

BASKETBALL COACHING GUIDE

2024



***Special
Olympics***

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**Special
Olympics**

WELCOME



This guide will aim to provide coaches with important information they can use to support Special Olympics athletes become better basketball players. The information can best be used to establish both training and competition plans that will lead to each athlete's success as a Special Olympics basketball player. The guide also provides coaching techniques as well as guidance on safety, sportsmanship and wellness that are necessary for athlete sustainable success.

In order for basketball coaches to have a comprehensive understanding of the sport as well as overall Special Olympics rules and protocols, this guide should be read in conjunction with the [Special Olympics Basketball Sports Rules](#) document and the [Special Olympics Rules Article 1](#).

Keep in mind that this guide is just one resource which may be useful to you as you progress through your career as a coach. As you develop your own style of coaching you will find other books, websites, magazines and coaches, which will help to shape your approach to coaching. Always be curious! Always be open to new ideas! Always keep your athletes at the heart of your coaching!

ACKNOWLEDGEMENTS

Special Olympics would also like to thank the professionals, volunteers, coaches and athletes who helped in the production of the Basketball Coaching Guide.

They have helped fulfill the mission of Special Olympics: to provide year-round sports training and athletic competition in a variety of Olympic-type sports for people 8 years of age and older with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Special Olympics welcomes your ideas and comments for future revisions of this guide. We apologize if, for any reason, an acknowledgement has been inadvertently omitted.



Special Olympics is proud to acknowledge the support of [Gallagher](#), official sponsor of Special Olympics International Sport and Coaching programming, and [Toyota](#), official sponsor of Special Olympics Unified Sports.



TOYOTA

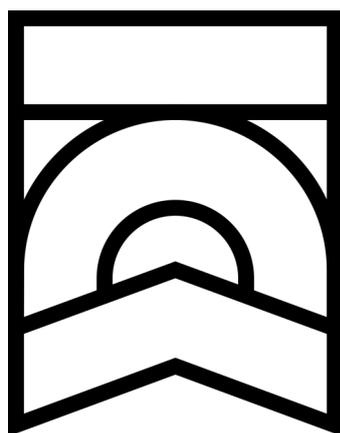
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**I
COACH
KIDS**

With thanks to our Partner Organization FIBA Foundation for their contribution to the guide:



F I B A F O U N D A T I O N





F I B A F O U N D A T I O N

BASKETBALL FOR GOOD

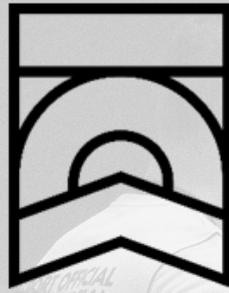
Founded in 2008 to build the Patrick Baumann House of Basketball which hosts the FIBA world headquarters, the FIBA Foundation is the social and legacy arm of FIBA, addressing basketball's role in society and preserving and promoting its values and cultural heritage. The Foundation's main pillars are Basketball For Good and Basketball's Cultural Heritage.

Since 2016, the FIBA Foundation collaborates with National Federations, governments, NGOs, partners, and communities, striving to address social issues, through community cohesion and equality, engaging in dialogue, sharing ideas and experiences, and empowering youths. The Basketball For Good activities are divided into 3 types of projects: Mini Basketball, Youth Leadership, and Community Impact. All these categories are aligned with the strategic priorities of FIBA. Since 2016 the FIBA Foundation and its Youth Leaders and Mini Basketball experts have given hope, joy, and the chance of a better future to over 95,000 children and youths per year.

FIBA's Cultural Heritage is one of the driving forces behind the promotion and dissemination of basketball's history and values. The Cultural Heritage unit preserves, researches, and promotes the cultural heritage of basketball and educates future generations. FIBA Foundation aims to be the global reference for basketball history and knowledge sharing. This objective reflects through the different activities such as the management of the Patrick Baumann House of Basketball museum, the historical archives and the collections of FIBA, and the organization of several cultural initiatives and events.

The FIBA Foundation and Special Olympics have joined forces because both parties share the desire to promote basketball as a tool for social development, specifically using basketball for inclusion.





**I
COACH
KIDS**

ICOACHKIDS (ICK) is a Global Movement, and sub-committee of the International Council for Coaching Excellence (ICCE) that promotes sport policy, education and practice that PUTS KIDS FIRST. This includes providing development opportunities and advanced learning for those coaching children and young people.

Special Olympics will collaborate with ICK to offer inclusive sport training to youth while providing ICK with content and advice regarding adaptive sports for people with intellectual disabilities (ID). This partnership will benefit more than 8 million coaches worldwide and over 500,000 Special Olympics coaches in 190 countries.

ICOACHKIDS offers a number of resources and courses for coaches to educate themselves on a wide variety of topics they will come across in the world of coaching. You can explore the resources here: <https://ICOACHKIDS.org/learn>

To find out more about ICK, please scan the QR code below:



You can follow ICOACHKIDS across social media using [YouTube](#), [Twitter](#), [Instagram](#), [Facebook](#) and [LinkedIn](#)

BROWSE CATEGORIES



BENEFITS OF SPECIAL OLYMPICS



**Special
Olympics**

Our Mission

The mission of Special Olympics is to **provide year-round sports training and athletic competition** in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to **develop physical fitness, demonstrate courage, experience joy** and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Our Vision

Our vision is an inclusive world for all, driven by the power of sport, through which people with intellectual disabilities live active, healthy and fulfilling lives.

Sport As a Solution

Special Olympics offers training and competition opportunities year-round to athletes from eight to 80 in more than 30 different sports.

Special Olympics **competitions occur more than 136 times a day, 365 days a year, in nearly every country in the world.**

Competitions vary in size from single sports championships hosted by local Programs, to larger Provincial, State, National, Regional and World Games.

The fundamental difference between Special Olympics competitions and those of other sports organizations is that athletes of all ability levels are encouraged to participate, and every athlete is recognized for his/her performance.

**Unified
Sports**



Click Me

MATP



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Fitness



Click Me

**Changing
Attitudes**

SPECIAL OLYMPICS

BASKETBALL

Basketball is one of the top sports at Special Olympics. Players take it up at all ages and at all abilities, from young players learning to handle the ball and keep it under control while dribbling to older, more experienced players who have the moves and know the strategies to play challenging ball.

It's also one of the favorite sports for the Special Olympics Unified Sports initiative, when players with and without intellectual disabilities form teams to play other unified teams. It's a learning experience that's also a lot of fun.

Basketball is a team sport, the objective being to shoot a ball through a horizontally positioned basket to score points, while following a set of rules. Usually, two teams of five players play on a marked rectangular court with a basket at each width end. 3 on 3 basketball is offered to athletes who do not possess the skills or stamina to participate in full-court 5-on-5 basketball. Skill levels include Level 4 (below average), Level 3 (average), Level 2 (above average) and Level 1 (high school level).

The [Official Special Olympics Sports Rules for Basketball](#) shall govern all Special Olympics competitions.

HEALTH BENEFITS

- Strengthens muscular endurance
- Builds healthy bones
- Improves balance and coordination
- Develops fundamental movement skills
- Boosts heart health



EMOTIONAL BENEFITS

- Develops self-confidence
- Helps Concentration



SOCIAL BENEFITS

- Encourages team spirit
- Develops communication skills



TEAMWORK

MUTUAL
COURAGE MUTUAL
COURAGE

FLORIDA
STRENGTH
FORÇA STRENGTH FORCE

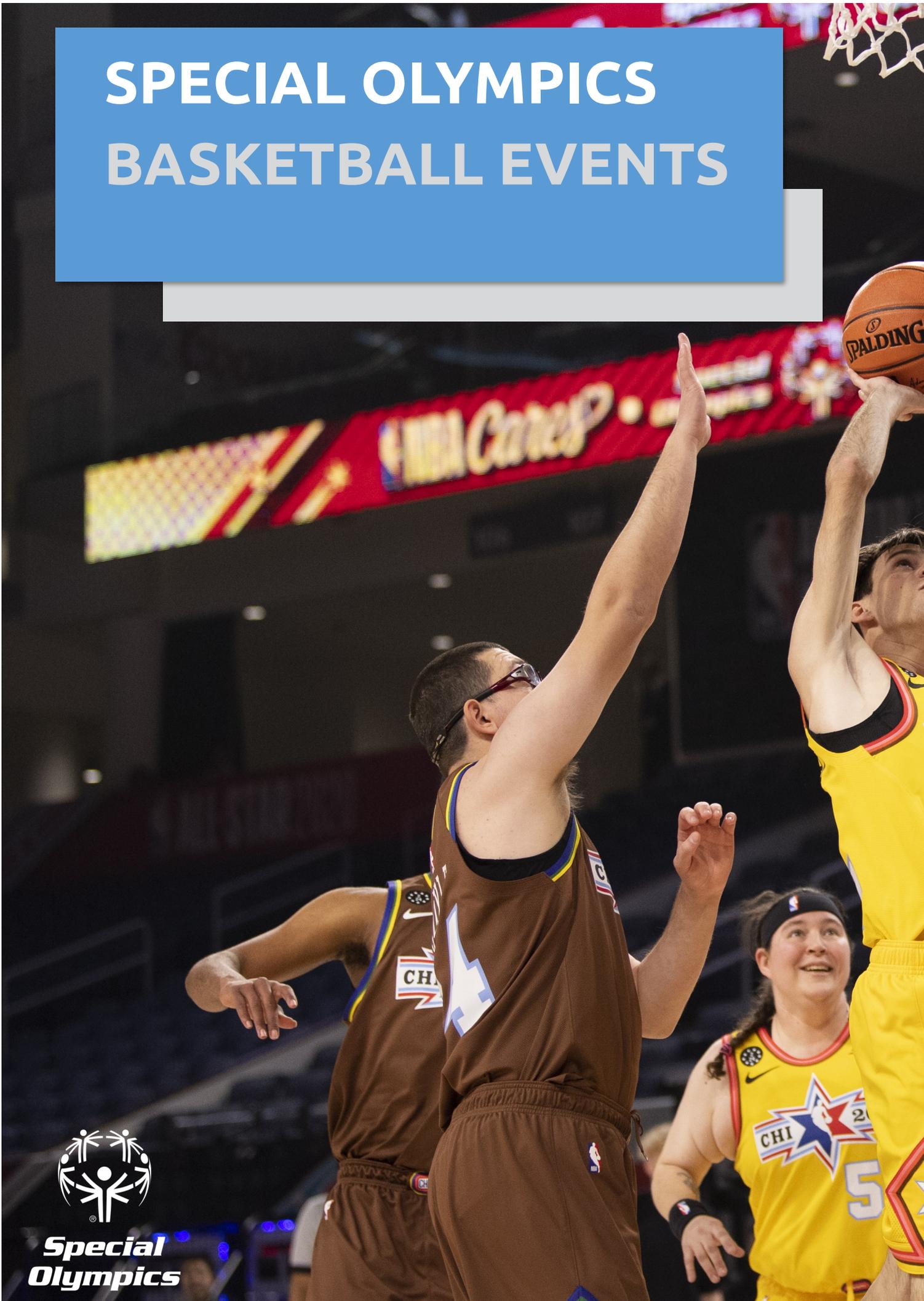


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SPECIAL OLYMPICS BASKETBALL EVENTS



