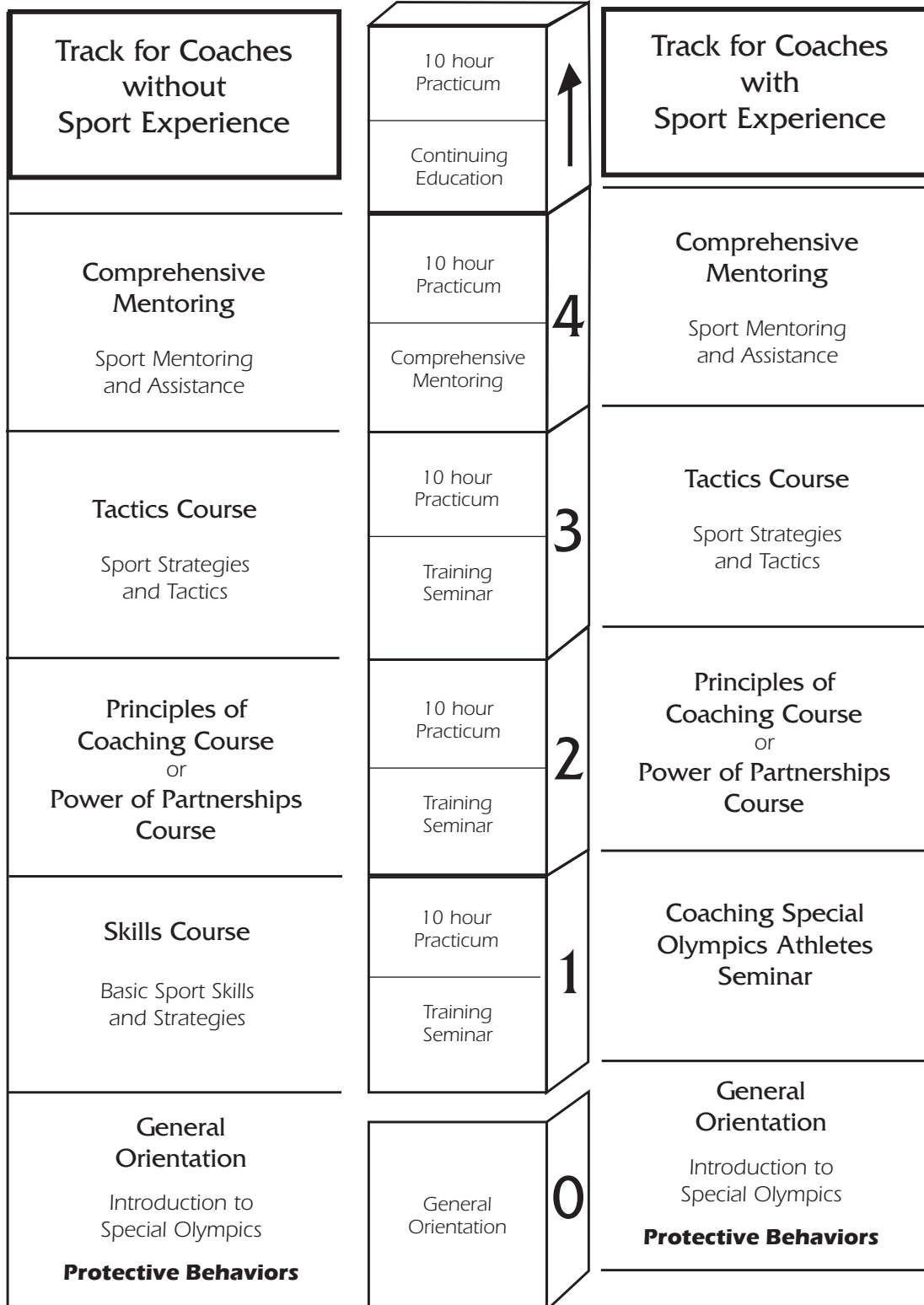


TRAINING

Coach Education System

Training and Certification



TRAINING



Training

Coach Education System - Training and Certification

Coach education is vital because coaches are so influential in the development of Special Olympics athletes. Special Olympics Texas places great emphasis on coaching education and training, and has made a commitment to coaching excellence. Coaches play an indispensable role in Special Olympics, and coaching education helps to ensure each coach and athlete has the best sport experience possible.

