Coach Education Program

Online **Bowling** Sport Certification

Special Olympics
Kentucky
Coach Education Program

*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*
Bowling Sport Certification

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

- The online Bowling 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 Bowling 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.
The better the coach …
the better the experiences …
the better the athlete!
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 Bowling Specifics
Unit 1 – The Athlete Overview

- Psychological Issues or Learning Issues
- Medical Issues
- Social Issues
**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 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>
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. *BOWLING 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.
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><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>
EXAMPLE BOWLING TRAINING PLAN

Warm Up and Stretch (10-15 minutes)

• Every player participates in a warm-up period on the lanes (i.e., shadow bowling).
• Stretch each muscle group while waiting to practice bowling.

Skills Instruction (15-20 minutes)

• Quickly review previously taught skills.
• Introduce the theme of the skills activity.
• Demonstrate the skills simply and dramatically.
• Physically assist and prompt lower ability players when necessary.
• Introduce and practice new skills early in the practice session.

Competition Experience (1, 2, or 3 games)

• Players learn a lot by simply bowling.
• The game is a great teacher.
• Be on hand to explain rules, address problem areas, and give praise.
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 perform 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
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><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>
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>&quot;Go to the free throw line&quot; 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>&quot;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
<table>
<thead>
<tr>
<th>Level of Instruction or Assistance</th>
<th>Description</th>
<th>Sport Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Physical Assistance</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>Verbal</td>
<td>Tell the athlete what to do</td>
<td>Footwork: “run forward to the line; then return, running backward”</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Show the athlete the proper technique</td>
<td>Soccer: one athlete shoots on goal while another watches</td>
</tr>
<tr>
<td>Partial Physical Assistance</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>
Unit 2 – Managing Athlete Behavior

- 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 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 Manager 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.
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.
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!
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](#)

[SOKY COACHES CORNER](#)
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

• **Fall Sport:** Season runs from August-December

• **Season Timeline:**
  • Local/Area sign-ups/tryouts take place in July/August
  • Intent to Participate Forms (registration packet) is sent out via email first of August
  • Area Tournaments (8 total) take place in October and November
  • State Tournament (December) and is currently being held at Fern Valley Strike and Spare and King Pin Lanes in Louisville
Unit 6 – SOKY Bowling Specifics

Area/Regional Competitions

• Area 1 Tournament – Paducah (one-day)
• Area 2 Tournament – Owensboro (one-day)
• Area 3 and 9 Tournament – Prestonsburg (one-day)
• Area 4 Tournament – Louisville (two-days)
• Area 5 Tournament – Bowling Green (one-day)
• Area 6 Tournament – Richmond (one-day)
• Area 7 Tournament – Erlanger (one-day)
• Area 8 Tournament – Lexington (two-days)

❖ All SOKY Bowlers must compete in one of the area/regional competitions listed above in order to be eligible for the State Tournament!
Unit 6 – SOKY Bowling Specifics

**SOKY Bowling**

- The Official Special Olympics Sports Rules shall govern all Special Olympics Bowling Competitions. National Governing Body, the World Tenpin Bowling Association (WTBA) rules shall be employed except when they conflict with the Official Special Olympics Sport Rules. In such cases, the Official Special Olympics Rules shall apply.

[Special Olympics North America Bowling Rules](#)

[Special Olympics Kentucky Bowling Rules](#)

[World Bowling](#)
**SOKY Bowling Events**

The following events can be offered at Special Olympics Kentucky Competitions:

1. **Individual** – Singles, Ramp Unassisted, Ramp Assisted
2. **Unified Doubles** – Male, Female, Coed (One SOKY athlete paired with an individual without an intellectual disability) *The Baker System will be used for all Unified Doubles Competition*
3. **Doubles** – Male, Female, Coed (Two SOKY athletes paired – total team score) *State Tournament Only*
Unit 6 – SOKY Bowling Specifics

Ramp Bowling Rules

❖ All ramp parts must be behind the foul line. It is considered an extension of the athlete. Each delegation is responsible for providing one assistant for each athlete. An assistant may not help multiple athletes, even if they are on the same lane. Athletes’ must also supply their own ramp.