**Special
Olympics**





3x3



HALF COURT

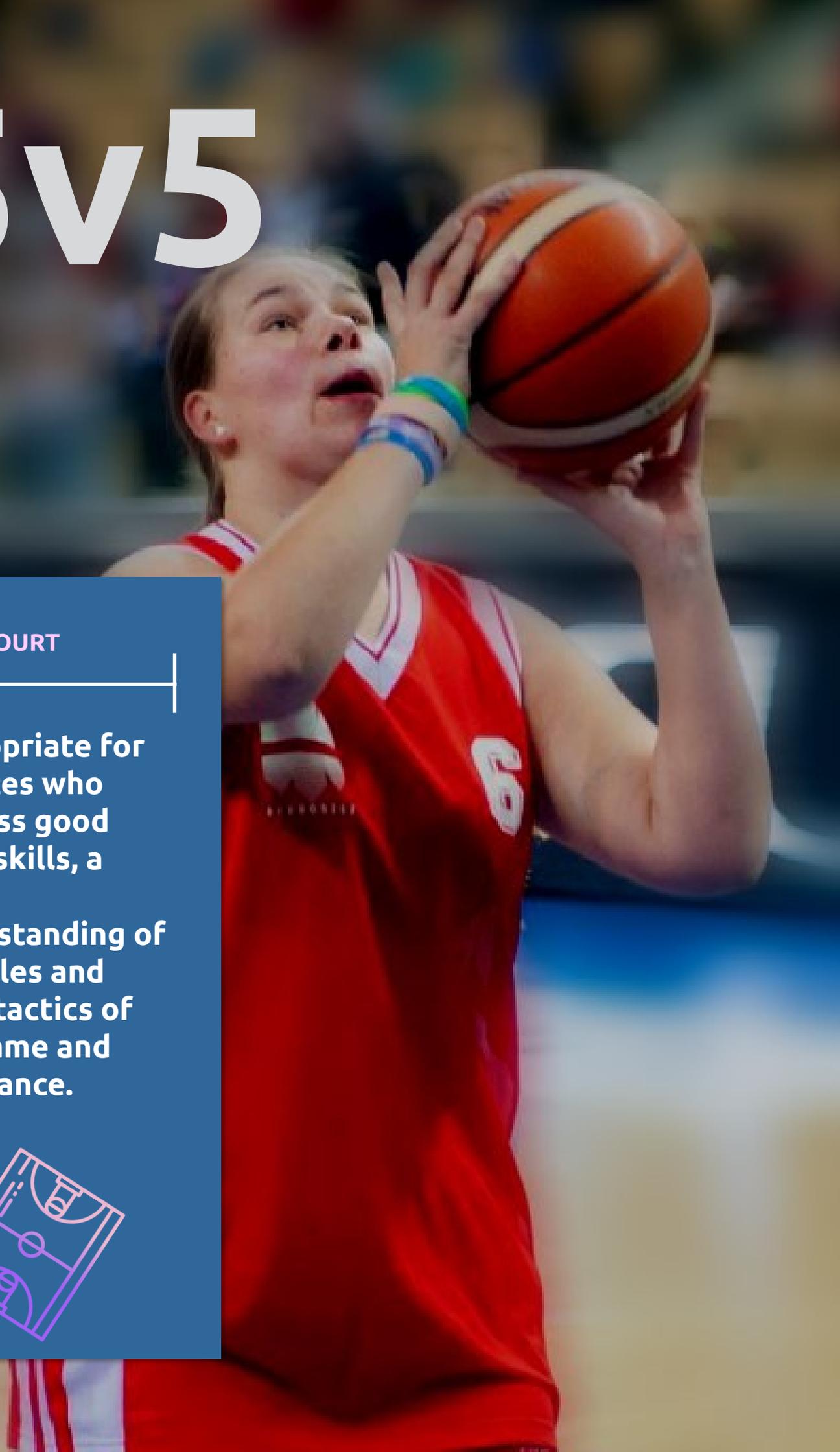
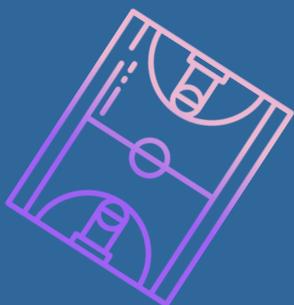
Appropriate for athletes who can dribble a ball at least 10 meters, pass and catch, shoot a lay-up, pursue a moving ball and recognize the difference between teammates and opponents. Also appropriate where facilities are limited and half court is more available, or where half court is more normalized in the community.



5v5

FULL COURT

Appropriate for athletes who possess good basic skills, a good understanding of the rules and basic tactics of the game and endurance.



Individual Skills

Appropriate for athletes who have very slow reactions, are unable to dribble the ball more than 10 meters, do not move to catch even a slow moving ball, and do not participate in an active manner.



Team Skills

Appropriate for athletes who are non-ambulatory and low-skilled, and can pass and catch.



Unified Basketball

A mix of players with and without intellectual disabilities competing together.

See our Unified Basketball Coaching Guide [here](#)





*Special
Olympics*

BASICS OF SPECIAL OLYMPICS BASKETBALL



Differences of Special Olympics Basketball: Special Olympics Basketball offers a series of adaptations of FIBA rules that are optional when conducting team competitions. Some of these adaptations include adjusting the length of the game, allowing a player to take two steps beyond what is ruled by FIBA as traveling, allowing the free throw shooter 10 seconds to release the ball, enforcing a rule that allows only five seconds of closely guarded play in front court, and rewarding two free throws beginning with the seventh team foul in each half.



Basketball

Sport Rules

The differences and adaptations to the [FIBA rules](#) can be found here in the [Official Special Olympics Basketball Sports Rules](#)

The following are the five most important basketball fundamentals, in no specific order:

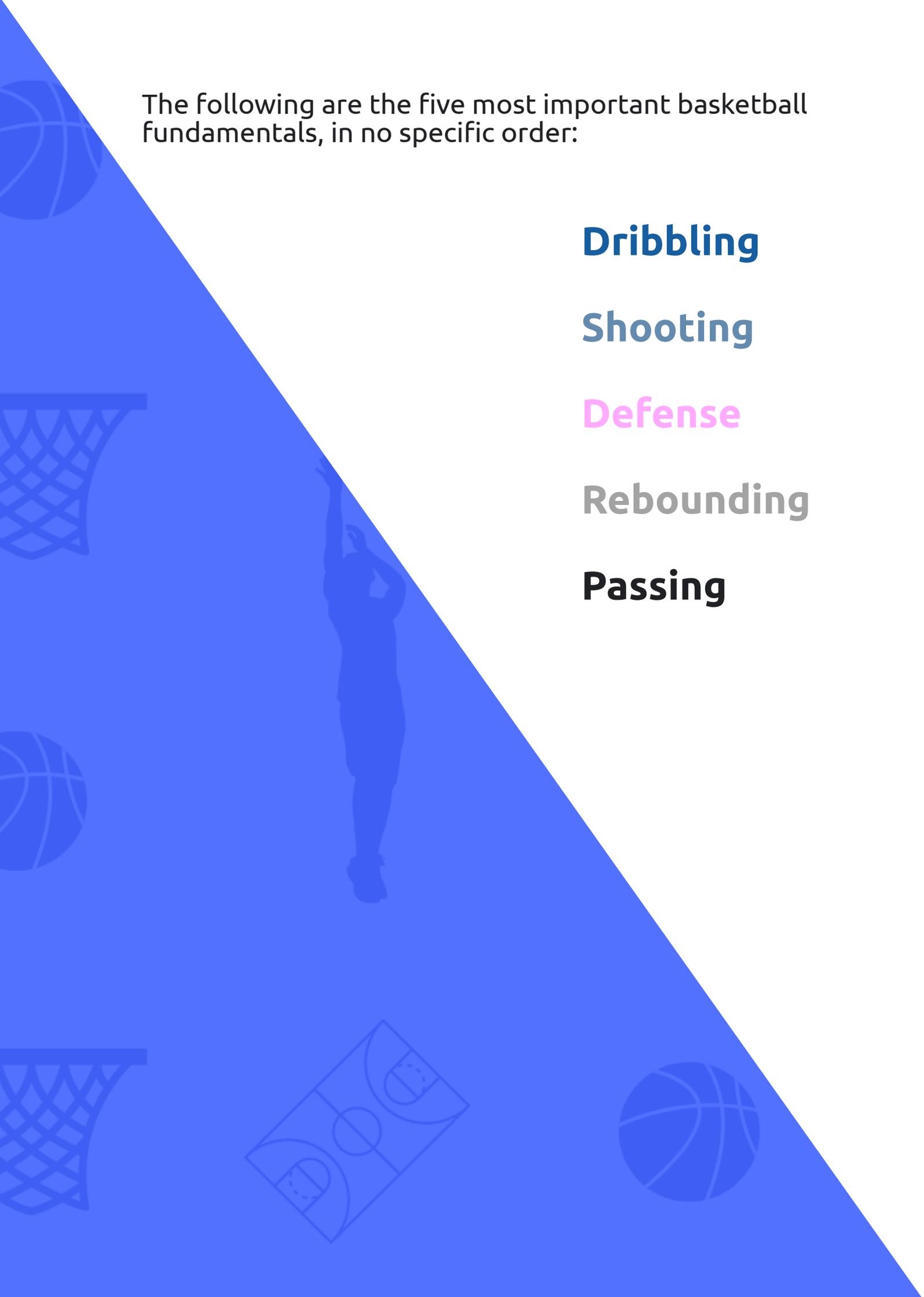
Dribbling

Shooting

Defense

Rebounding

Passing



Divisioning

Divisioning at Special Olympics: Athletes in every sport and event are grouped by age, gender, and ability – giving everyone a reasonable chance to win.

At Special Olympics there are no World Records because each athlete, whether in the fastest or the slowest division is valued and recognized equally.

In every division, all athletes receive an award, from gold, silver, and bronze medals, to fourth through eighth place ribbons. This idea of equal ability groupings is the foundation for competition in Special Olympics and can be witnessed at all events, whether it's athletics, aquatics, table tennis, football, skiing, or gymnastics.

All athletes are given an equal chance to participate, perform, and be recognized for doing their best by their teammates, family, friends, and fans.



Equipment

& Attire

Basketball Equipment

The following is a list of the basic equipment required to run a basketball program:

- **Basketballs:**
 - Rubber covered basketballs are commonly used for practices, games and everyday play and are particularly suited for outdoor use.
 - Leather basketballs are recommended for indoor competition.
 - Inspect basketballs on a regular basis for proper inflation. Carry a small hand pump and valve needles with your equipment.
 - Male athletes use Size 7 basketballs. Female athletes use a Size 6 basketball. Athletes under 12 years can use a size 5 basketball.
 - Ideally, if possible, every athlete will have a basketball to allow them to regularly practice and improve.
- **Whistle:** use of a whistle by the coach teaches athletes that a whistle means they need to stop, look and listen as they will need to respond to a whistle used by officials during competition.
- **Scrimmage vests:** these allow athletes to distinguish teammates from opponents during training scrimmages. Vests that slip over the head are preferred and should be made from lightweight fabric.
- **Markers:** plastic marker cones or discs are useful during drills and for marking off skills assessment areas and Individual Skills Contest areas.
- **Chalk and/or masking tape:** Chalk can be used to mark areas on outside surfaces or to diagram plays on the floor or blackboard. Masking tape can be used to mark specific areas on the floor as for the Individual Skills Contest and the Skills Assessment Tests. X's marked on the floor can cue defensive positions during team play.
- **Clipboard or folder with training session plan:** Once a training session has started, it is easy to forget what should be done next. A clipboard with the training plan will greatly help the coach organize practice, share information with assistant coaches, stay on task and monitor progress.



Basketball Attire

To train and compete successfully in any sport requires an athlete to be outfitted in appropriate sport attire. Inappropriate clothing and equipment can impact an athlete's ability to move, as well as to play the game. An athlete dressed in a good looking, properly-fitted uniform and basketball shoes will feel good about himself or herself, be a part of a team and tend to play better.

Appropriate basketball attire is required for all competitors. As coach, discuss the types of sport clothes acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long-pant jeans to blue jean shorts are not proper basketball attire for any event. Explain that athletes cannot perform their best while wearing jeans that restrict their movement. Take athletes to other basketball competition and point out the attire being worn by the players. As coach, set the example by wearing appropriate attire to training and competitions.

Shirts

Shirts for practice should be T-shirt type or sleeveless and made of lightweight material. For competitions, the athlete should wear a clean uniform shirt that has a number on the front and the back. Check the competition rules regarding the size of the numbers. The shirt should fit properly and be long enough to tuck into the shorts.

Shorts

Shorts should be of a lightweight material, have an elastic waistband with no pockets, and allow freedom of movement in the hips and thighs.

Socks

One to two pairs of properly fitted cotton or cotton-blend socks are recommended to prevent blisters.

Shoes

Shoes are the most important item of clothing for the athlete. They must have a good tread for traction and while high-top basketball shoes provide the best foot and ankle support, any shoe with firm arch and heel support and a cushioned insole are appropriate. Ensure shoes do not leave marks on the court.

Head Bands

Head bands, rubber bands or ribbons are necessary for safety reason when the athlete needs to keep hair away from the face.



FITNESS

Fit 5 + Other SO Resources

Special Olympics provides a range of fantastic fitness resources that coaches and athletes can use to educate themselves on best practice around physical activity, nutrition and hydration.

There are many health-related and performance-related benefits of fitness for SO athletes.

Benefits of Fitness for Athletes

- Enhanced sport performance through improved
 - Endurance/stamina.
 - Speed and agility.
 - Strength and power.
 - Flexibility.
 - Healthy weight.
- Increased energy level, improved focus, and better recovery after practices & games.
- Reduced risk for sport-related injuries.
- Decreased risk for illnesses and chronic diseases.
- Improved quality of life.

Physical Activity Outside of SO

It is vital that Special Olympics sports programs are not the only source of physical activity and exercise for athletes. As a coach, you should be encouraging your athletes to exercise every day and educate them on ways to stay active outside of organized sport practice.

There are numerous ways that athletes can exercise to stay healthy when they are at home. Walking, running, skipping are simple ways an athlete can exercise on their own and work on their cardiovascular fitness. Fitness classes like yoga, core strength, HIIT and many others are great ways for athlete to work on their fitness and physical health outside of organized sports practice.

Special Olympics offers the Fit 5 Guide for athletes and coaches to use. As a coach it is a great resource to use when educating your athletes on the benefits of physical activity to their overall health and to their sports performance.