Level 0 Coach – General Orientation Training and Protective Behaviors Training

The first step toward certification is to attend the General Orientation training and the Protective Behaviors training. General Orientation will provide you with an overview of the Special Olympics mission and philosophy, intellectual disabilities and eligibility, sports opportunities, and rules.

Protective Behaviors offers guidelines that are designed to protect athletes, volunteers and staff by providing information on types of abuse and how to prevent emotional, sexual and physical abuse of athletes. General Orientation and Protective Behaviors are necessary for all who are interested in working with Special Olympics Texas athletes.

Upon completion of General Orientation and Protective Behaviors, you may proceed with the certification option that is appropriate for your background skills. Your volunteer area training director or program/area director can assist you in identifying the proper training sessions.

Level 1 Coach – Option A: Sport Skills Course

This course is offered for those interested in coaching who have not competed or coached at a high school, university or equivalent level. Sport specific trainings are available for each sport offered in the area. The skills course focuses on the basic skills and strategies of the sport, fundamental skills development for the athletes, as well as, competition and game understanding. The skills course includes a classroom session, an activity session performing the skills with the trainer and clinician, and a model training session with athletes.

Upon completion of the Sport Skills Training, you will work a minimum of 10 hours with the athletes in the sport. Complete the Application for Sports Training Certification Form (page F-15) and mail it to your program/area director.

Level 1 Coach – Option B: Coaching Special Olympics Athletes Course

This course is designed for the new coach with sport experience and the veteran Special Olympics coach looking to improve his or her training and coaching skills. This course involves four sections: the athlete, the coach, training and coaching each athlete, and successfully preparing for competition.

Upon completion of the Coaching Special Olympics Athletes Course, you will work a minimum of 10 hours with the athletes in the sport. Complete the Application for Sports Training Certification Form and mail it to your program/area director.

Level 2 Coach – Option A: Principles of Coaching Course

This course builds upon the foundation established in the Level 1 Special Olympics training school. This course is non-sport specific and seeks to expand more of the sport sciences. It addresses the basic principles of coaching, coaching philosophy, planning and coaching administration, fitness and conditioning, and safety and risk management. This course is open to all Level 1 coaches who are interested in advancing to Level 2 status.

Upon completion of the Principles of Coaching Course you will work a minimum of 10 hours with your delegation. Complete the Application for Sports Training Certification Form and mail it to your program/area director.



Level 2 Coach – Option B: Power of Partnerships Course

This course was created to support the growth and development of the local team or delegation. Those who attend the training receive a resource guide which is designed to guide the HoDs and coaches in developing a strong, well-diversified infrastructure so their program can grow and thrive. Ultimately, the goal is to help HoDs and coaches serve more athletes, more effectively and more efficiently, while at the same time enhancing the quality of the athletes' experience.

Upon completion of the Power of Partnerships Course, you will work a minimum of 10 hours with your delegation. Complete the Application for Sports Training Certification Form and mail it to your program/area director.

Level 3 Coach – Tactics Course

This sport-specific course focuses on the development of higher-level sport skills, game or event tactics and strategies, expanded skill instruction, and enhancement of athlete performance. This course builds on the coach's sport knowledge acquired in the Level 1 training. This training is open to all coaches who have achieved Level 2 status and are interested in advancing to Level 3 status.

Upon completion of the Tactics Course, you will work a minimum of 10 hours with the athletes in the sport. Complete the Application for Sports Training Certification Form and mail it to your program/area director.

One may take the Level 2 and Level 3 sessions out of order; however, the Level 2 Principles of Coaching certification must be completed before one can be recognized as a Level 3 coach.

Level 4 Coach – Comprehensive Coach Mentor Course

This course will teach a coach how to guide, assist, support and train a new coach to SOTX or an athlete coach going through the coaching program in the assimilation and improvement of the skills necessary to become a fully effective Special Olympics Texas coach.