Modifications
• Bowling ramps and other assistance devices may be used with the approval of the Special Olympics Bowling Competition Committee.
• Athletes using ramps shall be placed in separate divisions from other bowlers **ONLY** for singles competition.
• Within the ramp bowling division, there are two events an athlete may enter: Ramp Unassisted (Individual) and Ramp Assisted (Individual)

✓ Athletes who participated in Developmental Ramp (individual) in the past should be registered for Ramp Assisted.
✓ Athletes who participated in Developmental Unified or Developmental Doubles in the past should be registered like all other Unified and Doubles teams (i.e. all male, all female or co-ed).
✓ Ramp bowlers may be allowed to bowl up to three frames consecutively.
Ramp Unassisted (Individual)

- Athlete aims ramp into position unassisted.
- Athlete positions ball on the ramp and pushes ball down ramp toward target.
- Athlete may only receive assistance from the LANE WORKER if he/she needs help getting the ball to or placing the ball on the ramp.
- Athletes will be divisioned within this event based on averages (for regionals) and regional scores (for state).
Ramp Assisted (Individual)

- An assistant may aim the ramp toward the pins based upon direction (either verbally or by physical cues) from the athlete OR an assistant may guide, align or direct the ramp for LOWER FUNCTIONING athletes who cannot provide direction.
- An assistant may have the back facing toward the pins OR they may be facing the pins depending on the need of the individual bowler.
- Athlete positions the ball on the ramp with assistance and INDEPENDENTLY pushes the ball down the ramp toward the target.
- An assistant may not support or assist with the ball’s forward movement during the athlete’s attempt to roll the ball down the ramp. This includes holding onto the athlete’s hands or arms during the attempt.
- The assistant may hold the ramp or weight may be added to the ramp in order to increase the stability of the ramp.
- Athletes will be divisioned within this event based on averages (for regionals) and regional scores (for state).
General Rules

• Foul lights should be in use for all Area and State Tournaments. Please train with the foul lights on!
• To qualify for participation in the State Bowling Tournament, athletes must participate in an Area Bowling Tournament
• Athletes, Unified Partners and Coaches are required to wear bowling shirts with collars and casual slacks or pants. Hats and headwear is not allowed. Failure to comply will result in a disqualification.
• No food or drinks are allowed on the lanes. Please keep food and drinks off the lanes during practice and competition.
• Only participants (athletes and Unified Partners), ramp assistants, and lane workers/event volunteers are allowed on the bowling floor during competition. Spectators and coaches must stay in the concourse area.
• No headphones for music. Ear muffs to mute sound are permissible.
Unified Sports

- Unified Sports is a program that combines approximately equal numbers of Special Olympics athletes with athletes without intellectual disabilities (partners) on sports teams for training and competition. Age and ability matching of athletes and partners is specifically defined on a sport by sport basis. The purpose of the program is to provide an environment in which all participants can improve sports skills through training and competition.

- Unified Sports is an important program because it expands sports opportunities for athletes and partners seeking new challenges. In addition, Unified Sports increase inclusion in the community by helping to break down barriers that have historically kept people with and without intellectual disabilities apart. Unified Sports was created and developed by Special Olympics to help further the overall mission of Special Olympics.

- If you have questions or would like to learn more about Unified Sports in general or to find out other sporting opportunities in Kentucky, please contact the SOKY office at 502-695-8222.
Baker System Rules

❖ The Baker System will be used for all Unified Competitions (Area and State level). All unified teams should practice using the Baker System.

❖ The Baker System encourages the spirit of playing unified by placing emphasis on the team effort rather than the individual accomplishments of team members.

Unified Doubles:
• Unified doubles will use the Baker System
• Unified doubles will bowl 2 games using the Baker System

• **Scoring:** Instead of each player having his/her own score, the combined effort of the team constitutes a game

❖ In the Baker System, unified doubles take turns bowling frames within one game (as opposed to two bowling separate games). Each bowler bowls one frame at a time.

❖ In the Baker System, the Unified Partner will bowl first and the Athlete will bowl second.
Baker System Rules

Unified Doubles

<table>
<thead>
<tr>
<th>Frame</th>
<th>Bowler</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unified Partner</td>
</tr>
<tr>
<td>2</td>
<td>Athlete</td>
</tr>
<tr>
<td>3</td>
<td>Unified Partner</td>
</tr>
<tr>
<td>4</td>
<td>Athlete</td>
</tr>
<tr>
<td>5</td>
<td>Unified Partner</td>
</tr>
<tr>
<td>6</td>
<td>Athlete</td>
</tr>
<tr>
<td>7</td>
<td>Unified Partner</td>
</tr>
<tr>
<td>8</td>
<td>Athlete</td>
</tr>
<tr>
<td>9</td>
<td>Unified Partner</td>
</tr>
<tr>
<td>10</td>
<td>Athlete</td>
</tr>
</tbody>
</table>

- If a bowler bowls a strike he/she is done for that frame (unless in the 10th frame)
- Athletes and Unified Partners must practice in accordance with the Baker System
- Scores entered on the Area Bowling Tournaments should be Baker System scores (not individual scores). A four (4) game Baker System average will be required to register unified doubles for Area Bowling Tournaments.