Fit 5

The [Fit 5 Guide](#) is a plan for physical activity, nutrition and hydration that can help to improve athletes' health and fitness and make them the best athlete they can be. The Fit 5 Guide and accompanying [Fitness Cards](#) provide a fantastic collection of exercises that athletes should do to assist them to improve the skills needed for their sport. The exercises included focus on Endurance, Strength, Flexibility and Balance.



In addition to these resources, there are a number of videos available [here](#) for athletes and coaches to view and use when performing these exercises as part of their training plans.

Nutrition

Eating right is important to your health and your sports performance. Nutrition and Hydration are key points of athlete preparation and recovery for all forms of exercise. However, most athletes don't understand the connection between nutrition/hydration and sports performance. As a coach, it is important that you emphasize this connection and educate your athletes on correct habits. This is especially important for Special Olympics athletes, as they are at a higher risk for obesity.

It is vital to educate basketball athletes about the importance of timing their meals or snacks prior to training or competition. Inform your athletes of the risk of eating too close to the time they are to train/ play a match and educate them on the best times to eat and the best foods to ensure they are efficiently fuelled to perform.

Before training/competition: Basketball is a high-intensity sport that requires significant focus and concentration. In the one to two hours prior to training/competition, basketball players need to consume a light meal or sustainable snack that is easy digest to avoid gastrointestinal upset during fast movements. It should be rich in carbohydrates, moderate in protein, and low in fiber and fat. Examples include a bagel with peanut butter, a peanut butter and jelly sandwich, yogurt with fruit and granola, cheese and crackers, and a turkey and cheese sandwich.

During training/competition: In moderate-to-high intensity training/competition, players may need to refuel to keep their energy levels high and maintain focus. Only carbohydrates should be consumed, for fats and fiber digest too slowly. Example snacks include a sports drink, banana, applesauce, or energy chews/gels. Athletes should refuel during time-outs or between quarters and halftime

After training/competition: Refueling after trainings/competitions is essential to support the rebuilding of muscle tissue. It is important to have a carbohydrate and protein rich snack or meal within 30 minutes of completing training/competition. Examples include a meat and veggie stir fry with rice or noodles, yogurt with fruit and granola, a peanut butter and honey sandwich, and a chicken salad sandwich.

You can utilize the nutrition and hydration section in the [Fit 5 Guide](#) to educate your athletes on basic principles. The nutrition, hydration and exercise tracker can help your athletes to pay more attention to these elements at home.

Task: Consider taking 5 minutes at the end of practice to cover nutrition and hydration tips. Educate parents and carers groups on the information that's shared with athletes so they can help athletes eat healthy at home.



Hydration

Water is another important fuel for sports and for life. Drinking the right amount of water is important for your health and can also help your athletic performance. Coaches should be educating their athletes about the benefits of drinking enough water every day.

The [Fit 5 Guide](#) has a hydration section which provides information for coaches about quantities of water that athletes should be consuming, signs of dehydration in athletes, and the best choice athletes can make when looking for a drink. Coaches should encourage athletes to take responsibility for their own hydration before arriving at training, and after leaving training. Follow this simple guide below on how you and your athletes can keep hydrated before, during and after training sessions.

As a basketball coach it is so important to help you athletes keep on track with their hydration. Encourage athletes to drink one bottle of water (16-20oz/500-600ml) an hour or two before practice so they show up fully hydrated. Remember to pause for drinks breaks during a training session. It's recommended that coaches **pause every 15-20 minutes** to give your athletes the chance to rehydrate as they are losing water while exercising.

Encourage your **athletes to drink one bottle of water** (16-20oz/500-600ml) during a training session to make sure they avoid cramps and dehydration.

When drinking, athletes should take many small sips of water instead of gulping it down as this can sit in their stomachs and cause discomfort when exercising! Encourage athletes to drink water after practice to help them recover from their workout.



Basketball Warm-Ups/Cool-Downs (Injury Prevention)

Warm-Up

Before beginning any form of physical activity you should always carry out a warm-up. A warm-up should be designed to prepare the body and mind for physical activity and reduces the risk of injuries occurring.

Purpose of a warm-up

- Gradual increase in body temperature
- Gradual increase in heart rate
- Gradual increase in breathing rate
- Increase in blood flow to working muscles
- Increase in range of motion of primary muscle groups for their sport
- Mental preparation

As you can see, warm-ups are extremely important for athletes' preparation for physical activity. Increasing body temperature and blood flow to working muscles is key for athletes to prevent them sustaining injuries while exercising.

A gradual increase in body temperature reduces the chance of an athlete sustaining muscle and tendon injuries while an increase in blood flow to working muscles ensures a delivery of important fuels that are required for energy production. In addition to this, warming up helps athletes increase the range of motion they have in their muscles. This adequately prepares athletes' working muscles for the movements they will be performing (stretching, generating power, stabilizing the body, etc.).

Finally, an adequate warm-up will mentally prepare the athlete for exercise, this includes increased focus at practice or in competition, positive self-talk, or improved motivation knowing they are physically prepared to exercise.

It is recommended to carry out a **comprehensive, sport-specific** warm-up for **at-least 15 minutes** prior to starting training activities or competition.

Comprehensive: Warming up all parts of the body. Focus especially on the main muscle groups involved in basketball, including the abdominals, legs and shoulders.

Sport-Specific: performing movements your athlete will carry out during practice. This includes fundamental basketball movements, such as shuffling, jumping, and quick changes in direction.

Warm-ups should include three specific components:

1. Aerobic activity to raise heart rate

- This can be walking, jogging, cycling or skipping.

2. Dynamic Stretching

- Dynamic stretching involves active, controlled movements that bring the body -parts through a full range of motion.

3. Sport-Specific Movements

- Skills or movements which are core to your sport.
- Movements that the athlete will complete in training or competition.

See our [Warm-Up and Cool-Down Supplement](#) to learn more information on the components of a warm-up. The [Dynamic Stretches Guide](#) also provides a collection of exercises can be included in your warm-up.

Please reference our [Basketball Dynamic Warm-Up Guide](#) and [Warm-Up Videos](#) for more information.

Competition Warm-Ups:

Before any athletic competition, an effective warm-up needs to be completed. Warm-ups are essential to preparing the athletes' bodies and minds for physical activity, which will improve their performance and reduce the risk of injury. Here are some tips for competition warm-ups:

- Have athletes do the same warm-up routine that they do during training sessions.
- Athletes with intellectual disabilities do best when they follow consistent routines. Routines help athletes to build their confidence, skills and time on-task.
- If space is limited, encourage athletes to do aerobic activities in place, or go back and forth between the allotted space.
- Keep athletes active and moving during staging. If they are sedentary during this time, they will lose the benefits of their warm-ups, such as an increased body temperature and blood flow to working muscle

Cool-Down

When your training, practice or sport session is complete, you should always cool-down. It is just 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.

Purpose of a cool-down:

- Decrease heart rate.
- Decrease breathing rate.
- Decrease body and muscle temperature.
- Returns rate of blood flow from the active muscles to resting level.
- Decrease muscle soreness.
- Improve flexibility.
- Increases the rate of recovery from exercise.
- Promote relaxation.

A typical cool-down includes light aerobic activity followed by stretching. The aerobic activity should gradually decrease in intensity/difficulty. It could be a short jog/walk at 50% intensity with some stretches, led by the players, at the end.

Cool-downs are perfect opportunities for coaches to carry-out a debrief session with their athletes and review the session they have just had. Ask your athletes some **open, informative** questions that will make them think about the session and what they would have learned. In addition to the athletes reinforcing the coaching points you have given them, it also gives you, as a coach, the opportunity to see what works for each athlete as an individual.

Coaches should also use this time at the end of practice to encourage healthy habits. Educate athletes on the importance of staying active and eating healthy outside of practice.

Please reference our [Basketball Cool-Down Guide](#) and [Cool-Down Videos](#) for more information

Open Questions – Questions that cannot be answered with 'Yes' or 'No', for example:

"What part of the training session did you find challenging today?"

Informative Questions – Questions that provide useful information for you, as a coach, and for the athlete.

"What part (if any) of the training session did you enjoy most today?"

Possible Injuries in Basketball

Injuries are problems for athletes in all sports, at all levels. It is beneficial for coaches to be aware of possible injuries that athletes could experience in their sport.



The graphic above highlights five of the most common injury sites for basketball. Of these injury sites, the ankle and foot account for most. **Any injuries that athletes happen to obtain during SO training should be immediately tended to by a healthcare professional** (doctor, nurse, and physiotherapist). If an athlete reports to you with signs or symptoms of any form of injury it is recommended to send them to a healthcare professional.

Appropriate warm-ups and cool-downs can help to reduce the risk of both acute and overuse injuries specific to basketball. Additionally, whole body strength and flexibility training either in practice or at home can further prevent injuries and improve performance. There should also be a focus on endurance and agility.

Basketball Specific Physical Conditioning



Physical conditioning is the improvement of physical health through programmed exercises. Basketball specific conditioning is the use of exercises specifically related to the movements used by players to develop basketball specific fitness. The main components of physical conditioning are cardiovascular endurance, muscular strength, balance, flexibility, and skill development. A successful conditioning program can be accomplished with very little equipment through bodyweight exercises, jumping drills, etc. Some teams may also like to incorporate equipment like resistance bands, weights, stretching straps

In basketball, these components can be developed through various exercises, activities and drills. Basketball conditioning involves building up strength, endurance, balance and flexibility in the muscles that will be used the most while playing basketball. This can be done through a variety of methods using bodyweight exercises, those with added resistance, or agility movements. Examples of conditioning are:

- **Core strength exercise**
 - Plank hold/side plank
 - Leg raises
 - Curl ups
- **Bodyweight strength exercises**
 - Push-Up
 - Triceps Dips
 - Squat/Jump Squat
 - Calf Raises
 - Glute Bridge
 - Lunges
- **Sport-specific actions**
 - Rotational jumps
 - Shuffling in defensive position
 - Full court defensive recovery
 - Short, reactive, agility movements (side to side, forward and back)

Fitness Resources

Fitness for coaches [link](#).

In addition to the [Fit 5 Guide](#) and other resources available [online](#), Special Olympics also offers online Fitness specific courses where coaches can learn more about Fitness, SO athletes, and how the two work together!

The courses include:

- **Fitness for the Sport Coach**
 - This module is designed to provide Sport Coaches with information that will help them to introduce fitness into their ongoing sport program.
- **Fitness Coach Online Training**
 - This module is designed to provide volunteer Fitness Coaches with information that will help them to be effective at engaging our athletes in fitness.
- **Inclusive Fitness Online Training**
 - This learning module is designed to provide Fitness Professionals with information and guidance that will help them to successfully include individuals with intellectual disabilities in fitness opportunities.

Head coaches may feel confident integrating all the components of fitness within their training. Additionally, they could consider bringing in a coach to work specifically on fitness relevant to their sport (fitness coach) or have an assistant coach trained on the online courses to gain a greater knowledge of fitness and take the lead on fitness training for their athletes. Either way, we would encourage head coaches to use the online learning modules as a way of improving their knowledge and understanding of fitness.

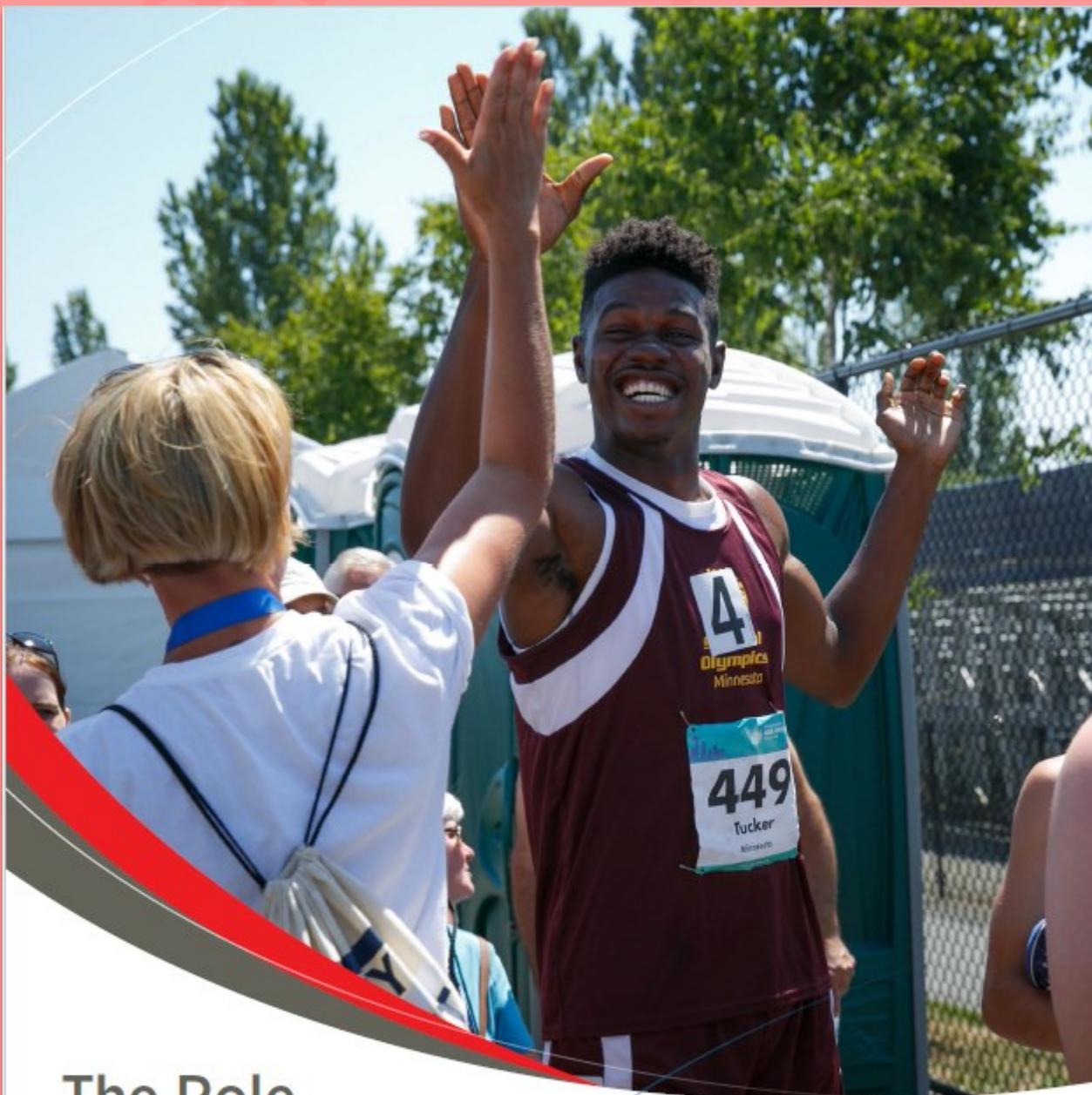
Check out learn.specialolympics.org to find these courses, along with many other available courses, and get learning today!

