

**UNIFIED SPORTS®**  
**COACHES HANDBOOK**

**CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE  
SPECIAL OLYMPICS CONNECTICUT**

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## **ACKNOWLEDGEMENTS**

This publication was prepared under the direction of Beau Doherty, Executive Director of Special Olympics Connecticut, Scott Chausse, former Director of Sports Management, Ann Malafronte, Director of CIAC/SOC Unified Sports®, Karen Packtor Assistant Executive Director of the Connecticut Association of Schools, Janet Moulin, Bolton Schools, Janet Lucco, Berlin, Karen Carlson, Suffield, Chris Daniels, Newington Schools and Barbara Hedden, Cheshire Schools.

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**Special Olympics Connecticut (SOC)  
&  
Connecticut Association of Schools (CAS)  
Connecticut Interscholastic Athletic Conference (CIAC)**

*A Unified Sports® Partnership*

As a part of the Special Olympics Connecticut outreach efforts for school-aged athletes, Special Olympics Connecticut and the Connecticut Association of Schools began a partnership in 1992 utilizing the Special Olympics Unified Sports® program. Rapidly growing, Unified Sports® is a registered sports program that combines individuals with mental retardation (athletes) and individuals without mental retardation (partners).

The Special Olympics Connecticut / Connecticut Association of Schools partnership brings Unified Sports® to student athletes with and without mental retardation in Connecticut public and parochial schools, provided an opportunity for student athletes to train and compete in a variety of different team sports. Unified Sports® events bring special education and regular education students together on the same playing field, using the athletic arena as a forum to help break barriers on a grassroots level and to mainstream students with mental disabilities.

This innovative approach has had and will continue to have a dramatic impact on the number of school-age children who will now have the opportunity to participate in organized team sports through their school. The CAS / Special Olympics Connecticut Unified Sports® program currently boasts a participation of more than 1400 athletes and partners, and 120 schools throughout the state. Unified Sports® now offered within the program include Unified Sports® soccer, basketball, and volleyball for middle and high school ages, along with sports skills events for elementary students.

Connecticut Association of Schools is a non-profit organization which provides education and activity opportunities for students in public schools. CAS is also linked with the Connecticut Interscholastic Athletic Conference (CIAC) which governs all interscholastic high school sports in Connecticut. By promoting Unified Sports® as another one of the programs CAS offers, it is able to better fulfill their mission to improve the quality of education experiences for Connecticut students.

In 1992, CAS piloted two Special Olympics Connecticut Unified Sports® events which allowed over 200 elementary and middle school students with and without disabilities to compete in a variety of sports activities. The success of these events helped CAS to obtain a grant from Special Olympics International for the purpose of developing and expanding Unified Sports® throughout Connecticut's schools. The CAS / SOC Unified Sports® program is currently sponsored by Phoenix Home Life.

Within this partnership, CAS is responsible for organizing and running over sixteen Unified Sports® competitions during the school year, recruiting and training public schools to participate in a Unified Sports® event for each school level (elementary, middle, high) during each season of the school year, accessing tournament sites, and recruiting and training volunteers for the program.

Notable events include two Manchester High School Unified Sports® basketball teams' demonstration game at half-time of a University of Connecticut's National Champions Lady Huskies game and the recent adoption of a CAS/Special Olympics Unified Sports® basketball league by the Central Connecticut Conference.

## **MOST COMMONLY ASKED QUESTIONS**

**Q. *How many players do I need?***

A. On the middle and high school levels, at least 5 team members are needed to form a basketball or soccer team (3 special athletes and 2 special partners). Three special athletes and 3 partners are needed for volleyball and 5 athletes and 5 partners comprise a softball team. There is a maximum number of players for each team roster. Ten is the maximum for soccer, 12 for basketball, and 10 for volleyball. An elementary team can consist of any number of athletes and partners, even as few as two.

**Q. *How do I start?***

A. Start by speaking to the special education teacher in your school to determine if you have at least 3 students who qualify via the definition of eligibility to be a special athlete. (See attached eligibility criteria on page 7.)

**Q. *With whom do I work?***

A. Approach your principal with the idea of initiating a Unified Sports® Program in your school. Share information on the program as well as the number of schools in nearby towns that are already involved.

**Q. *What if I do not feel qualified to teach the various sport skills?***

A. Seek out a faculty member, physical education teacher, school coach, parent, or community person who has familiarity with sports to assist you. Coach's training is offered by the CIAC/SOC at the start of each sport season.