✓ Unified Partners will bowl all odd frames (1, 3, 5, 7, 9)
✓ Athletes will bowl all even frames (2, 4, 6, 8, 10)
Baker System Rules – Ramp Bowlers

Ramp Bowlers and their unified partners will be allowed to bowl two (2) consecutive frames using the Bakers System. If the unified doubles team chooses to bowl two consecutive frames they MUST use this order.

<table>
<thead>
<tr>
<th>Unified Doubles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
Late Arrival Policy

❖ If athlete/Unified Partner arrives late to the tournament, the following procedure will be followed:

• Bowlers may be up to 10 minutes late. They will receive a zero for each frame missed. Once 10 minutes of tournament time has passed, an announcement will be made. Bowlers who are not down on their assigned lane by this time will be scratched.

• Time will begin when the first ball is thrown.

• Tournaments will not start early unless everyone registered is on the lanes.

• AREA: Athletes that arrive late and are scratched will not be eligible to bowl at State unless they participate at another Area tournament.

This policy will be enforced at all area and state level bowling tournaments!
Dress Code

❖ Applies to all bowlers: Athletes, Unified Partners, Coaches and Heads of Delegation who are bowling!

❖ Casual pants such as; khakis (any color), corduroys or a basic dress pant along with a collared shirt such as a knit polo or bowling shirt.

❖ Participants who do not comply with the dress code will be disqualified and will receive a participation ribbon.

NOT ALLOWED

- No collared/bowling shirts that endorse alcoholic beverages
- No denim of any type or color
- No cut-off pants of any type
- No warm up pants of any type (i.e. nylon, cotton, etc.)
- No athletic leggings of any type (i.e. Nike, Adidas, etc.)
- No sweatpants
- No t-shirts
- No hats or bandanas of any type
- No iPods, listening devices, headphones unless medical reason or for noise cancellation

When in doubt, wear something else!
Unit 6 – SOKY Bowling Specifics

**Bowling Protocol & Etiquette**

**Who Bowls First**
- When there are two people in the lanes on either side of your bowler, the general rule is the first bowler up bowls first. If there are any questions as to who bowls first, the bowler to the right bowls first.

**Be Ready to Bowl**
- Once a bowler is lined up in his/her stance and ready to bowl – he/she needs to bowl. They have to throw the ball down the lane at them. It is easy for bowlers to get into their stance and take too much time in getting their feet, hands, knees and body in the exact position. Teach your bowlers not to rush into their stance, approach and delivery. However, it is important to teach them to get into their stance and deliver the ball as efficiently as possible. This will keep the game moving and not annoy other bowlers and teammates.

**Be Considerate**
- Keep it simple. Teach your bowlers to always be considerate toward their teammates and other bowlers in the lanes on either side of them and in the bowling area. Once your athletes understand this concept, they will learn to respect their teammates, other bowlers and adapt an attitude of good sportsmanship that will remain with them throughout their bowling days.
Accommodating for Special Needs

Ideas For Orthopedic Impairments
- Bowling frame unit for use by bowler who is unable to lift the ball.
- Adapter-Pusher device to aid in pushing the ball down the alley.
- Handlebar Extension Accessory is used with the adapter-pusher device by ambulatory bowlers unable to lift the ball.
- Handle grip bowling ball that snaps back instantly upon release.
- Use preliminary arm swing rather than the traditional walking approach.
- Use a stable guide rail.
- Use lighter bowling balls.
- Have athlete bowl from a chair or wheelchair.
- Modify the approach by reducing the number of steps.

Ideas For Visual Impairments
- Use a guide rail to help the individual locate his/her proper starting point and to assist his/her delivery on the approach.
- Let the athlete feel the swing of your arm.
- Have a sighted assistant tell the athlete which pins are standing.
How to Properly Fit a Bowling Ball

❖ A bowler must use a ball that properly fits the hand to attain any degree of enjoyment and success. Fitting of the ball includes correct finger span, proper thumb and finger hole sizes, and a comfortable weight. If a bowler constantly drops the ball at the foul line, the ball is too heavy. If the ball is lofted onto the lane, or speed is too great, the athlete probably is using a lighter ball than necessary. After bowling two good games if the next game score is markedly lower, then the chances are the ball is too heavy. Find out what is comfortable for each athlete. Don’t use a ball too heavy to handle and don’t use one so light that is becomes too easy to handle.