Head coaches can also consider adding a Fitness Captain to their team. A Fitness Captain is an athlete leadership role on a sports team to lead the team in activities related to fitness and healthy habits, such as warm-ups, cool-downs, and Health Tips. Fitness Captains have a passion for fitness, exercise, and healthy behaviors and can bring this mindset to their teammates.

More information about Fitness Captains can be found on the [Fitness Captains resources webpage](#). Coaches can nominate their athlete(s) to complete Fitness Captain training with their Program.

THE ROLE OF THE COACH





The Role of the Coach

Resource Playbook

ENTER 



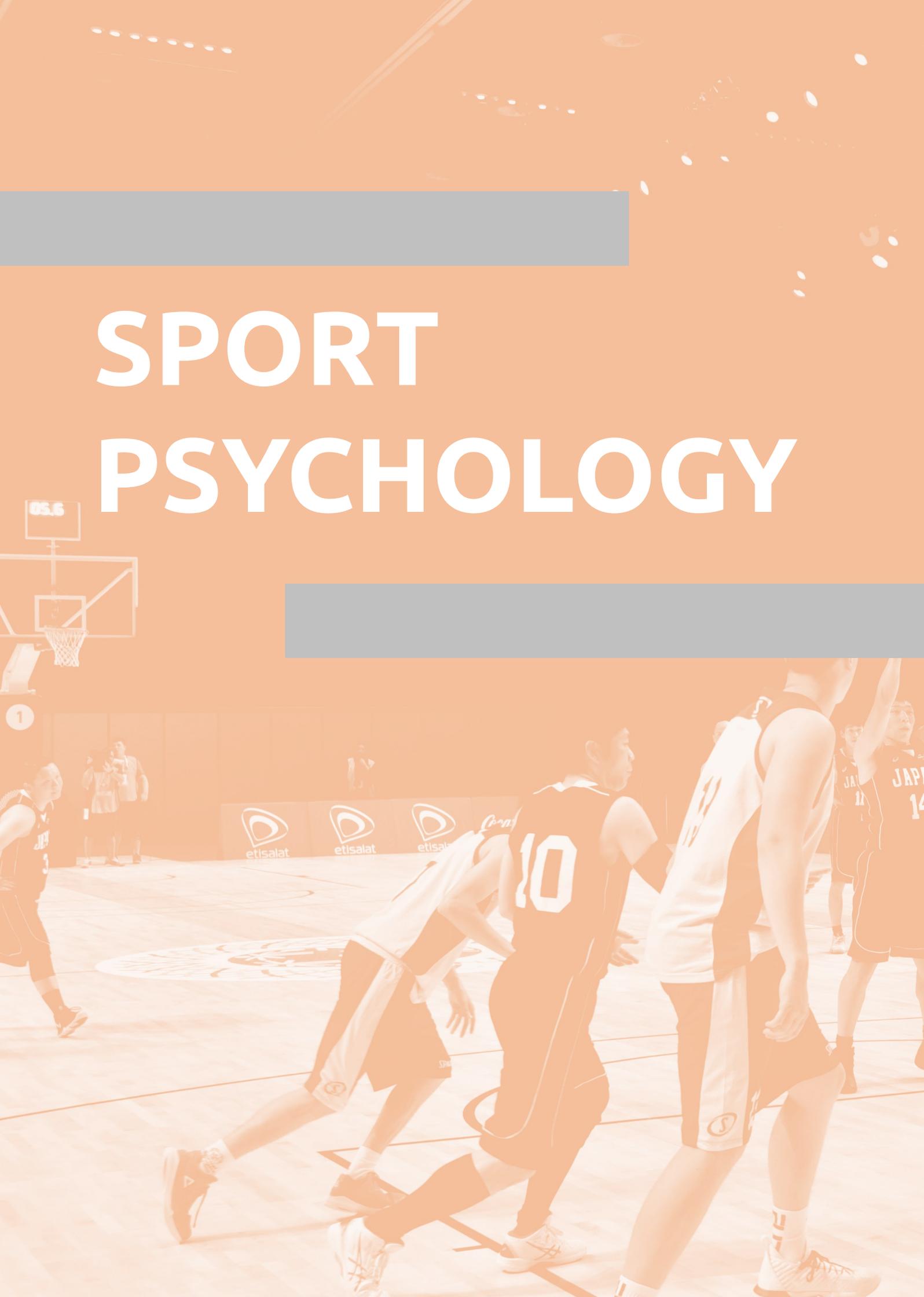
Gallagher

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SPORT PSYCHOLOGY



What is Sports Psychology?

Sports Psychology is a name given to a topic that includes many different areas related to sports performance. These include (Association, American Psychological, 2021)

- Goal setting
- Imagery and performance planning
- Athlete motivation
- Handling disappointment and poor performance

Ultimately, Sports Psychology relates to how an athlete's mindset assists or hinders their athletic performance, be that training, competition, or recreationally. As a coach, your role is to assist an athlete to perform at their best this includes psychologically as well as physically. This section will briefly discuss a number of Sports Psychology concepts that will assist you in your coaching of Special Olympics Athletes.

For further information on the topic, it is recommended that you explore expert research on the topic such as academic articles, online learning courses, podcasts, and books.

Special Olympics offers a number of resources for coaches and athletes in the areas of psychology and mental well-being:

- [The Sport Psychology for Coaches Guide](#)
- [Strong Minds Resources](#)

Strong Minds Tips for Stress Coach's Playbook

Strong Minds is an interactive learning activity focused on developing adaptive coping skills. Competition provides a natural opportunity to develop active strategies for maintaining emotional wellness under stress, such as: thinking positive thoughts, releasing, connecting with others. During Strong Minds, your athletes will learn the following strategies and will benefit greatly if you provide these strategies into practice and games.

Station 1

- 1 Squeeze the ball for 3 seconds.
- 2 Release the ball and any tension.

Coach Recs

- On the sidelines
- During a talk
- After the team talk
- For an all the bend turntable

Station 2

- 1 Think a good thought.
- 2

Station 3

- 1 Smell the flower [pinwheel].
- 2 Blow the flower [pinwheel].

Station 4

- 1 Try a few stretches
- 2 How do you feel?

Station 5

- 1 Support others
- 2 Seek support from others

Station 6

- 1 Pick the strategies you like
- 2 Use the strategies in everyday life

This Strong Minds Tips for Stress concept was created by Special Olympics Texas

Special Olympics Strong Minds

Strong Minds

Strong Minds is an interactive learning activity focused on developing adaptive coping skills. Competition provides a natural opportunity to develop active strategies for maintaining emotional wellness under stress, such as: thinking positive thoughts, releasing stress and connecting with others. Athletes try a few different active coping strategies as they move through the stations. Before exiting, athletes identify the strategies they like best and volunteers provide them with visual reminders to use these tools in competition and in daily life.

Purpose of the Exam and Goals:

- Increase athlete awareness of active coping strategies that can be used in competition and in life
- Support athletes to identify stress management/coping strategies that they like and think they will use
- Provide resources on good coping for athletes, coaches & caregivers
- Start conversations about stress, coping and emotional wellness
- Provide training and experiences for mental health student and professionals to discuss emotional well-being with individuals with Intellectual Disabilities.

Importance and Impact

Pilot data from Strong Minds events found that a large percentage of Special Olympics athletes face significant stresses on a daily basis, but have access to only a few adaptive coping strategies (Hartley & MacLean, 2010)

- 12% of athletes report having no coping strategies
- 62% mostly use avoidant strategies (e.g., not think the stressor), which is associated with increased depression
- 26% mostly use active strategies (e.g. doing something to help themselves to feel better), which is associated with increased well-being

CONTACT

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COACHING BASKETBALL



Basketball, whether it is skills, 3x3 or team, utilize the same basic training:

Dribbling

Shooting

Passing

Rebounding

Footwork

Defending



Click Me

DRIBBLING

In basketball, dribbling is a fundamental skill in which a player uses one hand to continuously bounce the ball on the court.

Dribbling helps you control the ball, advance it toward the hoop, and create distance between you and your defender.

Basics of Dribbling

Bend over, keep Head Up and Protect the ball with opposite-to-dribbling arm.

1. Dribble the ball with one hand 10 times.
2. Change to the other hand and dribble the ball 10 times.
3. Alternate hands (right-left-right-left) and dribble the ball 10 times.
4. Dribble the ball around and alternating each leg (in a figure "8") 10 times.

Key Words

- Head Up
- Protect

Practice each hand separately. Conduct a mini competition to see if the athletes can keep the ball dribbling for 15, 30, 45 and 60 seconds.



DRIBBLING DRILLS



DRIBBLING



Faults and Fixes:

Some pieces for coaches to look out for and sample remedies.

Error	Correction	Drill/Test Reference
Athlete pushes the ball too far out to make contact on the bounce to continue the dribble.	Start with dribbling in place, controlling the bounce and meeting it with your hand.	Stationary Dribbling
Athlete slaps at the ball at the top of the dribble.	Remember to have your hand low and feel for the ball as it comes back up off the floor.	Stationary Dribbling with partial coach assist. Coach can simulate the ball bounce to help the athlete feel meeting the ball and then pushing rather than slapping it back down.
Athlete watches the ball when dribbling.	Keep your head up and look occasionally for the rim.	Give the athletes a spot on the wall in front of them to focus on.
Athlete doesn't "protect" the ball.	Practice keeping your body between the ball and the defender.	Protect the Ball While Dribbling
Athlete takes too many dribbles.	Push the ball out from the waist more and run after it.	Dribble While Moving or Dribble and Slide
Athlete loses balance on the forward foot, causing the pivot foot to drag (travel).	Hop before you stop and land with feet shoulder width apart, with your head up.	Practice the Bunny Hop!
Athlete dribbles too high or wide to control the ball when changing direction.	Practice dribbling at knee height: stationary and then moving and changing direction.	Dribble and Slide

Tips for Practice

1. Assist the athletes by letting them put their hands on top of yours to feel the rhythm of dribbling. Start by using guided discovery. Allow the athlete to feel the roundness of the ball, the dimples and the weight. Ask the athletes what the ball feels like.
2. Ask them to drop the ball and catch it. Direct them to place the ball on the floor, the dribbling hand on top, and the other hand to the side and almost under the ball. In this way, when the ball is picked up, it is in proper position for them to begin and continue dribbling.
3. When dribbling the ball, the lower the bounce, the easier the control. Dribble the ball three times and pick it up.
4. Reinforce proper position of hands, head and body.
5. Play games where dribbling is a core focus — e.g. Dribble Tag



SHOOTING

Basketball shot - throwing the basketball toward the hoop

What are 4 types of basketball shots?

Here are a few commonly used types of shooting in basketball.

- **Jump Shot** (A jump shot is most frequently used for a mid to long-range shots, including shooting beyond the arc).
- **Hook Shot** (A hook shot is when the shot is made while your body is not directly facing the basket).
- **Bank Shot.**
- **Free Throw.**
- **Slam Dunk**



SHOOTING DRILLS

Shooting is the most important skill in basketball. To win, you have to score points. All the other skills are tools a team uses to get the ball and its players into position to score. If your athletes can develop confident, accurate shooting skills, they will be hard to stop on the court!