**Q. *How do I get the support of the parents?***

A. Prepare an informational flyer to be mailed to the parents of all of the children who qualify as special athletes. Collect the data on student interest and then recruit a matching number of non-disabled students to be the special partners. Plan a meeting for the parents at a time convenient to them.

**Q. *What do I present at the meeting?***

A. Material for the parent meeting can be obtained from the Unified Sports® Handbook. Speakers are also available from the C.I.A.C. office by calling Ann Malafronte at (203) 250-1111.

**Q. *When do we start?***

A. Unified Sports® events are offered seasonally. Soccer is run in the fall, basketball in the winter and volleyball in the spring. You are required to participate in Unified Sports® Coaches Training, which is offered at the start of each season. The C.I.A.C./Special Olympics Connecticut recommends a minimum of eight (8) weeks of practice prior to competition.

**Q. *When are practices scheduled?***

A. Schools vary in their scheduling of Unified Sports® practices. Some high schools offer Unified Sports® as a scheduled course during the school day. Other schools present it as a club elective, meeting during the school day. Adaptive physical education class is the site of some training. The majority of the schools choose one or two days a week, after school, to hold team practices.

**Q. *How do I recruit the special partners?***

A. Successful programs have recruited special partners through a variety of efforts. Some teachers hand-select the appropriate students who have similar skill levels. Sometimes the Varsity Club, Honor Society, or Key Club at the school adopts Unified Sports® as a project and contributes the partners. The goal is to attract those students who do not already participate in sports. Similar skill ability levels between the special partners and special athletes is necessary to have a balance among the players so that all players can meaningfully participate in the team's activities. Effective 1999, Unified Sports® teams should never be comprised solely of people with disabilities.

**Q. *What do I need for equipment?***

A. Typical sports team equipment is needed (i.e. balls, nets, etc.) This should be readily available through the school athletic department or you may coordinate use of equipment with your school physical education teacher.

**Q. *Do my players need uniforms?***

A. It is extremely important that all athletes and partners are appropriately attired for athletic competition. Middle and high schools are asked to have each team member in a matching tee-shirt with a number on the back. Elementary schools are also encouraged to have team tee-shirts. Jeans, hats or jewelry are NOT allowed.

**Q. *When do I sign up for competition?***

A. Each season, a mailing will be sent to you from the C.I.A.C. informing you of the details of the next event, and asking you to return an "Intent-to-Enter" form by a deadline. Once the form is returned, you will receive an "Entry Form", which asks for the names and uniform numbers of your players. Your principal must sign the form, verifying the eligibility of each athlete. Complying with the deadline for the return of the form is essential as food and awards must be ordered and schedules created for each event.

**Q. *How do I insure that my team won't be "trounced" by another team?***

A. Middle and high school competition are divided into skill ability divisions (usually 2-4 divisions), to insure that each team is competing on a level where the players can be successful. You, as the coach, will be asked to determine which ability division you feel your team should compete in. If you are not sure, the Unified Sports® Director can attend one of your team practices to evaluate the skill level. Elementary students do not compete against each other. They learn and practice the various sport skills through group skill station activities.

**Q. *What happens at a tournament?***

A. Regional sites are designated across the state for middle and high school tournaments.

Generally, a brief Opening Ceremony is held, including a parade of athletes and the lighting of the Special Olympics torch. Then teams are given their game assignments. All teams will play in a double elimination tournament. All students who participate are given an award at the Closing Ceremony. Refreshments are provided, free of charge, to all athletes and volunteers.

**Q. *May I send more than one team to competition?***

A. Yes, you may send as many teams as you have the numbers to support. Many teams are co-ed. You are encouraged to create different ability groups among your teams.

**Q. *May I plan some scrimmages prior to a tournament?***

A. Coaches are required to play at least one similar-skill level team from a nearby town. We share coach's names and numbers for that purpose. Contact Ann Malafronte at (203) 250-1111.

**Q. *How much will this program cost to operate?***

A. Special Olympics Connecticut has transportation reimbursement monies that permit each school to apply for transportation grants that will assist with getting to the tournaments. Many coaches have been able to supplement their travel by requesting a budget from their school, either under special services or athletics. There is no charge for tournament entry unless the school is not a member of the C.I.A.C.

**Q. *What if I want to recognize my team locally?***

A. Many coaches have included their teams in the school's athletic awards program. You are encouraged to recognize the efforts of your team members in an appropriate manner for your school (letter, pin, patch, etc.).