There is an application process for this training. The application is sport-specific. The applicant must be a Level 3 coach for two of the required four years as a certified coach. One must apply for Level 4 coach training in the same sport that they received their Level 3 certification. Contact your program/area director for the Level 4 application.

Upon completion of the Comprehensive Coach Mentor Course, you will work a minimum of 10 hours with the athlete or coach you are mentoring in the sport. Complete the Application for Sports Training Certification Form and mail it in to your program/area director.

Sports Training Program

Sports training and competitions are the heart of the Special Olympics program. Coaches, officials, and games and competition directors play key roles in providing the athletes with the best sport experience possible. Special Olympics Texas provides a comprehensive program designed to ensure that the participation of athletes is safe, enjoyable and productive. Experienced and knowledgeable instructors will provide the resources you need.

Why become certified?

- Promote the mission of Special Olympics Texas.
- Provide your athletes with the safest and most effective training sessions possible.
- Enhance your coaching skills.
- Keep up-to-date regarding current rules and training techniques.
- Ensure coaching consistency worldwide.
- Demonstrate program credibility.
- Protect yourself against liability.



Training clinics are available at local, area, regional and chapter levels for:

- Athletes
- Coaches
- Games and competition directors
- Officials
- Area training directors/managers

Depending on your background and experience, different options are available to become certified. Please contact your area office or the chapter office for more information.

Continuing Education

In keeping with the commitment to coaching excellence, Special Olympics Texas recommends that each coach attend a Special Olympics course or Continuing Education course, so they can share new coaching practices and techniques and to express new ideas. Examples of courses are listed below:

- Sport-Specific Workshops or Seminars
- First Aid
- CPR
- CPI Training
- Crisis Communication Training
- American Sport Education Program (ASEP)
- Officials Training; Rules and Updates
- National Governing Body Courses; other sports organizations' coaching courses

For more information, contact your area office or the Director of Program Training at 800.876.5646, ext. 2943.

Online Tactics

Level 3 – Training Opportunity

Special Olympics North America has partnered with the American Sport Education Program (ASEP) to offer online courses for Special Olympics coaches who are seeking advanced training or continuing education. These sport-specific Coaching Youth [Sport] e-courses are available for basketball, soccer, softball, tennis and volleyball. Each course includes units on general coaching principles, practice and game-day planning, safety and sport first aid, and sport-specific techniques and tactics.

There is a registration fee per ASEP course, which includes access to the online course as well as a copy of both the Coaching Youth [Sport] book and Coaching Youth [Sport] video. You'll receive these materials in the mail a few days after you register for the course. SOTX will not cover the registration fee. Visit www.asep.com/asep_content/org/SONA.cfm for more information and to attend a session.

Level 1 and Level 2 coaches may take ASEP's online Coaching Youth [Sport] courses in the respective sports to become a Level 3 certified coach. You will not be recognized as a Level 3 coach until you have completed the Level 2 Principles of Coaching certification; however, you can take the sessions out of order. You will need to complete 10 practicum hours after the online session.

For more information, contact your area office or the Director of Program Training at 800.876.5646, ext. 2943.



Equestrian Tactics

Level 3 – Training Opportunity

Level 1 and Level 2 equestrian certified coaches may attend any of the equestrian training courses offered through Certified Horsemanship Association (www.cha-ahse.org) and the session will count as attendance at a Level 3 training for SOTX. You will not be recognized as a Level 3 coach until you complete the Level 2 Principles of Coaching certification; however, you can take the sessions out of order. You will need to complete 10 practicum hours after attending the session.

There is a registration fee per CHA training course. SOTX will not cover the registration fee.

For more information, contact your area office or the Director of Program Training at 800.876.5646, ext. 2943.

Competition Director Training

The competition director's training is for people conducting competition within a specific sport. People attending this training will learn how to manage the responsibilities of the competition director through teamwork, communication and proper planning. The training includes units on general competition, team or individual sports, and sport-specific competition. Those interested attend an eight hour training school and then complete 10 practicum hours. Certification is valid indefinitely under the following conditions:

- The certified individual remains active in planning and coordinating local, area, regional or chapter-level competitions.
- The certified individual attends the area conference annually.