SHOOTING

Faults and Fixes:

Some pieces for coaches to look out for and sample remedies.

Error	Correction	Drill/Test Reference
Mechanics are correct but athlete still misses.	Watch athlete's eyes to make sure he or she is keeping eyes on the target while shooting.	Rapid Fire Shooting with a focus on "spotting" the basket before shooting
Athlete lowers the ball while flexing the knees, lengthening the shooting stroke and making it easier to block the shot.	Remind athlete to keep the ball high and move only the legs during the down and up part of the shot.	Shoot to Self
When athlete jumps at the end of the shot, he or she drifts off balance and misses.	Have athlete work on jumping and landing on the same spot of the floor.	Jump Shot Drill
Shot is short of the basket.	Make sure athlete is using the legs to start the shot and is following through.	Start with a lower basket and move up.
Athlete is slow to shoot after receiving a pass.	Have athlete practice being in a shooting position (knees bent and hands ready) when receiving a pass, and immediately turning to shoot.	Rapid Fire Shooting

Tip: Play games where shooting is a core focus — e.g. Rapid Fire Shooting

Tips for Practice:

1. It is important that the athlete feels power for the shot coming from the legs. The movement sequence begins with the knees and is followed by the elbow, wrist and fingers. Physical prompting may be needed to assist the athlete in preparing for the shot as well as shooting it. Proper hand placement on the ball is critical.
2. Younger athletes can practice by shooting to a partner, at a target on the wall or at a lower basket. Demonstrate putting an arc on the shot by lifting the shooting hand's elbow so the ball has a better chance of going into the basket. Explain that it is best to use the backboard. The backboard softens the shot and allows a greater margin for error.
3. Demonstrate lay-up; then have the athletes practice the motion without a ball while facing, but positioned away from, the basket. Practice jumping off one foot and landing on two feet. Instruct the athletes step by step through pretend shooting and landing.
4. Repeat sequence with a ball before actually shooting a lay-up at a basket. The lay-up can also be done from a two-foot jump.
5. Practice the motion of the shot without jumping and without the ball. Next, practice the motion of the shot with jumping but without the basketball. Finally, add and complete the jump shot.
6. Use an adjustable basket with backboard to help athletes build confidence in their shooting ability. Remind the athlete to lift his/her elbow to put arc on the shot so that it has a better chance of going into the basket.
7. Set up an imaginary wall (hanging a blanket or using an opponent with hands up) above which the athlete must jump in order to see the basket and shoot the ball. Practice the jump shot close to the basket and banking it off the backboard, gradually increasing the distance and using only the rim as a focus.



PASSING

TYPES OF PASSES:

There are essentially two types of passes:

- Air Pass - The pass travels between players without hitting the floor.
- Bounce Passes - The pass is thrown to the floor so that it bounces to the intended receiver

Each type of pass comes with its own variations.

Basic Variations:

- Chest Pass
- Bounce Pass
- Overhead Pass
- Wrap Around Pass



PASSING

Basic Passes

CHEST PASS

The chest pass is named so because the pass originates from the chest. It is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When the pass is thrown, the fingers are rotated behind the ball and the thumbs are turned down. The resulting follow through has the back of the hands facing one another with the thumbs straight down. The ball should have a nice backspin.

When throwing a chest pass, the players should strive to throw it to the receiver's chest level. Passes that go low to high or high to low are difficult to catch.

BOUNCE PASS

The bounce pass is thrown with the same motion however it is aimed at the floor. It should be thrown far enough out that the ball bounces waist high to the receiver. Some say try to throw it 3/4 of the way to the receiver, and that may be a good reference point to start, but each player has to experiment how far to throw it so it bounces to the receiver properly. Putting a proper and consistent backspin on the pass will make the distance easier to judge.

OVERHEAD PASS

The overhead pass is often used as an outlet pass. Bring the ball directly above your forehead with both hands on the side of the ball and follow through. Aim for the teammate's chin. Some coaches advise not bring the ball behind your head, because it can get stolen and it takes a split-second longer to throw the pass.

WRAP AROUND PASS

Step around the defense with your non-pivot foot. Pass the ball with one hand (outside hand). It can be used as an air or a bounce pass. You will often see the wrap-around, air pass on the perimeter and the wrap-around, bounce pass to make an entry into the post.

PASSING

Advanced Variations:

- Baseball Pass
- Dribble Pass
- Behind-the-Back Pass
- Pick and Roll Pass

Advanced Passes

BASEBALL PASS

A baseball pass is a one-handed pass that uses the same motion as a baseball throw. This is often used to make long passes. Be careful with young kids. You don't want them throw their arms out.

DRIBBLE PASS

The dribble pass is used to quickly pass the ball with one hand off of the dribble. This can be an air or bounce pass. You'll see Steve Nash do this all of the time.

BEHIND-THE-BACK PASS

A behind-the-back pass is when you wrap the ball around your back to throw the ball. It is used to avoid the defender when making a pass across the front of you would be risky. It can also be used to throw the ball to a player trailing on the fast break.

I would not recommend to use this pass during a game until heavily practiced.

PICK AND ROLL PASS

This is a pass that is used when the defenders double-team or switch on the pick and roll. If dribbling to the right, your left side is facing the target and you bring the ball up from your right side to throw the ball overhead to the screener who has either rolled to the basket or popped to the perimeter. The pass is used to shield the ball from the defender, and many times is thrown in "hook shot" fashion. Advanced players can do this while slightly fading away from the defender.

PASSING DRILLS



PASSING

Faults and Fixes:

Some pieces for coaches to look out for and sample remedies.

Error	Correction	Drill/Test Reference
Chest pass is too soft.	Start with elbows close to your body and push your wrist and fingers through the ball.	Target Pass
Bounce pass is too high and too slow.	Start with the ball at your waist and aim for a bounce spot closer to your teammate.	Modify the Target Pass to be a Bounce Pass. Target can be on the floor for bounce or the wall for a target.
Overhead pass is too soft.	Make sure the ball is over your head and not behind it when you start.	Passing Under Pressure
Passes are off target.	First two fingers of each hand should be pointing to the target/person at the end of the pass.	Target Pass

Tips for Practice

1. Assist an athlete with lower ability by standing behind him or her. Put your hands over the athlete's hands and guide the athlete through the chest pass motion.
2. Mark a target on a wall and ask the athlete to chest pass the ball to the target. Gradually increase the distance between the athlete and the wall as the athlete's skill increases. Progress to starting at the same spot and asking the athlete to chest pass the ball to targets placed in several different locations, at varying heights and distances.
3. Demonstrate passes that bounce before, on and well beyond the halfway spot.
4. Allow the athletes to experiment with both short and long bounce passes to teammates standing at various distances.
5. Encourage games of "tips" or just "catch," to give athletes practice handling the ball.
6. Encourage families to play passing games at home between practices.
7. Play games where passing is a core focus — e.g. Target Pass



REBOUNDING

In basketball, a rebound occurs when a basketball player misses a shot attempt. As the ball rebounds—or bounces off the rim or backboard of the net—players from the offensive and defensive teams try to gain possession of the ball and score a field goal, three-point goal, or free throw.

Rebounds are divided into two main categories:

- Offensive rebounds - in which the ball is recovered by the offensive side and does not change possession.
- Defensive rebounds - in which the defending team gains possession.

Key Words

- See the Ball
- Go Get the Ball



Faults and Fixes:

Some pieces for coaches to look out for and sample remedies.

Error	Correction	Drill/Test Reference
Opponents keep cutting athlete off from the rebound.	Advise athlete to locate opponent before focusing on the ball so he/she can get between opponent and the basket.	Two-Line Block Out
Athlete loses balance as people move around him/her near the basket.	Make sure athlete keeps feet apart enough to keep balance and move off the balls of the feet.	Repetitive Jumping
Athlete has trouble holding on to a rebound.	Make sure athlete is grabbing with both hands as firmly as possible.	Jump up to Grab a Ball

Tips for Practice

1. Rebounding is the most challenging of the basic skills, because it involves positioning, tracking the ball, timing, moving (jumping), catching and balance.
2. Break down rebounding into its component parts from the skill progression and build one upon the other. In that way, the athlete can work toward effectively rebounding the ball during a game.
3. Going for the ball is the concept put into concrete terms. Reinforce in all drills and game play.
4. Being able to reach higher than the opponents is very helpful in rebounding, so work on vertical leap and reaching up to grab a loose ball.
5. Rebounding is one skill that is used on both offense and defense, so it is worth extra time in practice to build this skill.
6. Play games where rebounding is a core focus

The keys to rebounding include: quickness and strength, to jump; endurance, so jumping doesn't wear you out; peripheral vision, to see what and who is around you; and balance, to maintain control during and after the rebound.

FOOTWORK

Footwork is an essential part of both offense and defensive movement on the court. The ability to move and change directions or stop quickly is critical to success on the basketball court. While specific footwork is outlined in several drills, this section gives some basic drills that will also be helpful.

Teaching Footwork

Key Words

- Head Up
- Elbows Bent With Hands Up (Ready)
- Run On Balls of Feet
- Get Low To Stop
- Pivot
- Slide



DEFENDING



Why is defense an important skill in basketball?

Good defense puts great pressure in the opponents' offensive strategies. Breaking these offensive strategies induces a higher rate of turnover, resulting in a change of possession of the basketball. Once the ball is changed from the opposing team to your own team, it allows your team to employ offensive strategies.

What are 3 defensive strategies in basketball?

While there are a number of defensive strategies that a team can employ over the course of a game, they all ultimately fall into one of three categories:

- Man-to-man defense,
- Zone defense or a
- Combination defense.

Faults and Fixes:

Some pieces for coaches to look out for and sample remedies.

Error	Correction	Drill/Test Reference
Athlete gets too close to a player who receives a pass, allowing them to drive past.	Form an imaginary triangle between athlete, the ball and the player athlete is defending, making sure athlete can see both the ball and the player.	
When defending during a shot, athlete fouls the shooter.	Remind athlete to keep arms straight up overhead and not reaching over.	
The offensive ball handler moves around the athlete.	Make sure athlete is moving the feet and sliding to match their movement – side to side and up and back.	Ike Like Mike

Tips for Practice

1. Ball focus and movement are essential, since the goal of defense is to stop or to limit the offense from scoring. Specific tasks help a defender know what to perform and how to perform it.
2. Work on both man-to-man and zone defenses so athletes know different strategies for different situations.
3. Play games where defending is a core focus.

Teaching footwork and hand placement while on defense will help athletes focus on specific skills



The background is a solid purple color with several faint, light-purple icons scattered across it. These icons include basketball hoops, basketballs, and silhouettes of a player in various poses, such as jumping or shooting. The text is centered on the page.

RULES

&

REGULATIONS



5v5 Team Competition

Please refer to [Special Olympics 5v5 Basketball Rules](#)

Competition Adaptations

Following are adaptations of FIBA rules which may be used when conducting Special Olympics basketball team competitions. These adaptations are optional, and it remains the responsibility of each individual Special Olympics Program to determine whether they will be employed.

- Length of game may be adjusted at the discretion of the competition manager.
- The 24-second or 30-second shot clock may be used at the discretion of the competition management team.
- The free throw shooter shall release the ball within 10 seconds from the time it is placed at the shooter's disposal by one of the officials.
- Five second closely guarded count only in the front court.
- Two free throws awarded (non-shooting) foul after the 4th foul (includes player technical fouls)
- If medical device is worn, it must be approved prior to competition. Includes any device worn that covers the face, lower arm (from the elbow to the wrist), knee, or lower leg. A document from a Doctor indicating the purpose and composition of the device will assist in addressing any risk management issues.

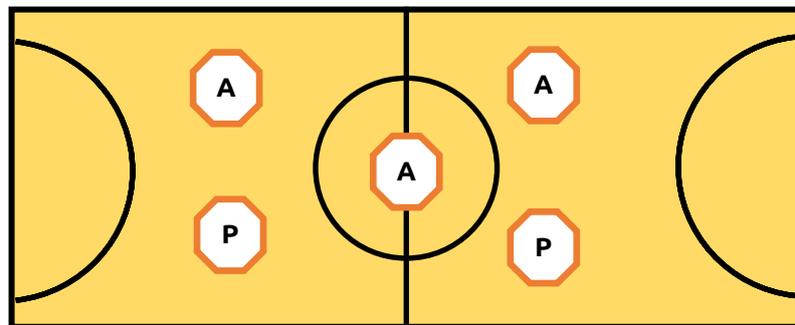
Team and Players - A team shall consist of five players. The composition of a team, including substitutes, may not exceed 10 players.



Unified Sports Team Competition

- The roster shall contain a proportionate number of athletes and partners.
- Team 5-on-5: Five players are required to start a game.
- FIBA rules allow a team to continue to play with a lineup with as few as two players before a game is forfeited.
- After a game begins and during competition, only the following lineup ratios are allowed:
 - *5 ON 5 Basketball (Start of game 5 players on court / team can drop down to max 2 players):*
 - 3A/2P (Start of game)
 - 3A/1P
 - 2A/2P
 - 2A/1P
 - 1A/2P

 = Athlete
  = Partner



Only Athletes can be replaced by Athletes and Partners can only be replaced by Partners. If these substitutions can't be followed, teams can drop down following the Federation (FIBA) rules. Principles of Meaningful Involvement must be followed all the time.