**Q. *How will my athletes stay involved after high school graduation?***

A. Special athletes may participate in year-round sports training and athletic competition in a variety of Olympic-type sports, including Unified Sports®, for adults through Special Olympics Connecticut. Your local training program coordinator can be contacted by calling Special Olympics Connecticut at 1-800-443-6105.

**Q. *Are all of the Unified Sports® coaches physical educators?***

A. Our coaches are special educators, physical educators, classroom teachers, special services teachers, community leaders, etc. The most common practice that we see is a coaching partnership between a special educator and a sport coach working together to best serve the needs of the children.

**Other questions? Call Ann Malafronte, CIAC / SOC Unified Sports® Director, at (203) 250-1111.**

**MOUNTAIN MIDDLE SCHOOL**  
**30 Realty Drive**  
**Cheshire, Connecticut 06410**

**Joan Smith, Principal**  
**Thomas Jones, Assistant Principal**

September 1, 2002

Dear Parent:

Unified Sports® is a registered program of Special Olympics that combines approximately equal numbers of athletes with and without mental retardation, on sports teams for training and competition. All Unified Sports® players, both athletes and special partners, are of similar age and matched sport skill ability. Unified Sports® teams are placed in competitive divisions based on their skill abilities, and range from training division (with a skill-learning focus) to high skill competition.

This pioneer sports program was started in 1992 under a partnership between the Connecticut Association of Schools and the Special Olympics Connecticut to expand athletic opportunities for students of all abilities. The Unified Sports® program has grown rapidly, with over 1400 students participating during the 2001-02 school year.

We are exploring the idea of starting a Unified Sports® program at Mountain Middle School. Your child would qualify for this opportunity. Please discuss this idea with your child and complete the information sheet below. Return it to Mr. Jones by September 9, 2002. A meeting will be planned for all interested parents and students if there is sufficient interest.

Please feel free to contact me if you have any questions concerning this proposal. Thank you for your time.

Yours truly,

Joan Smith, Principal

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PLEASE RETURN TO MR JONES BY SEPTEMBER 9, 2002

Child's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_ Telephone \_\_\_\_\_

My child is interested in participating in Unified Sports®.

Soccer

Basketball

Volleyball

I am available to attend a meeting on Unified Sports®.

My child is not interested at this time.

- I. To be eligible for participation in Unified Sports®, an outgrowth of Special Olympics, a competitor must agree to observe and abide by the Official Special Olympics Sports Rules.
- II. Unified Sports® and its parent-arm, Special Olympics, were created and developed to give individuals with mental retardation the opportunity to train and compete in sports activities. No person shall, on the grounds of sex, race, religion, color or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of Special Olympics.
- III. A person is eligible to participate in Unified Sports® as a Special Athlete, provided that he/she:
  - A. IS CONSIDERED TO HAVE MENTAL RETARDATION\* AS DETERMINED BY HIS/HER LOCALITY.
  - B. HAS CLOSELY RELATED DEVELOPMENTAL DISABILITIES\*\* SUCH AS SOMEONE WHO HAS FUNCTIONAL LIMITATIONS, BOTH IN GENERAL LEARNING AND IN ADAPTIVE SKILLS SUCH AS RECREATION, WORK, INDEPENDENT LIVING, SELF-DIRECTION, OR SELF-CARE.

NOTE: People with functional limitations based solely on a physical, behavioral, emotional, specific learning disability, or sensory disability are not eligible.

\* Any person who is identified as having mental retardation by an agency or a professional in any given local area is considered eligible for Special Olympics. Other terms that may be used synonymously with mental retardation include: cognitive disabilities, mental handicaps, or intellectual disabilities.

\*\* When the term “mental retardation” or other similar descriptor is not used to identify the person in a local area, eligibility should be determined by whether or not the person has functional limitations in **both general learning and adaptive skills**. “**Development disability**” is the term most often used to describe persons with both limitations. Other terms that may be used synonymously with developmental disabilities are developmental handicap, developmentally delayed, or severe disabilities.

**General Learning Limitations** refers to substantial deficits in conceptual, practical, and social intelligence that will result in performance problems in academic learning and/or general life functioning. Learning limitations may be assessed by standardized tests (e.g., intelligence or achievement tests) or through criterion-referenced measures (e.g., teacher/parent observations or actual performance samples).

**Adaptive Skill Limitations** refers to on-going performance deficits in skill areas considered essential to successful life functioning. These adaptive skill areas include: *communication, self-care, home-living, social skills, community use, self-direction, health and safety, functional academics, recreation/leisure, and work*. Adaptive skills limitations may be measured by standardized tests (e.g., adaptive behavior scales or checklists) or through criterion-referenced measures (e.g., teacher/parent observations or actual performance samples).