Competition Director Responsibilities

- Report to the games director or staff liaison.
- Ensure that all the needs of his or her sport-specific venue are met by working with and coordinating activities with other venue directors and committee members.
- Understand the sports rules and procedures of his or her venue.
- Recruit, train and assign volunteers to fill "key" roles.
- Ensure that officials are recruited and trained, and are appropriate to the venue and abilities of the athletes.
- Ensure safety for all athletes and spectators.
- Provide venue information to the competition committee and coaches in a timely manner.
- Ensure that equipment needs are met.
- Attend the local area conference to share competition rules, policies, etc.
- Perform other duties as needed.
- Must be a registered SOTX volunteer [must have a current Class A Volunteer Application on file, must have attended General Orientation and Protective Behaviors Training (in person or online) and must have passed the criminal background check]. The Protective Behaviors Training must be completed and a new Class A Volunteer Application must be submitted every three years.



Games Management Training

The Games Management Training is for people chosen by their respective program/area director who conduct local, area, regional or chapter games. People attending this training will learn how to manage the responsibilities of the games director through teamwork, communication and proper planning. The training includes units on selecting a management team, committee management, event venue management, rules committees and how to coordinate special events. Those interested attend an eight hour training school and then complete 10 practicum hours. Certification is valid indefinitely under the following conditions:

- The certified individual remains active in planning and coordinating local, area, regional or chapter-level competitions.
- The certified individual attends the area conference annually.

Games Director Responsibilities

- Serve as the chief administrator and manager by carrying out the policies and procedures established by Special Olympics Texas.
- Oversee the overall operation and function of all divisions of the games organization.
- Delegate games-related responsibilities, in good management practice, to the various committee chairs and subcommittees.
- Inspire and direct division chairs and subcommittees.
- Call all meetings of the games management team for instruction and status review, and ensure that all directors are properly trained and informed of their responsibilities.
- Exhibit consistent leadership skills, effective management, an ability to relate to other volunteers, an ability to stimulate community involvement and the ability to represent Special Olympics Texas in a responsible and dignified manner.
- Report to the Special Olympics program staff liaison (the program/area director or the Director of Competition and Games).
- Perform other duties as needed.
- Must be a registered SOTX volunteer [must have a current Class A Volunteer Application on file, must have attended General Orientation and Protective Behaviors (in person or online) and must have passed the criminal background check]. The Protective Behaviors Training must be completed and a new Class A Volunteer Application must be submitted every three years.

Instructor Training for Unified Sports® and MATP

Unified Sports® Trainer

An individual interested in becoming a Unified Sports® trainer must be a certified Unified Sports® coach and attend the Unified Sports® Trainer Training.

The Unified Sports® trainer will assist the area training director and program/area director with Unified Sports® trainings and programs.

The Unified Sports® trainer will conduct at least one Unified Sports® training school annually.

The Unified Sports® trainer will maintain certification by attending the training manager recertification and the area conference.

MATP Trainer

An individual interested in becoming a MATP trainer must be a certified MATP coach and attend the MATP Trainer Training.

The MATP trainer will assist the area training director and program/area director with MATP trainings and programs.

The MATP trainer will conduct at least one MATP training school annually.

The MATP trainer will maintain certification by attending the training manager recertification.

Officials Training Program

In order to improve the quality of local, area and chapter competitions, an officials training and certification program should be conducted at every competition. Officials in all sports will have the opportunity to become a certified Special Olympics official by attending an approved training clinic of one, two or six hours conducted by the area training director/manager. For officials training, a 10 hour practicum (Special Olympics officials experience, competition or training/scrimmage) or officiating five games completes the certification process.

The Athletes as Officials program is also offered to Special Olympics athletes who want to further their skills and become certified officials through an officials mentoring program.

All certified officials must be a registered SOTX volunteer [must have a current Class A Volunteer Application on file, must have attended General Orientation and Protective Behaviors (in person or online), and must have passed the criminal background check].

Area Training Director/ Manager Certification

Special Olympics Texas conducts a training school (the Train the Trainer course) for new area training directors and training managers. Individuals selected by their program/area director will be trained to coordinate all aspects of the area training program, including conducting coaches and officials training schools.