Each team shall have an adult non-playing coach responsible for the lineup and conduct of the team during competition.

3x3 Competition

Please refer to [Special Olympics 3x3 Basketball Rules](#)

Additionally more information can be found about Official FIBA Rules on the [FIBA 3x3 Website](#).

The Goal

3x3 basketball may be used as a means of increasing the number of teams for Special Olympics basketball competition.

Playing Area and Equipment

- Any half-court section of a basketball court may be used. The court will be bounded by the end line under the rim, two sidelines and the half-court line.
- All players must wear basketball attire with identifying numbers and flat rubber sole athletic shoes.
- Basketball: FIBA 3x3 OFFICIAL: Approved to FIBA 3x3 specifications, official game ball of FIBA 3x3 Basketball. UNIQUE CONSTRUCTION: Meets FIBA 3x3 construction specs as a size 6 (intermediate 28.5") ball with the weight of a size 7 (official 29.5") ball.

Team and Players

- A team may have up to five players, which includes three starters and two substitutes.
- 3x3 basketball is a game of three-on-three. Each team must start the game with three players.
- A team may drop below three after the start of the game due to player injury or illness but must have three to start the game. There must be a minimum of two players on the court. For Unified 3x3, the ratio will be two athletes and one partner. A team may not drop below a minimum of two athletes due to injury.



The Game

- The game will be played for 10 minutes or until one-team scores 21 points. A made field goal counts one point unless attempted from behind the arc, then it counts 2 points. A made free throw counts one point.
- There will be a running clock applied until the final minute of regulation play. During this time, the clock will stop for all dead ball situations (e.g., fouls, violations, field goals with fouls, and timeouts). There will be a stop clock applied. The clock will stop for all dead ball situations (e.g., fouls, violations, field goals with fouls and timeouts).
- The game will start with a flip of a coin for possession. There is no jump ball. All jump balls situations, the ball shall be awarded to the defensive team.
- If overtime is required due to a tie at the end of regulation play, the team that didn't start the game with ball possession, will start the overtime. First team to score two points, will win the game.

Competition

- The referee will handle the ball on all out-of-bounds plays after a dead-ball-situation.
- The ball is dead after a foul or violation is called, or any other time the referee blows his/her whistle.
- Teams change possession of the ball after made field goals. However, if a player is fouled in the act of shooting and makes the basket, the field goal is credited, and the offended player can take a free throw.
- The in-bound spot in all cases (fouls, violations, out-of-bounds, timeouts) will be behind the arc/top of the key/check ball (defensive player gives the ball to offensive player).
- On any change of possession, the team which just gained possession of the ball must take the ball back behind the arc (2 point line) before shooting player is considered to be behind the arc when neither of his/her feet are inside nor on the arc line.
- A violation has occurred when the defense who has just gained possession of the ball attempts a field goal without taking it back behind the foul line extended. If a shot is attempted by the defense after a gained possession without taking it back to the arc, the possession returns to the offense as a dead ball and will need to be inbounded from the behind the arc / top of the key.. Substitutions may be made on a dead ball prior to the check ball.
- The substitute can enter the game after his/her teammate steps off the court and establishes a physical contact (i.e. handshake) with him/her behind the end line opposite the basket. Substitutions require no action from the referees or table officials.
- One 60-second time out is allowed per team. A player injury timeout may be called by the referee.
- On those courts where the basket support is on the playing court, a player whose body touches the support is not considered out-of-bounds unless he/she has control of the ball. If the ball touches the support, it is considered out-of-bounds. No player may use the support to gain advantage or put an opposing player at a disadvantage.
- Officials will grant a player or a coach's oral or hand signal request for a timeout.

Fouls and Penalties

- A foul is an infraction of the rules involving personal contact with an opponent or unsportsmanlike behavior. It is charged against the offender.
- If a contact foul is committed on a player not in the act of shooting:
- The game shall be resumed with a check-ball by the non-offending team.
- If the offending team is in the team foul situation; 2 free throws shall be awarded as of the 7th team foul. 2 free throws and ball possession shall be awarded as of the 10th team foul.
- If a contact foul is committed on a player in the act of shooting, that player shall be awarded with a number of free throws as follows:
- If the shot released from the field goal area is successful, the goal shall count and, in addition, 1 free throw. 2 free throws shall be awarded as of the 7th team foul. 2 free throws and ball possession shall be awarded as of the 10th team foul.
- If the shot released from inside the arc is unsuccessful, 1 free throw. 2 free throws shall be awarded as of the 7th team foul. 2 free throws and ball possession shall be awarded as of the 10th team foul.
- If the shot is released from behind the arc is unsuccessful, 2 free throws.
- A technical foul shall count as a team foul.
- The opponents shall be awarded 1 free throw. the game shall be resumed as follows:
 - The free throw shall be administered immediately. After the free throw, the check-ball shall be administered by the team which had control of the ball or was entitled to the ball when the technical foul was called.
 - If a valid field goal, or a last free throw is scored, the game shall be resumed with a check-ball for the last defensive team.
- If neither team had control of the ball nor was entitled to the ball, a jump ball situation occurs. The game shall be resumed with a check-ball for the last defensive team.
- All unsportsmanlike fouls are counted as 2 fouls for team foul purposes.
- The first unsportsmanlike foul of a player shall be penalized with 2 free throws, no ball possession. If the first unsportsmanlike foul of a player is committed on a player in the act of shooting and the goal is made, it shall count and in addition 2 free throws shall be awarded.
- The second unsportsmanlike foul of a player shall be penalized with 2 free throws and ball possession. If the second unsportsmanlike foul of a player is committed on a player in the act of shooting and the goal is made, it shall count and in addition 2 free throws and ball possession shall be awarded.

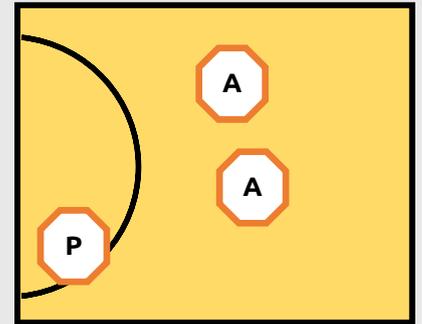
A purple graphic featuring the text "3x3" in large white font. The background includes faint silhouettes of a basketball player, a basketball hoop, and a basketball.

3x3

Unified Sports® Events

- The roster shall contain a proportionate number of athletes and partners.
- Team 3x3: Basketball (Start of game 3 players on court / team can drop down to max 2 players):
 - 2A/1P (Start of the game)
 - 1A/1P
- Only Athletes can be replaced by Athletes and Partners can only be replaced by Partners. But if a team cannot follow these substitution rules. The local organizer can decide to make an exception to the ratio and add an extra athlete on the court to continue the game. This must be communicated in the tournament rulebook. Principles of Meaningful Involvement must be followed all the time.
- Each team shall have an adult non-playing coach responsible for the lineup and conduct of the team during competition.

 = Athlete  = Partner



Individual & Team Skills Contest

Please refer to the [Official Special Olympics Basketball Rules](#) for all Individual and Teams Skills Contest rules and regulations.

OFFICIAL EVENTS

The range of events is intended to offer competition opportunities for athletes of all abilities. Program may determine the events offered and, if required, guidelines for the management of those events. Coaches are responsible for providing training and event selection appropriate to each athlete's skill and interest. The following is a list of official events available in Special Olympics.

- **Individual Skills Competition**
- **Team Skills Competition**

INDIVIDUAL SKILLS RULES

There are 2 levels of Individual Skills Competition

Level I:

Three events make up Level 1 Individual Skills Competition:

1. Target Pass
2. 10 Meter Dribble or Speed Dribble
3. Spot Shot

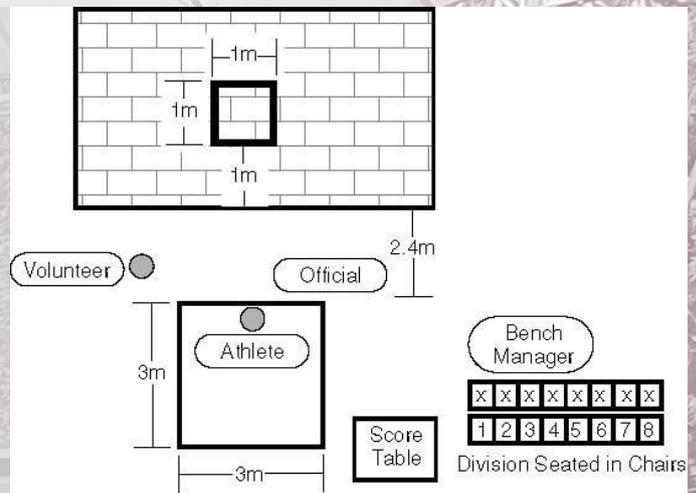
The athlete's final score is determined by adding together the scores achieved in each of these three events. Athletes will be pre-divisioned according to their total scores from these three events. Each event is diagrammed with the suggested number and placement of volunteers who will administer them. It is also suggested that the same volunteers remain at an event throughout the competition so that consistency is provided.

Event #1: Target Pass

Purpose: To measure an athlete's skill in passing a basketball.

Equipment: Two basketballs (for women's and junior division competitions, a smaller basketball, Size 6, which is 72.4 centimeters [28 1/2 in] in circumference and between 510–567 grams [18–20 oz] in weight may be used as an alternative), flat wall, chalk or floor tape, and measuring tape.

Description: A 1 meter (3 ft 3 1/2 in) square is marked on a wall using chalk or tape. The bottom line of the square shall be 1 meter (3 ft, 3 1/2 in) from the floor. A 3 meter (9 ft, 9 in) square will be marked on the floor 2.4 meter (7 ft) from the wall. The athlete must stand within the square. The leading wheel axle of an athlete's wheelchair may not pass over the line. The athlete is given five passes.



Scoring:

- The athlete receives three points for hitting the wall inside the square. The athlete receives two points for hitting the lines of the square.
- The athlete receives one point for hitting the wall but not in or on any part of the square.
- The athlete receives one point for catching the ball in the air or after one or more bounces while standing in the box.
- The athlete receives zero points if the ball bounces before hitting the wall. The athlete's score will be the sum of the points from all five passes.

#SpecialOlympics



Speed Dribble will be an alternate option from the 10-meter dribble. By adding Speed dribble as an option, it allows those athletes with mobility issues, Wheelchair, walker, canes, etc. or athletes under the age of 15 the option to select. The athlete must designate on their registration form which option they choose so that they are division accordingly.

Event #2: SPEED DRIBBLE RULES

Equipment:

- Measuring tape
- Floor tape or chalk
- One basketball (for women's and junior division competitions a smaller basketball, size 6, which is 72.4 centimetre [28 1/2 in] in circumference and between 510–567 gram [18–20 oz] in weight may be used).
- Stopwatch
- Counter
- Whistle

Set-up:

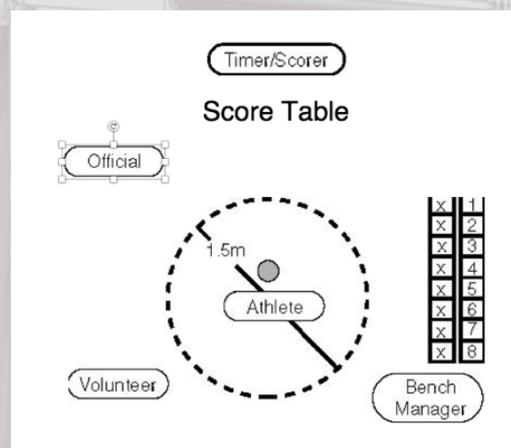
- Mark a circle with a 1.5 meter (4 ft 11 in) diam.

Rules:

- Athlete may use only one hand to dribble.
- Athlete must either be standing or be sitting in a wheelchair or another type of chair with similar dimensions while competing.
- Athlete starts and stops dribbling at the sound of the whistle.
- There is a 60-second time limit imposed. The objective is to dribble the ball as many times as possible during this period.
- Athlete must stay in the designated circle while dribbling.
- If the basketball rolls out of the circle, it may be handed back to the athlete, who continues to dribble.
- Counting stops and the event ends when the basketball rolls out of the circle for the third time.

Scoring:

- Athlete receives one point per legal dribble within the 60 seconds.