If the person is identified as having developmental disability with functional limitations in both general learning and adaptive skills, it must still be determined by an agency or a professional whether or not the functional limitations are solely due to mental retardation or a closely related developmental disability. If the functional limitations are solely due to: physical disabilities, emotional disturbance, behavior disorders, specific learning disabilities, visual impairments, or sensory disabilities, this person is not eligible for Special Olympics.



SPECIAL OLYMPICS CONNECTICUT  
CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE  
30 Realty Drive, Cheshire, Connecticut 06410  
(203) 250-1111 / Fax (203) 250-1345

**UNIFIED PARTNER ELIGIBILITY**

**Definition**

Special Olympics Unified Sports™ is a program that combines approximately equal numbers of Special Olympics athletes and athletes without mental retardation (partners) on sports teams for training and competition. Age and ability matching of athletes and partners is specifically defined on a sport-by-sport basis.

**Partner Eligibility**

Though the above definition allows for partners with disabilities other than mental retardation, Unified Sports® was developed to provide Special Olympics athletes with the choice of a sports program that brings about meaningful inclusion with their non-disabled peers.

Effective immediately, SOCT will adopt this Partner Eligibility Statement and not allow Unified teams comprised solely of persons with disabilities. This statement will apply for both the Special Olympics Connecticut program and Unified program run through CAS-CIAC.

Questions regarding the Partner Eligibility Statement can be directed to:

CIAC-CIAC Program:	Ann Malafronte -- (203) 250-1111 ext. 3017 George Hall -- (203) 250-1111 ext. 3029
Special Olympics CT:	Nora Mason -- (203) 230-1201 ext. 234

CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE  
30 Realty Drive, Cheshire, Connecticut 06410  
(203) 250-1111 / Fax (203) 250-1345

January, 2002

TO: UNIFIED SPORTS® COACHES

Let the Unified Sports® basketball games begin! **Big changes have taken place so read the contents of this packet carefully.**

The Unified Sports® High School Committee reacted to the concerns of player domination at level 3, and recommended sweeping changes. **PLEASE REVIEW THE MINUTES AND DIVISIONING CRITERIA CAREFULLY BEFORE SELECTING YOUR LEVEL FOR THIS SEASON.**

Tournaments have a finite number of teams that can fit so sign up early to avoid disappointment. The Central Connecticut Conference is hosting a tournament for their member schools and CCC schools are expected to participate at that site. Priority will be given to non-CCC schools at the other sites.

**Additional new rules:**

- \* Every assistant coach must go through Unified Sports® coaches training prior to the next tournament.
- \* The name of each coach is to be listed on the roster form. No squad may play without a trained coach supervising them.

**Reminders:**

- \* The head coach must be a certified coach with the State Department of Education (need first aid and CPR).
- \* All special athletes must have a current medical form on file with CIAC.
- \* All partners must have a signed partner form on file with CIAC.
- \* Each team must participate in at least one scrimmage prior to tournament play.
- \* At least eight practice sessions must be held prior to play.
- \* Opening ceremonies are important to all. Please plan to march with your team at 3:00 p.m., banner in hand.
- \* Bring pinnies, practice balls, first aid kit and permission slips with you.
- \* Teams that need transportation assistance must request a grant form prior to the tournament date.

We all hope and plan for a smooth operating tournament experience for the youngsters. Please do your part to impact the proper Special Olympics philosophy to all of your athletes and coaches. Call with any questions.

Ann Malafronte  
Director, Unified Sports®

George Hall  
Assistant Director, Unified Sports®

2002 UNIFIED SPORTS® HIGH SCHOOL BASKETBALL TOURNAMENT

**INTENT-TO-ENTER FORM**

Name of School \_\_\_\_\_ Telephone (    ) \_\_\_\_\_  
Address \_\_\_\_\_  
City/Town \_\_\_\_\_ Zip Code \_\_\_\_\_

is interested in participating in the Unified Sports® High School Basketball Tournament\* on:

\* Multiple entries are encouraged

Thursday, March 7 --- Stratford High School  
3:00 - 5:30 p.m. (*Emphasizing Level 4*)

Monday, March 11 --- Glastonbury High School  
3:00 - 6:30 p.m.

Thursday, March 14 --- Norwich Free Academy  
3:00 - 6:00 p.m.