Those interested in becoming a trainer for Special Olympics Texas must first attend a coaches training in any sport. This training is a prerequisite and will assist with the proper instruction necessary to become a new trainer for SOTX.

Area training directors maintain their trainer's certification by attending the annual training director's recertification through the Director of Program Training. Area training managers recertify annually through their area training director. Recertification will be verified by the chapter Director of Program Training.

All certified training directors and training managers must be a registered SOTX volunteer [must have a current Class A Volunteer Application on file, must have attended General Orientation and Protective Behaviors (in person or online) and must have passed the criminal background check].

The Protective Behaviors Training must be completed and a new Class A Volunteer Application must be submitted every three years.

Area Training Director Responsibilities

- Serve on an area management team and keep them apprised of all training for volunteers and athletes.
- Work with the program/area director to recruit and train an area training team (area training managers).
- Assist the program/area director to coordinate the area training schools, which includes:
 - Helping to identify the types of training schools to be offered for the program year and the dates.
 - Assisting in the selection and training of all personnel.
 - Helping to secure facilities and equipment.





- Helping to recruit sport-specific clinicians for training schools.
- Assisting in the effort to communicate training school opportunities to physical educators, special educators, institutional staff, recreation specialists, family members, group home operators, sheltered workshop staff, members of civic and service organizations and affiliated sports organizations in advance of the date it is scheduled.
- Assisting with the annual area conference (coaches recertification).
- Help the program/area director identify all of the programs serving people with intellectual disabilities in the area.
- Support the program/area director's efforts to identify contacts in each program who will disseminate training information to prospective coaches and athletes.
- Review entries for the area competitions with the program/area director. Concerns can then be addressed at future training schools where emphasis can be placed on how to complete the Delegation and Athlete Entry Forms.
- Complete the training director letter of agreement. Letters are kept on file at the chapter office.

Area Training Manager Job Description and Qualifications

The area training manager is responsible for:

- Demonstrating abilities in public speaking and group dynamics.
- Assisting the area training director and the program/area director in all aspects of the training plan: developing a training calendar, helping secure facilities and equipment, helping recruit sport-specific clinicians, assisting in identifying programs serving individuals with intellectual disabilities, and assisting in the effort to communicate training school opportunities.
- Conducting two training schools with an experienced trainer before conducting a training school on their own. If an area training manager is a certified coach and attended two training schools in the past year, he/she is required to perform only one training school with an experienced trainer prior to conducting a training school on his/her own.
- Conducting two training schools as the lead trainer or working with the training team on a multi-sport training exposition. This requirement is area driven and will be determined by the number of trainers available and the number of sports offered.
- Reviewing entries for the area competitions with the area training director and the program/area director. Concerns can then be addressed at future training schools where emphasis can be placed on how to complete the Delegation and Athlete Entry Forms.
- Assisting with the annual area conference (coaches recertification).
- Completing the training manager letter of agreement. Letters are kept on file at the chapter office.

Motor Activities Training Program

The Motor Activities Training Program (MATP) is designed for people with severe disabilities whose physical and/or behavioral limitations preclude participation in team or individual sports in traditional Special Olympics competitions.

The training period is set by the certified coaches. It can be as short as eight weeks or as long as several months. Emphasis is on training and participation rather than competition. The program utilizes goals, short-term objectives, task-analyzed activities, assessments and teaching/coaching suggestions for individualizing motor activity instruction so that people with severe disabilities can participate in appropriate recreational activities geared to their ability levels. This training and participation is done on site (e.g., schools and large residential facilities). After completion of a training program, a MATP Challenge Day can be held and special MATP Challenge medals awarded to all participants. These medals do not denote first, second or third place. Athletes may train year-round, because there is not a designated season.