❖ A Special Olympics athlete may need a lighter ball. The selection of a ball is a matter of personal choice and comfort. A properly fitted ball, no matter what grip, will help increase accuracy and begin to raise scores.
Correct Pin Arrangement

1  2  3

2  3  4  5  6

7  8  9  10
# Unit 6 – SOKY Bowling Specifics

## Bowling Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alley or Bowling Lane</td>
<td>Playing surface on which the ball is rolled and where the pins are located. Also known as a lane. In its plural form can mean a bowling center.</td>
</tr>
<tr>
<td>Anchor</td>
<td>Last bowler in a team’s lineup.</td>
</tr>
<tr>
<td>Approach</td>
<td>Area behind the foul line on which the bowler takes his/her steps prior to delivering the ball. Known too as the runway. Also, the entire delivery process, from push away to release.</td>
</tr>
<tr>
<td>Back End</td>
<td>The two-part, rearmost part of a lane – the hook area and the pin deck.</td>
</tr>
<tr>
<td>Back swing</td>
<td>Path of the arm behind the body during the next to last step in the delivery.</td>
</tr>
<tr>
<td>Backup</td>
<td>A ball that curves left to right for a right-hander and right to left for a left-hander.</td>
</tr>
<tr>
<td>Ball Rack</td>
<td>Equipment used to store house balls.</td>
</tr>
<tr>
<td>Ball Return</td>
<td>Usually an under-the-lane track on which the ball is returned to the bowler from the pit. Also, where the ball rests before and after all shots.</td>
</tr>
<tr>
<td>Blind</td>
<td>Score given to a team when a member is absent. Although based on the missing player’s past performances, the score given is usually lower than the average for that bowler, thus penalizing him for the absence.</td>
</tr>
</tbody>
</table>
## Unit 6 – SOKY Bowling Specifics

### Bowling Glossary (Cont.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boards</strong></td>
<td>Strips of wood that make up a lane.</td>
</tr>
<tr>
<td><strong>Bowling Area</strong></td>
<td>The area behind the lane where bowlers wait to bowl. This is sometimes referred to as the settee area.</td>
</tr>
<tr>
<td><strong>Bowling Center</strong></td>
<td>A bowling establishment.</td>
</tr>
<tr>
<td><strong>Bridge</strong></td>
<td>Distance between finger holes on the ball.</td>
</tr>
<tr>
<td><strong>Concourse</strong></td>
<td>Area behind the lane where spectators sit.</td>
</tr>
<tr>
<td><strong>Control Desk</strong></td>
<td>The bowling center area where you make the arrangements and receive the equipment needed to bowl.</td>
</tr>
<tr>
<td><strong>Convert</strong></td>
<td>When you successfully make your spare.</td>
</tr>
<tr>
<td><strong>Count</strong></td>
<td>Number of pins knocked down on the first ball.</td>
</tr>
<tr>
<td><strong>Curve</strong></td>
<td>A ball that is rolled toward the outside of the lane and then curves back toward the center of the lane.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Rolling of the ball.</td>
</tr>
<tr>
<td><strong>Double</strong></td>
<td>Two consecutive strikes.</td>
</tr>
<tr>
<td><strong>Error</strong></td>
<td>Failure to convert a spare. Also called a blow, miss or open.</td>
</tr>
<tr>
<td><strong>Fill</strong></td>
<td>Number of pins knocked down by the first ball after a spare. So called because those pins finish the scoring for the previous frame.</td>
</tr>
<tr>
<td><strong>Foul</strong></td>
<td>Touching or going beyond the foul line when delivering the ball.</td>
</tr>
<tr>
<td><strong>Foul Line</strong></td>
<td>A black line on the alley which separates the approach from the lane.</td>
</tr>
</tbody>
</table>
### Bowling Glossary (Cont.)

