points</td>
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- **Winner of Game:** ________________
- **Winning Team’s Score:** ___
- **Losing Team’s Score:** ___
- **□ Victory as a result of expired time.**

* Please record total number of points earned at the end of each frame. For the team that does not score, record a 0 for that frame. The first team to 12 points is declared the winner. Teams can score up to 15 points in the game. Tie breakers will be determined on point differential and total points scored.
Rules of Competition Cont.

Ties during frame: In the event that the two opposing balls are equidistant from the pallina (tied), the team that rolled last will continue to roll until the tie is broken.

Ties at the end of frame: In the event that the two balls closest to the pallina belong to opposing teams and are tied, no points will be awarded. The pallina returns to the team which last delivered it. Play resumes from the end of the court from which the frame was last played.
Rules of Competition Cont.

- **Forfeiture**: Teams with less than the prescribed number of players will forfeit the match.
- **Timeouts**: The official may grant a timeout whenever the circumstances appear to be valid, but will be limited to ten minutes or less.
- **Moving ball or pallina**: No player may play his or ball until a pallina or another ball has to a complete rest.
- **Player Behavior**: During play and whenever possible, a player should move off court when an opponent is playing.
Unit 6 – SOKY Bocce Specifics

Penalties and Fouls

• In both pointing and hitting, any part of the player’s body, including the players foot, or any apparatus used by an athlete such as wheelchair, crutches, cane, etc. must not be in contact with any part of the foul line until after the ball is released and before the ball touches any part of the playing field in front of the specific foul line.

• When a foul-line penalty occurs, the referee will seek to stop the ball just delivered before it reaches the pallina and the other balls “in contention”, remove the just released ball from the court and declare the just released ball to be a dead ball. If the just released ball does come in contact with the pallina and/or other balls “in contention” and these balls are moved from their original position, than the referee will place the balls back as close to their original position as possible and play will continue.

• When a player rolls an extra ball during a frame, the ball in question is declared dead. When this happens for a two-player team, the remaining player will only have one ball to play.
Penalties and Fouls Cont.

- If a player moves one or more of his or her team’s balls, the ball(s) are removed from the court and considered dead and play continues.

- If, after all eight balls have been thrown, a player moves one or more of his/her opponents balls, the opponents balls that were moved will be awarded one point each.

- If a player moves one or more of his/her opponents balls, and there are remaining unplayed balls, the referee will place the balls as close to their original position as possible and play will continue.

- If the pallina is moved by a player, the opposite team will be awarded as many points as the number of live balls that were “in contention” plus the number of balls yet unplayed. If the team fouled against has no balls “in contention” and no balls remaining, then the frame will be declared dead by the referee and started over at the same end.
Unit 6 – SOKY Bocce Specifics

**Penalties and Fouls Cont.**

- When a player interferes with his/her team’s ball in motion, the referee, as a result of witnessing the foul, must declare the ball being thrown dead.

- If a player interferes with an opponents ball in motion, the team fouled against has one of the following options: play the ball over, declare the frame dead, or decline the penalty and accept the lie of the touched ball(s) and continues playing.

- If a spectator, animal or object interferes with a ball in motion and that ball does not touch another ball already in play, it must be played over by the same player.

- If a spectator, animal or object interferes with a ball in motion and that ball touches another ball in play and “in contention” the frame is dead.
Penalties and Fouls Cont.

- If a player delivers a wrong color ball, the ball may not be stopped by another player or referee. The ball must be allowed to come to rest and replaced with proper colored ball by the referee.

- If a player delivers a wrong color ball which cannot be replaced without disturbing another ball already in play the frame is declared dead and replayed from the same end.

- If a team wrongly delivers the pallina and its first ball, the referee will return the pallina and the first ball which was played out of rotation. The referee will then ask the other color player or team to deliver the palina when restarting the frame from the same end of the court.
Penalties and Fouls Cont.

• If a player delivers his or her ball when his or her team is “in” and the other team has balls left, the ball in question should if possible and safe be stopped by the referee before it reaches the “balls in contention”, be declared a dead ball and removed from the court.

• If the referee cannot stop the ball before it reaches the “balls in contention”, the referee should replace the pallina and nearest balls to where they were before the out of rotation delivery took place.
Unit 6 – SOKY Bocce Specifics

**Definition of Playing Terms**

- **Live Ball**: Any ball in play that has been delivered.
- **Dead Ball**: Any ball that has been disqualified or forfeited.
- A ball may be disqualified if: it is the result of a penalty, it has gone out of the court, it has came in contact with a person or object which is out of the court, it hits the top of the court boards, it is the result of a foot foul, it is the result of an illegal movement of your teams ball, it is the result of interference with a ball in motion by one’s own team, and/or it has been played before the pallina or currently delivered ball has come to a complete stop.
Definition of Playing Terms

- **Bocce Ball**: The larger playing ball.
- **Pallina**: A small object ball sometimes called cue ball, beebee, etc.
- **Hitting/Shooting**: The action of rolling a ball which is thrown with sufficient velocity that it would hit the backboard if it missed the target.
- **Bank or Rebound Shots**: Refers to playing a ball off either the sideboard or backboard.
- **Pointing**: The action of rolling a ball to obtain a point close to the pallina.
- **Frame**: The period in the game in which balls are played from one side of the court to the other and points are awarded.
- **“In Contention”**: Balls that an official would deem to need to be potentially measured or award as scoring balls.
- **Foul**: A rule infraction for which a penalty is prescribed.
Bocce Protocol & Etiquette

6. When it is not your turn, you should stand quietly out of the court.

7. Always leave the balls as they lie until the official has instructed you to move them.

8. After you have delivered your ball, leave the court without undue or unnecessary delay.

9. Always observe safety rules when playing.

10. Always observe the instructions given by the official.

11. Always give your opponent and officials the respect they deserves.

RULES OF THE COURT

1. When it is not your turn, you should stand quietly out of the court.

2. Remain as quiet as possible from the time the other player has taken his/her stance until after he/she has delivered the ball.

3. Wait until the frame has been completed before moving to the other end of the court.

4. Always walk up the side of the court rather than up the middle of the court.

5. While waiting for another player to deliver the ball, always remain as motionless as possible.
Unit 6 – SOKY Bocce Specifics

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 Bocce.

Online Special Olympics Bocce Coaching Guide
Unit 6 – SOKY Bocce Specifics

THANK YOU FOR FINISHING THE SOKY BOCCE SPORT CERTIFICATION TRAINING PRESENTATION! IN ORDER TO COMPLETE AND RECEIVE CREDIT FOR ENTIRE TRAINING, PLEASE TAKE THE FOLLOWING QUIZ:

CLICK HERE:
SOKY BOCCE SPORT CERTIFICATION QUIZ