The MATP has been designed to comply with the IDEA (Individuals with Disabilities Education Act) requirements of public law 101-476. Each of the activities has been task-analyzed by physical educators, physical therapists and recreational specialists who successfully teach individuals with severe disabilities. In school settings, this program can help physical education teachers integrate students with severe disabilities into regular physical education classes in activities including warm-ups, conditioning, gymnastics and athletics. Instructors are encouraged to integrate students into sports through the use of partial participation and game modifications. Coaches must complete the certification process to begin training. Training programs are conducted at state schools and other facilities throughout Texas with much success. This program may be adapted to allow all eligible athletes the opportunity to participate.

The MATP will introduce athletes with severe disabilities to age-appropriate and functionally-appropriate motor and sport activities. These activities include:

- Mobility – leading to gymnastics
- Dexterity – leading to athletics
- Striking – leading to softball
- Kicking – leading to soccer
- Manual wheelchair – leading to athletics
- Aquatics – leading to swimming

Also included in the Motor Activities Training Guide (available from the area office) are a number of sections relating to handling and positioning, sensory awareness, group games, behavior modification and a model training plan. Those interested in becoming a certified MATP coach attend an eight hour training school and then complete 10 practicum hours. Certification is valid indefinitely under the following conditions:

- The certified individual remains active in coaching athletes in MATP.
- The certified individual completes Protective Behaviors and submits a new Class A Volunteer Application every three years.

All certified MATP coaches must be a registered SOTX volunteer [must have a current Class A Volunteer Application on file, must have attended Protective Behaviors (in person or online) and must have passed the criminal background check].

Motor Activities Training Program Director

Contact for Questions:

Barbara Kielaszek
6606 Barbarella Court
Houston, TX 77088
Day: 713.917.3565
Night: 281.445.6951
E-mail: bkielawz@houstonisd.org



Adapted Aquatics Program

Name: _____

Date of Birth: _____

Scale of Progress

- resists all attempts
- 0 does nothing
- | shows positive response tries with help
- + tries independently
- G goal reached

Target Skills	Month Date												
1. Enjoys Water													
2. Interacts with Others													
3. Initiates Play with Others													
4. Avoids Self Abuse													
5. Avoids Aggressive Behavior													
6. Sits on the Edge of the Pool													
7. Gets in Pool													
8. Gets out of Pool													
9. Supports Self Holding on Edge													
10. Walks Across Pool													
11. Floats on Back with Flotation Device (FD)													
12. Kicks on Back with FD													
13. Arm Strokes on Back with FD													
14. Back Swims Across Pool with FD													
15. Imitates Blowing Bubbles													
16. Puts Face in Water													
17. Front Floats with FD													
18. Front Arm Strokes with FD													
19. Front Kicks with FD													
20. Rolls Front to Back with FD													
21. Back Floats without FD													
22. Back Swims without FD													
23. Rhythmic Breathing													
24. Front Floats without FD													
25. Front Swims without FD													
26. Rolls Front to Back without FD													

Physical and Behavior Problems: _____

Special Equipment or Clothing Needed: _____

Dressing and Undressing Skills: _____

Health and Safety Considerations for Students with Physical or Mental Impairment



Condition	Health and Safety Considerations
Amputations	Sports and games should be encouraged. The prosthesis may need to be padded in order to provide a more equal basis for competition. Upper limb prosthesis should not be worn in contact sports. However, in activities with less contact, the prosthesis may be essential to performance or may help in the maintenance of balance and timing.
Asthma	Minimize restrictions and limitations on activity. Talk with the family to determine potential irritants, which may trigger an attack (such as dust and grass pollens). If these irritants are present, plan activities inside or on a concrete slab. Swimming is an excellent activity along with games requiring short bursts of energy such as baseball. Having the student sit down and breathe easily should treat mild attacks. Drinking warm water may be helpful.
Auditory Impairments	Face the student when communicating. Have the student remove hearing aid during vigorous play or swimming. Encourage cooperative activities with clear rules and directions. Balance may be impaired due to reduced functioning of semicircular canals. Limit climbing and apparatus work until body control can be attained through balance activities.
Cerebral Palsy	Participation depends on degree of impairment. Terminate activities before fatigue occurs to reduce frustration. Communicate with medical therapy unit to identify therapeutic goals. Increase activity space to account for problems in balance and involuntary muscle spasms.
Cystic Fibrosis	Physical activity is desirable in that it helps clear secretions from the lungs. While physical stamina may be impaired, the student should be permitted to engage in activities as fully as possible. Allow student to leave class to clear lungs during periodic coughing spells. Be aware there may be a need for additional salt in hot weather and heavy perspiration.
Diabetes Mellitus	Exercise is valuable to the diabetic. It diminishes the effect of insulin and improves circulation. Exercise should be regulated so that there is about the same amount each day. However, if more exercise than usual is anticipated, the student should stop after each half to full hour and eat a snack. A lump of sugar or candy should be kept in class in case of insulin reaction. Cleanliness and skin care are important. Treat any break in skin promptly.
Down Syndrome	No special considerations are necessary unless Atlantoaxial Instability is present. Atlantoaxial Instability, a spinal condition present in about 17 percent of individuals with Down syndrome, can result in serious injury from activities involving hyperextension or extreme flexion of the neck. A physician's report indicating presence or absence of this condition should be considered before identifying physical education activities.
Heart Disease	Be aware of shortness of breath, faintness, cyanosis, chest pain and rapid heart rate. These indicate unusual fatigue and need for immediate rest. The student's progress should be reviewed with a physician at periodic intervals.