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame</td>
<td>One-tenth of a game. Each large box on a score sheet indicates a frame: a player’s turn during a game. A game consists of 10 frames.</td>
</tr>
<tr>
<td>Gutter Ball</td>
<td>A ball rolled in the gutter.</td>
</tr>
<tr>
<td>Gutter or Channel</td>
<td>Drop off area on each side of the lane. Also called the channel.</td>
</tr>
<tr>
<td>Handicap</td>
<td>Pins added to a bowler’s score to equalize competition. The lower a bowler’s average, the higher the handicap so that he/she will have a better opportunity to defeat a bowler with a higher average.</td>
</tr>
<tr>
<td>Headpin</td>
<td>The number one pin.</td>
</tr>
<tr>
<td>Hook</td>
<td>A ball that breaks sharply to the left for a right-hander, to the right for a left-hander.</td>
</tr>
<tr>
<td>House Ball</td>
<td>A ball that is owned by the bowling center and can be used by anyone.</td>
</tr>
<tr>
<td>Lane</td>
<td>Name usually associated with the 60-foot wooden surface extending from the foul line to the end of the pin deck.</td>
</tr>
<tr>
<td>Lead Off</td>
<td>First bowler in a team’s lineup.</td>
</tr>
<tr>
<td>Leave</td>
<td>Pins that remain standing after the first ball delivery.</td>
</tr>
<tr>
<td>Lift</td>
<td>Upward motion applied to the ball by the fingers at the point of release.</td>
</tr>
<tr>
<td>Line</td>
<td>A game of 10 frames— one full game. Also refers to the path a ball travels.</td>
</tr>
<tr>
<td>Lofting</td>
<td>Tossing the ball far out beyond the foul line. Normally caused by a late release.</td>
</tr>
<tr>
<td>Mark</td>
<td>A strike or a spare.</td>
</tr>
</tbody>
</table>
## Bowling Glossary (Cont.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss</td>
<td>When no pins are knocked down on a single shot.</td>
</tr>
<tr>
<td>Open</td>
<td>A frame without a strike or a spare i.e., when pins are left standing after two shots.</td>
</tr>
<tr>
<td>Perfect Game</td>
<td>A 300 score. Strikes in all 10 frames. Twelve consecutive strikes.</td>
</tr>
<tr>
<td>Pin</td>
<td>Object which the bowler is trying to knock down.</td>
</tr>
<tr>
<td>Pin Bowler</td>
<td>A bowler who aims visually at the pin when delivering the ball.</td>
</tr>
<tr>
<td>Pin Deck</td>
<td>Area where the pins are placed.</td>
</tr>
<tr>
<td>Pit</td>
<td>Area below the far end of the lane into which the pins fall.</td>
</tr>
<tr>
<td>Pocket</td>
<td>Between the 1 and 2 pins for left-handers; between the 1 and 3 pins for right-handers. The ideal place for the ball to hit the pins in an effort to obtain a strike.</td>
</tr>
<tr>
<td>Push away</td>
<td>Moving the ball into motion, out and down during the first step of the delivery.</td>
</tr>
<tr>
<td>Return</td>
<td>Track or rails on which the ball rolls back to a player.</td>
</tr>
<tr>
<td>Sanctioned</td>
<td>Any bowling competition conducted in accordance with the rules set down by your national or international bowling federation.</td>
</tr>
<tr>
<td>Scratch</td>
<td>A bowler’s actual score. Non-handicap bowling.</td>
</tr>
<tr>
<td>Series</td>
<td>Usually three games or more in a league or tournament.</td>
</tr>
</tbody>
</table>
### Bowling Glossary (Cont.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settee Area</td>
<td>Also referred to as bowling area.</td>
</tr>
<tr>
<td>Soft Pocket Hit</td>
<td>The action a ball makes as it enters the pin triangle when its rotation has reduced because the ball is too slow.</td>
</tr>
<tr>
<td>Span</td>
<td>The distance between the thumbhole and the finger holes on a ball.</td>
</tr>
<tr>
<td>Spare</td>
<td>Knocking down all 10 pins with two shots within the same frame. Indicated on the score sheet with an (/).</td>
</tr>
<tr>
<td>Split</td>
<td>A spare leave in which the headpin is down and the remaining pins have another pin down immediately ahead of or between them so that the gap is greater than the width of the ball.</td>
</tr>
<tr>
<td>Spot</td>
<td>Target on the lane at which a bowler aims.</td>
</tr>
<tr>
<td>Spot Bowler</td>
<td>A bowler who uses the finders or spots as their primary target. Opposite of pin bowler.</td>
</tr>
<tr>
<td>Steps</td>
<td>Number of steps bowler takes when delivering the ball.</td>
</tr>
<tr>
<td>Strike</td>
<td>Knocking down all 10 pins with the first shot of a frame. Indicated on the score sheet with an (X).</td>
</tr>
<tr>
<td>Target Arrows</td>
<td>A series of seven triangular darts (spots) placed in front of the foul line out on the lane. Used as sighting targets to help a player align the starting position on the approach with the ball path to the pocket.</td>
</tr>
<tr>
<td>Turkey</td>
<td>Three consecutive strikes.</td>
</tr>
</tbody>
</table>
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 Bowling.

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

CLICK HERE:
SOKY BOWLING SPORT CERTIFICATION QUIZ