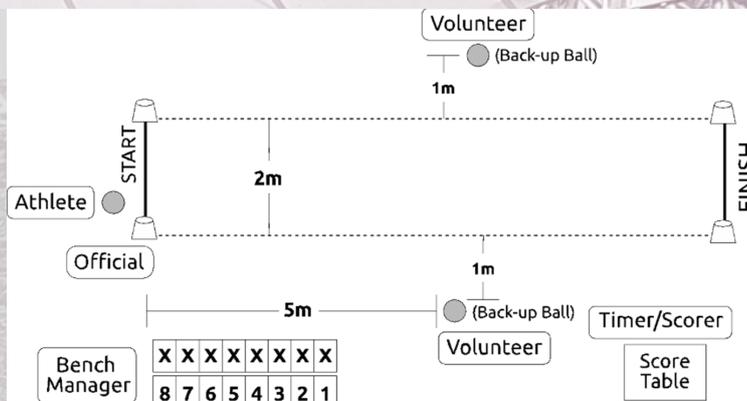


OR

Event #2: 10 M Dribble

Purpose: To measure an athlete's speed and skill in dribbling a basketball.

Description: The athlete begins from behind the start line and between the cones. The athlete starts dribbling and moving when the official signals. The athlete dribbles the ball with one hand for the entire 10 meter (32 ft 9 ³/₄ in). A wheelchair athlete must alternate, taking two pushes followed by two dribbles for legal dribbling. The athlete must cross the finish line between the cones and must pick up the basketball to stop the dribble. If an athlete loses control of the ball, the clock continues to run. The athlete can recover the ball. However, if the ball goes outside the 2 meter lane, the athlete can either pick up the nearest back-up basketball or recover the errant ball to continue the event.



CONVERSION CHART			
SECONDS	POINTS	SECONDS	POINTS
0 – 2	30	10.1 – 12	12
2.1 – 3	28	12.1 – 14	10
3.1 – 4	26	14.1 – 16	8
4.1 – 5	24	16.1 – 18	6
5.1 – 6	22	18.1 – 20	4
6.1 – 7	20	20.1 – 22	2
7.1 – 8	18	22.1 & Over	1
8.1 – 9	16	If not completed or fail to dribble	0
9.1 – 10	14		

Scoring:

- The athlete will be timed from the signal "Go" to when he/she crosses the finish line between the cones and picks up the basketball to stop the dribble.
- A one-second penalty will be added every time the athlete illegally dribbles (e.g., two-hand dribbles, carries the ball, etc.).
- The athlete will receive two trials. Each trial is scored by adding penalty points to the time elapsed and converting the total to points based on the Conversion Chart.
- The athlete's score for the event is his/her best of the two trials converted into points. (In case of a tie, the actual time will be used to differentiate place).

Event #3: Spot Shot

Division Seated in Chairs

Purpose: To measure an athlete's skill in shooting a basketball.

Equipment: Two basketballs (for women's and junior divisions competitions, a smaller basketball, Size 6, which is 72.4 centimeter [28 1/2 in] in circumference and between 510-567 gram [18-20 oz] in weight may be used as an alternative), floor tape or chalk, measuring tape and a 3.05 meter (10 ft) regulation basket with backboard (for junior division competitions, a 2.44 meter [8 ft] basket may be used as an alternative).

Six spots are marked on the floor. Start each measurement from a spot on the floor under the front of the basket. The athlete attempts two field baskets from each of six spots. The attempts are taken at spots #2, #4 and #6, and then at spots #1, #3 and #5. The spots are marked as follows:

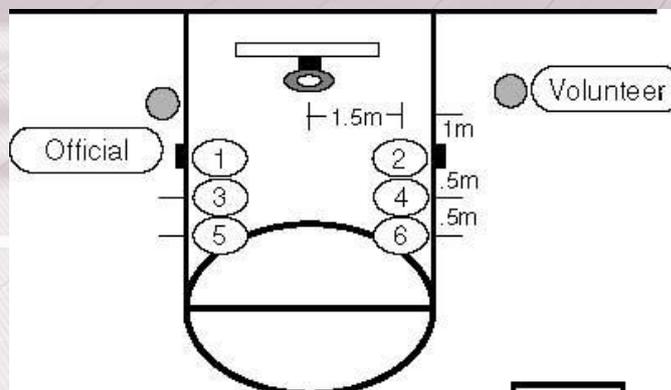
- #1 & #2 = 1.5 meter (4 ft, 11 in) to the left and right plus 1 meter (3 ft, 3 1/2 in) out.
- #3 & #4 = 1.5 meter (4 ft, 11 in) to the left and right plus 1.5 meter (4 ft, 11 in) out.
- #5 & #6 = 1.5 meter (4 ft, 11 in) to the left and right plus 2 meter (6 ft, 6 3/4 in) out.

Scoring:

- For every field basket made at spots #1 and #2, two points are awarded.
- For every field basket made at spots # 3 and #4, three points are awarded.
- For every field basket made at spots # 5 and #6, four points are awarded.
- For any shot attempt that does not pass completely through the rim but does hit either the backboard and/or the rim, one point is awarded.

The athlete's score will be the sum of the points from all 12 shots.

The athlete's final score for the Individual Skills Contest is determined by adding together the scores achieved in each of the three events.



Level 2 Individual Skills Competition:

- 12 Meter Dribble
- Catch & Pass
- Perimeter Shooting

The athlete's final individual score is determined by adding together the scores achieved in each of these three events. Athletes will be pre-divided according to their total scores from these three events. Each event is diagrammed with the suggested number and placement of volunteers who will administer them. It is also suggested that the same volunteers remain at an event throughout the competition so that consistency is provided.

Event #1: 12 Meter Dribble

Purpose: To measure an athlete's speed and skill in dribbling a basketball.

Equipment: A basket, the official NGB free throw lane, floor tape and two basketballs, one that the athlete is provided initially, another that is for back-up in case the basketball bounces away.

Description:

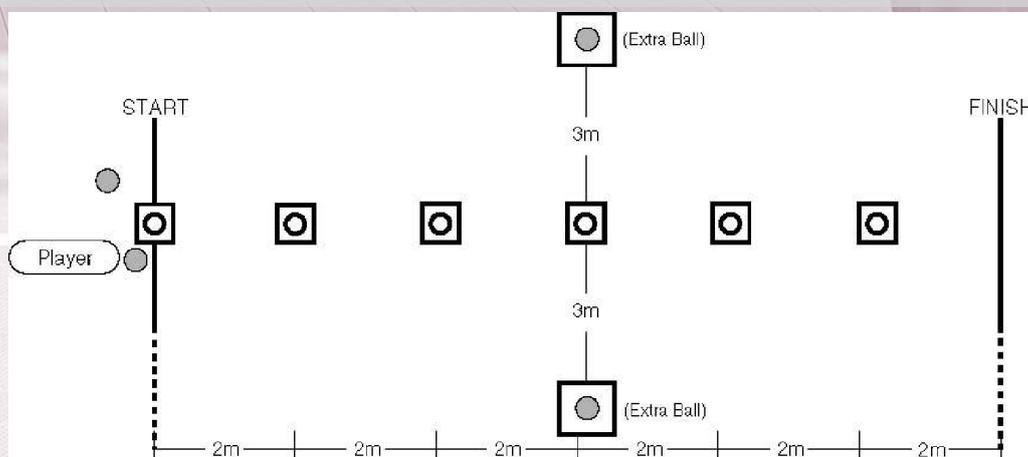
- A player is instructed to dribble the ball while passing alternately to the right and to the left of six obstacles placed in a line, two meters apart, on a 12-meter course.
- The player may start to the right or to the left of the first obstacle but must pass each obstacle alternately thereafter.
- When the last obstacle is passed (the final cone), the player will dribble around the cone and back through the slalom passing each obstacle alternately to the right and left. This process is repeated until time is called.
- The second and remaining balls are all placed on the ground for the returning athlete to retrieve and continue.
- The player continues until 60 seconds have elapsed. If a player loses control of the ball, the clock continues to run.
- The player recovers the ball or picks up the nearest back-up ball and may re-enter at any point along the course.

Timing: 60 seconds for one trial.

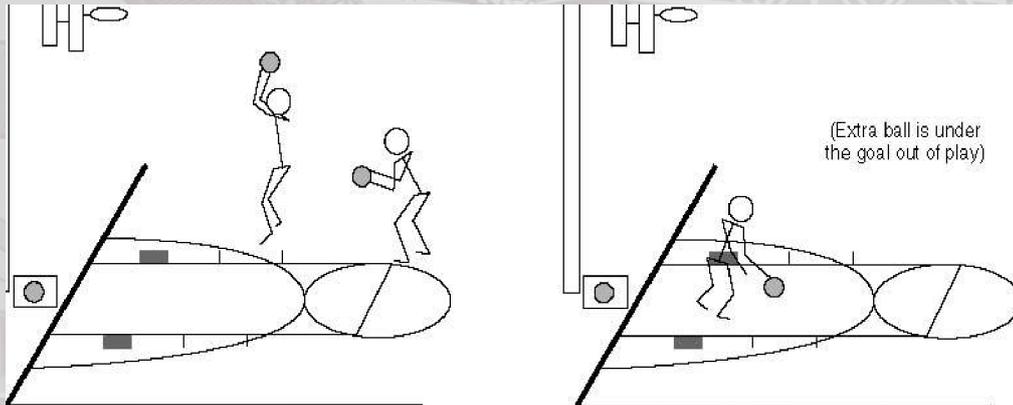
Scoring: One point is awarded for every midpoint that the athlete crosses. The player must use legal dribbles and must have control of the ball in order to get credit for the midpoint of the cones being successfully passed. The player's score is how many cone midpoints that he/she successfully passes in 60 seconds.

Staging:

- Volunteers administer the test and are not to interfere with any player who is performing the test. Volunteer A will instruct the group doing this particular test while Volunteer demonstrates the actual test. Volunteer A will give a basketball to the player who will take the test, ask him/her if ready, will then say, "Ready", "Go" and will count how many cones the player passes in 60 seconds.
- Volunteers B and C, who are standing behind the extra balls, will retrieve and replace the basketball whenever it goes out of play. Volunteer D will time and record the athlete's score. Each volunteer is to administer the test and manage the area only.



Event #2: Perimeter Shooting



Purpose: to measure an athlete's skill in shooting a basketball.

Equipment: Floor tape, six cones, and four basketballs, one that the athlete is provided initially, two others that are for back-up in case the basketball bounces away.

Description:

- A player stands anywhere along the free-throw line within the free throw circle.
- The player dribbles toward the rim and attempts a shot of his/her choice outside the 2.75 meter arc (9 ft). This attempt must be taken anywhere outside the 2.75 meter arc marked off by a dotted line. [This arc intersects with the free-throw restraining circle].
- The player then rebounds the basketball (made or missed shot) and dribbles anywhere outside the arc before attempting another shot.
- The player shall make as many shots as described above in one one-minute trial.

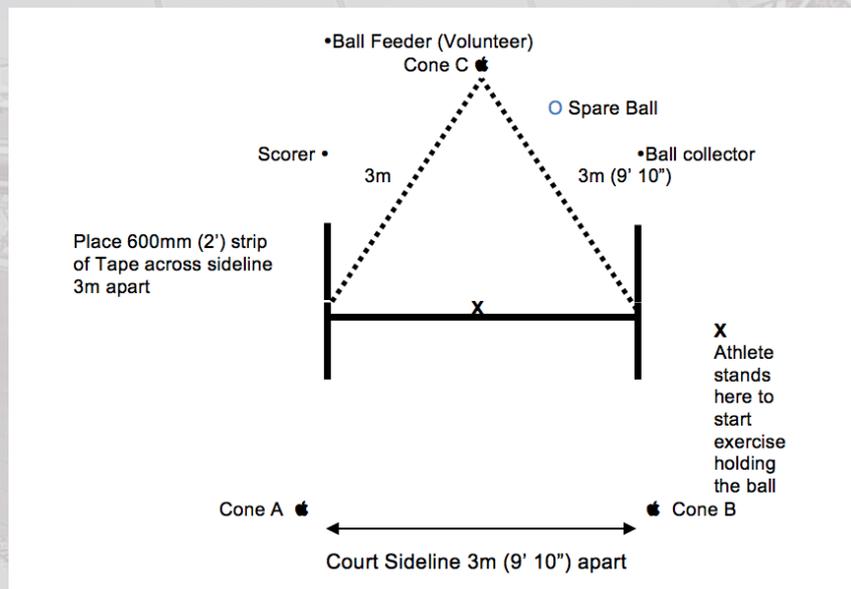
Timing: 60 seconds for one trial.

Scoring: Two points are awarded for each shot/basket made within the one-minute trial.

Staging:

- Volunteers administer the test and are not to interfere with any player who is performing the test. Volunteer A will instruct the group doing this particular test while Volunteer B demonstrates the actual test.
- Volunteer A will give a basketball to the player who will take the test signal by raising their arm that the test is about to begin and blow a whistle to indicate that the test has begun, and will count how many field baskets the player makes in one minute.
- Volunteer B, who is standing behind the extra ball, will retrieve and replace the basketball whenever it goes out of play. Volunteer C will time and record the athlete's score.
- Each volunteer is to administer the test and manage the area only.

Event #3: Catch and Pass



Purpose: to measure an athlete's skill in passing and catching a basketball.