Hemophilia

The development and coordination and good musculature is especially important in the prevention of joint damage and severe bleeding episodes. Contact sports and those with a possibility of being hit with an object should be avoided. Swimming, golf, dance and hiking are good activity choices. Bruises and bumps require immediate medical attention.

Muscular Dystrophy

Fatigue becomes progressively more common. Allow rest periods when this occurs. Provide "enjoyable" activities in physical education.

Rheumatoid Arthritis

Strenuous contact activities are not recommended as they may increase pain and damage to the joints. Activities must be modified to reduce stress on joints.

Seizure Disorders

Most individuals with seizure disorders are controlled medically and rarely experience seizures. For those whose seizures are not fully controlled for two years, certain safety precautions are recommended. These students should avoid activities where loss of consciousness would result in injury. Be aware of first aid measures. Should a seizure occur, loosen restrictive clothing, turn the student's head to the side and remove objects from around the student to prevent injury.

Sickle Cell Anemia Disease

Frequent water and rest breaks may be required. If the child complains of pain, has fever, appears tired, lethargic or pale, refer to the school nurse or call parents.

Spina Bifida

Even though the student may ambulate on long leg braces, a wheelchair may make sport and game participation easier. Encourage the development of trunk and upper extremities. Poor circulation and lack of sensation may cause pressure sores. The student should inspect under the braces after physical activities. The student may not have the ability to sweat; therefore, take appropriate precautions to prevent overheating.

Spinal Cord Injury

Stretch and strengthen upper extremity muscles. Recognize and treat injuries to areas with poor circulation and sensation.

Visual Impairments

Active games and sports are encouraged for most students. The student should be allowed to "feel" demonstrations. Simple game modifications such as batting tees and use of auditory cues make most physical activities possible for the student. Students with a history of retinal detachment should not participate in activities that could result in a blow to the head. Due to the increase in ocular pressure, those with glaucoma should avoid weight lifting.

Adapted from:

TEA physical education for handicapped students bulletin. Austin, TX: Texas Education Agency, 1983.

References:

Bleck, E.E. and Nagel, D.A. (eds.). Physically handicapped children: A medical atlas for teachers. New York: Grune and Stratton, 1975.

Adams, R.C., Daniel, A.N. and Rullman, L. Games, sports, and exercises for the physically handicapped. Philadelphia: Lea and Febiger, 1972.

Motor Activities Training Program

Challenge Day Request

Submit: Four weeks prior to the MATP Challenge Day.

Teacher: _____

School: _____

Address: _____

Phone: _____ E-mail: _____

Date requested: _____

Alternative date requested: _____

Number of students to participate: _____

Time requested: _____

Number of anticipated guests: _____

Social after training day: Yes / No (circle one)

Social needs: _____

Principal Approval

Date

Special Education District Director

Date

Special Olympics Texas Area Director

Date

It is the teacher's responsibility to complete this form and obtain approvals from all of the above individuals. Special Olympics Texas will contact you once all approvals are in place to confirm the date.