Equipment:

- 3 Cones, 2 Basketballs, Floor Tape, Air horn/Whistle, Score Bench and Clock.
- Two strips of tape 600 millimeter (2 ft) long are laid across the court sideline three meters apart (9 ft 10 in) at Cones A & B. Cone C is laid out three meter from each end of the sideline forming a triangle.
- A small cross made of tape is laid in the middle of Cones A and B where the athlete stands holding the basketball ready to begin the exercise.
- The ball feeder stands behind Cone C.
- A spare ball is placed near Cone C.

Description:

- On go, the athlete passes the ball to the feeder and moves quickly to either cone A or B.
- As the player approaches or reaches, the end line the feeder passes the ball to the athlete to catch.
- The player **MUST** have at least ONE foot over the end line at the point of catching the ball.
- The player must catch the ball, then pass it back to the feeder from behind the end line. One or both feet can be grounded but both must be behind the line at the moment of passing the ball back to the feeder.
- When athlete has passed the ball, they move quickly to the opposite cone to receive the next pass.
- The player continues passing, moving along the line and catching the ball for 60 seconds.
- A bounce pass maybe used with lower ability/less able athletes.

Timing: 60 seconds for one trial.

Scoring:

- One point is scored for each good pass made to the feeder (the pass must be catchable).
- One point is scored for each good catch made by the athlete (i.e. no fumbles).
- The athletes must have the ball under control or no point can be scored.

Team Skills Basketball Rules

Equipment

- Two basketballs (for women's and junior division competitions, a smaller basketball, size 6, which is 72.4 centimeter [28 1/2 in] in circumference and between 510–567 gram [18–20 oz] in weight may be used as an alternative).
- Metric tape measure
- Floor tape or chalk
- Regulation basketball basket (a shorter basket which has its basket 2.44 meter [8 ft] above the floor may be used for junior division competition).
- Score sheets
- Scoreboard

Set-up

- Mark five spots around the floor, similar to a 2-1-2 zone defense with players positioned at the two bottom blocks, and at the elbows of the key. Mark the 5th position 6 ft 6 inches from the free throw line and 6 feet in from each side of the key. Teams should submit a roster prior to the start of the game.
- All players must wear basketball attire with identifying numbers and flat rubber sole athletic shoes.
- Team uniform shirts and shorts must be identical in trim color and style.
- Undershirts, if worn, must match the color of the body of the uniform and must be identical in color, or white. Undershirts may be worn by some or all of the players, and may be short sleeve or tank top. (No cut or ragged edges are allowed)

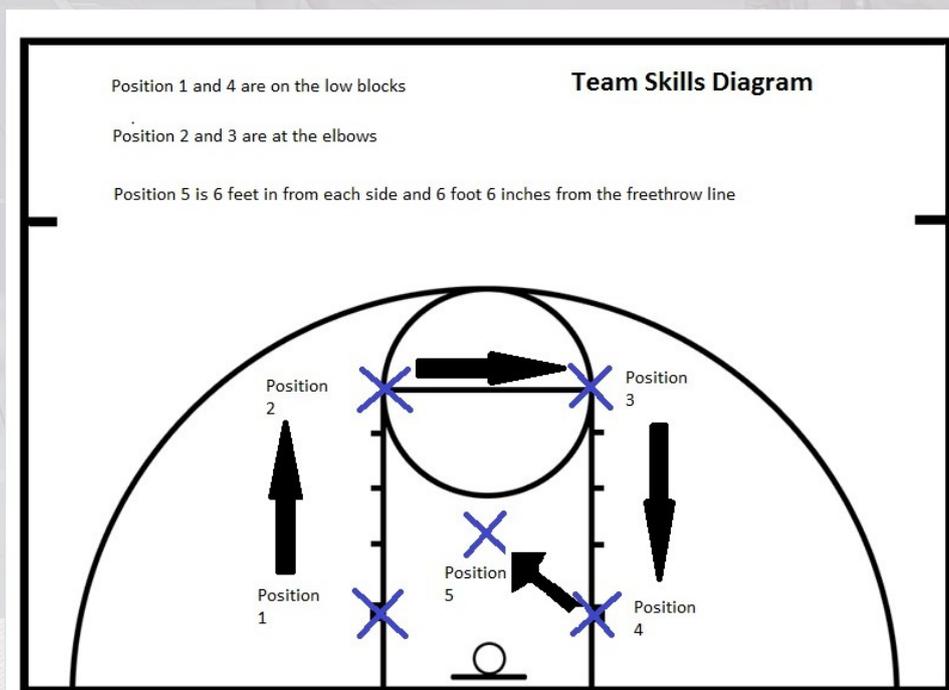
Rules

- The Event Director shall determine how many games should be played. Two five-member teams are positioned on opposite ends of the playing court. Only one team shall conduct a round at a time.
- The game is made up of two halves consisting of five rounds each. Players will be given one opportunity at each of the five positions during the half.
- Each player on the first five-member team attempts to catch the ball and then throw it accurately to the player stationed at the next position.
- The official shall hand the ball to the player in position #1 to begin each round.
- The player in position #1 throws the ball to the player at position #2. The player at position #2 throws the ball to the player at position #3. This sequential throwing rotation continues until the ball reaches the player at position #5.
- Athletes may pass the ball in any manner, but each player must pass in numerical sequence. A bounce pass is allowed provided that there is only one bounce.
- If the ball is thrown past an athlete, the athlete or official may retrieve the ball. However, the athlete must return to his/her position before throwing the ball to the next player. A correct pass is defined as a ball that is thrown within reach of the receiving player.
- When the ball reaches the player in position #5, he/she then attempts a field basket.
- Slam dunks are not permitted. The athlete shall not receive any points if a slam dunk is taken.
- Athletes stationed in position #5 shall only be given one attempt at scoring.

- After the shot attempt by the player in position #5, the round ends.
- Following the completion of the round by the first team, the second team will conduct their initial round.
- Players shall rotate in numerical sequence to the next position after each round.
- Play alternates between each team following the completion of each round. Once each team has completed five rounds, the first half ends.
- A five-minute halftime intermission follows.
- Teams shall exchange ends of the court following the first half and then complete a set of five rounds at the other basket for the second half.
- Substitutes are allowed into the game only after a round has been completed.
- Coaches shall remain at least 2 Meters from the all of the spots. Coaches may give verbal or signed instructions to the players. Deaf athletes may receive assistance in positioning.

Scoring

- Team receives one point for each correct pass.
- Team receives one point for each successful catch.
- Team receives two points for each successful basket.
- A bonus of one point is awarded for each complete successful round of passing, catching and made basket.
- The maximum number of points that can be accumulated by a single team during one half, is 55.
- The final team score is determined by adding the scores from each of the 10 rounds.
- The team with the highest score is the winner.
- If the teams are tied at the end of regulation play, additional rounds are conducted. The first team to score more points in a round than its opponent is the winner.



PLANNING

Preseason Planning

1. Improve your knowledge of basketball and of coaching athletes with intellectual disabilities by accessing the resources available in your local program and on the Special Olympics International website.
2. Locate a facility that will accommodate your athletes' needs (school, YMCA, church, playground, etc.).
3. Secure the proper equipment.
4. Recruit and orient volunteer assistant coaches.
5. Recruit assistance providing athletes' transportation to and from practice.
6. Schedule two or more practices per week for at least eight weeks before a major tournament or National/State Games.
7. Schedule scrimmages and games against local teams before National/State Games.
8. Ensure that all athletes have been medically approved before the first practice.
9. Obtain medical and parental releases.
10. Establish goals and develop a plan for the season.
 - ⇒ What must your athletes be able to do by their first game?
 - ⇒ When do you introduce those skills?
 - ⇒ How will you build upon them?



In-Season Planning

- Use skills assessments to identify each athlete's skill level and to record each athlete's progress throughout the season.
- Assess the team's abilities:
 - How many athletes can play one-on-one?
 - How many athletes can work with teammates (two-on-two)?
 - How many athletes can run the floor and control the ball (fast break)?
 - How many athletes can offer pressure defense: half court, full court?
- Design an eight-week training program, such as the one suggested for a beginning program that follows.
- Plan and modify each session according to what needs to be accomplished.
- Design or use drills based on your needs:
 - Directly relate drills to your offensive and defensive systems.
 - Keep everyone busy.
 - Be simple and specific.
 - Reinforce proper technique.
 - Keep drills short and intense (no shorter than 30 seconds, no longer than 10 minutes).
 - Add progressions and demands to familiar drills as skills increase.
 - Contribute to more than one aspect of the game when possible.
 - Emphasize conditioning as skill is learned.
 - Involve offense and defense (one area may be emphasized, but not at expense of other).
- Develop skills by progressively increasing difficulty.
 - Perform the skill.
 - Perform the skill a certain number of times.
 - Count the number of times the skill is done in a prescribed time.
 - Require the skill to be done a minimum number of times in a prescribed amount of time.
 - Add an opponent and play, but emphasize the skill and enforce the rules.
 - Play and reach a prescribed goal (time or frequency).
 - Add more players (encourage competition and cooperation).
 - Add conditions that must be met within the play.
- Introduce game concepts according to readiness level and development; modify the implementation schedule as needed.

Essential Components of Planning a Basketball Training Session

Each training session needs to contain the same essential elements. The amount of time spent on each element will depend on the goal of the training session, the time of season, and the amount of time available for a particular session. The following elements need to be included in an athlete's daily training program. Please refer to the noted sections in each area for more in-depth information and guidance on these topics.

Warm-Up	25-30 minutes
Skill Development Workout	15-20 minutes
Conditioning or Fitness Workout	15-20 minutes
Cool-Down	15-20 minutes

The final step in planning a training session is designing what the athlete is actually going to do. Remember when creating a training session to allow for a gradual buildup of physical activity.

- Easy to difficult
- Slow to fast
- Known to unknown
- General to specific
- Start to finish



VOLUNTEER

ΙΣΝ SNF

ΙΔΡΥΜΑ ΣΤΑΥΡΟΣ ΝΙΑΡΧΟΣ
STAVROS NIARCHOS
FOUNDATION

Special
Olympics



50



Glossary of Terms

Term	Definition
Assist	A pass to a teammate who scores directly or who does not dribble more than twice before scoring.
Backcourt	The end of the court opposite a team's offensive goal.
Baseline	The end boundary line on a court.
Bench	Reserves.
Blocking	Personal contact that impedes the progress of an opponent who does not have the ball.
Blocking Out	A technique (also called "boxing out") used by a rebounding player who steps in front of and with his/her back to an opponent and keeps that opponent behind him/her.
Blocks	The first lane spaces underneath the basket.
Boards	The backboards.
Bounce Pass	A pass that strikes the floor just more than halfway to the receiver.
Center	A player who plays in the center area close to the basket.
Chest Pass	A pass that is thrown in the air from about chest level.
Control	A player is in control when he is holding or dribbling a live ball. Team control exists when a live ball is being passed between members of a team.
Defender	A member of the team who does not have possession of the ball.
Defense	The team that does not have possession of the ball.
Double dribble	A violation in which a player dribbles the ball, stops, then begins to dribble again.
Dribble	Bounce the ball.
Fast Break	A play in which a team gains possession and then pushes the ball downcourt quickly, hoping to get a good shot off before the other team has a chance to get back and set up on defense.
Field goal	A basket, worth either two or three points, depending on whether it was taken from inside or outside the three-point line.
Foul	A rules infraction for which the penalty is one or more free throws.
Free Throw	Opportunity given to player to score one point by an unimpeded shot from behind the free throw line. Also called a Foul Shot.
Goaltending	A violation, in which a player interferes with a shot while the ball is on its downward arc, pins it against the backboard or touches it while it is in an imaginary cylinder above the basket; may be committed by either an offensive or defensive player.
Holding	Personal contact with an opponent which interferes with his freedom of movement.
Hoop	Basket or rim.
Jump Ball	A method of putting the ball in play by tossing it up between two opponents in one of three circles.

Term	Definition
Jump Shot	A shot taken after a player jumps in the air.
Key	The free throw lane and circle.
Lane	The painted area between the end line and the free-throw line near each basket, outside which players line up for free throws. Also known as the key.
Offense	The team that has possession of the ball.
Outlet Pass	A quick, pass (often after a rebound) to a teammate that starts a fast break.
Perimeter Players	The offensive players (guards and one forward) who play outside the lane and face the basket.
Post Players	The offensive players (center and one forward) who play near the lane and have their backs to the basket.
Press	A term that is an abbreviation for pressure, as in defensive pressure.
Rebound	A missed shot that bounces off the rim or backboard; also to gain possession of the ball after such a missed shot.
Screen	An offensive play in which a player of offense acts as a stationary barrier to prevent a player on defense from defending a player. Also called a pick.
Steal	To take the ball away from the opposing team, either off the dribble or by picking off a pass.
Technical Foul	A penalty for improper behavior, such as using foul language or arguing with the referee.
Throw-in	Method of putting the ball in play from out of bounds.
Trap	A situation in which two defenders guard the player on offense who has the ball.
Travel	To run or walk illegally while holding the ball.
Turnover	Any loss of possession without a shot being taken.