Guardian Permission Form for Motor Activities Training Program

MATP Agreement for school year ____ _

Student Name: _____ DOB: _____

Campus: _____

The Special Olympics Motor Activities Training Program (MATP) is designed for people with severe and profound intellectual disabilities who do not yet possess the physical and/or behavioral skills necessary to participate in official Special Olympics sports. The MATP emphasizes training and participation rather than competition, so that people with severe disabilities can participate in appropriate recreational activities that are geared to their ability levels.

We recommend participation in MATP for your child. He/she will participate in:

1. MATP skills related to Individual Education Plans
2. MATP Recognition Day (Challenge Day)

If you would like for your child to participate in this program, please sign the bottom of this form.

By signing this form, I am specifically granting permission to use the name, likeness, voice and words of the athlete in television, radio, films, newspapers, magazines, web pages, other media and in any form not heretofore described for the purpose of advertising or communicating the purposes and activities of Special Olympics Texas and in appealing for funds to support such activities.

Guardian Signature

Date

Application for Sports Training Certification

Instructions: Please print clearly or type information below and return to your local program office.
Please use one form per certification. List legal name, permanent mailing address and telephone number.

Name:	Address:
City:	State: Zip:
Daytime Phone:	Evening Phone:
Cell Phone:	Male <input type="checkbox"/> Female <input type="checkbox"/>
Email Address:	Occupation:

If your address has changed since your last certification, please check this box.

1. The **TRAINING COURSE** was held in (City/State): _____ Date: _____
2. I am applying for **CERTIFICATION** in one of the following areas:

<input type="checkbox"/> Level 1, Skills, Sport: _____ <input type="checkbox"/> Level 3, Tactics, Sport: _____ <input type="checkbox"/> Level 4, Comprehensive Mentoring, Sport: _____ <input type="checkbox"/> Unified Sports™, Sport: _____ <input type="checkbox"/> Official for the Sport: _____ <input type="checkbox"/> Competition Management, Sport: _____ <input type="checkbox"/> Other: _____ (approved course outside of Special Olympics)	<input type="checkbox"/> Level 2, Principles of Coaching <input type="checkbox"/> Level 2, Power of Partnership <input type="checkbox"/> Motor Activities Training Program <input type="checkbox"/> Games Management <input type="checkbox"/> Train the Trainer <input type="checkbox"/> Unified Sports™ Train the Trainer <input type="checkbox"/> MATP Train the Trainer
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3. **Coaching experience** at the high school or college levels: Yes No Sport: _____
Officiating experience at the high school or college levels: Yes No Sport: _____
Playing experience at the high school or college levels: Yes No Sport: _____

4. **PRACTICUM** – a minimum of 10 hours working with **Special Olympics athletes** following a coach training seminar is required. Officials, Competition Management members, and Games Management Team members may include a minimum of 10 hours in preparing for and/or in conducting competition. **All applications must have practicum hours listed.**

Date (M/D/YY)	# of Hours	# of Athletes		Date (M/D/YY)	# of Hours	# of Athletes		Date (M/D/YY)	# of Hours	# of Athletes

5. Other Information:
 How many Special Olympics sports do you coach? _____ In how many sports are you certified? _____
 Highest level of education achieved: _____
 Do you have any relatives with intellectual disabilities? Yes No If yes, relationship: _____
 If you are an athlete becoming a coach, please check this box.
6. Having satisfactorily completed all requirements, I hereby request Special Olympics certification in the area identified above.

Applicant Signature: _____ Date: _____

Area Staff OR Training Director/ Manager Signature: _____ Date: _____

Chapter Training Director Signature: _____ Date: _____

Make copies as needed. Submit form to your area office.
Form Revised: January 1, 2010



Specialized Equipment

Sammons Preston

An Ability One Company
P.O. Box 5071
Bolingbrook, IL 60440-5071
800.323.5547

Flaghouse

Special Populations
601 Flaghouse Drive
Hasbrouck Heights, NJ 07604
800.793.7900

BSN Sports

P. O. Box 7726
Dallas, TX 75209
800.527.7510