<input type="checkbox"/> Friday, March 15 --- Manchester High School -- <b>CCC Schools Only</b> 3:00 - 6:00 p.m. <b>All Levels</b>
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Name of Principal \_\_\_\_\_  
Name of Coach \_\_\_\_\_ Home Telephone \_\_\_\_\_  
e-mail address \_\_\_\_\_

# of Squads: \_\_\_\_\_ Skill Levels: \_\_\_\_\_ (1, 2, 3, 4)

Approximate # of students (athletes & partners): \_\_\_\_\_

1 - Highly Skilled; 2 - Some Modifications; 3 - Need Rule Modification, No Partner Shooting  
4 - Very Low Level , No Partner Shooting or Rebounding

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

Signature of Coach \_\_\_\_\_ Date \_\_\_\_\_

Please return to: Ann Malafronte or George Hall  
CIAC, 30 Realty Drive, Cheshire, CT 06410  
Fax -- (203) 250-1345

Return by: January 25, 2002

CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

30 Realty Drive, Cheshire, Connecticut 06410  
 Telephone (203) 250-1111 / Fax (203) 250-1345

Name of School \_\_\_\_\_ Telephone ( ) \_\_\_\_\_  
 Address \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Name of Coach/Advisor \_\_\_\_\_ Home Telephone ( ) \_\_\_\_\_

**UNIFIED SPORTS® BASKETBALL ENTRY FORM**

- G** Thursday, March 7, 2002 -- Stratford High School -- High School      **G** Friday, March 8, 2002 -- Berlin High School -- Middle School  
**G** Monday, March 11, 2002 -- Glastonbury High School -- High School      **G** Tuesday, March 12, 2002 -- Amity Reg. High Sch. -- Middle School  
**G** Thursday, March 14, 2002 -- Norwich Free Academy -- High School      **G** Friday, March 15, 2002 -- Manchester High School -- High School

**ENTRY FORMS WILL BE EXCHANGED PRIOR TO TOURNAMENT PLAY**

Please list below all participating students. Please indicate "SA" after the name for Special Athlete, or "SP" for Special Partner. Please list uniform # for all participating students. Please check all participating female students. Please check age group. PLEASE PRINT CLEARLY.

**SQUAD NAME** \_\_\_\_\_ / **SKILL LEVEL** \_\_\_\_\_      **SQUAD NAME** \_\_\_\_\_ / **SKILL LEVEL** \_\_\_\_\_

Name	SA/SP	1, 2, 3, 4 (Mentor)			Name	SA/SP	1, 2, 3, 4 (Mentor)		
		Female	Uniform #	Age Group			Female	Uniform #	Age Group
1.				14-17 / 18-21					14-17 / 18-21
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									

\* Designate Captains

\* Designate Captains

List team's practice schedule -- day(s) \_\_\_\_\_ dates \_\_\_\_\_  
 time \_\_\_\_\_

This team participated in the required scrimmage on \_\_\_\_\_ vs \_\_\_\_\_

I certify that the above listed Special Athletes are eligible for participation in the Unified Sports® in that they have been identified as having mental retardation<sup>1</sup> as determined by his/her locality; has closely related developmental disabilities<sup>2</sup> such as someone who has functional limitations, both in general learning and in adaptive skills such as recreation, work, independent living, self-direction, or self-care. Note: People with functional limitations based solely on a physical, behavioral, emotional, specific learning disability, or sensory disability are not eligible. The special partners have not participated in varsity or junior varsity soccer at any time since their matriculation in High School.

I certify that all information is correct and all athletes and partners are currently registered with the necessary SOCT forms.

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_  
 Signature of Coach \_\_\_\_\_ Date \_\_\_\_\_

**12 players is MAXIMUM roster size -- One coach REQUIRED per squad. Schools who change entries after the entry deadline will be billed for food costs.** Scratch deadline is five (5) school days prior to the event.

PLEASE RETURN BY FEBRUARY 28, 2002 TO:  
 Ann Malafronte, CIAC, 30 Realty Drive, Cheshire, CT 06410

<sup>1</sup> Any person who is identified as having mental retardation by an agency or a professional in any given local area is considered eligible for Special Olympics. Other terms that may be used synonymously with mental retardation include: cognitive disabilities, mental handicaps, or intellectual disabilities.

<sup>2</sup> When the term "mental retardation" or other similar descriptor is not used to identify the person in a local area, eligibility should be determined by whether or not the person has functional limitations in both general learning and adaptive skills. "Development disability" is the term most often used to describe persons with both limitations. Other terms that may be used synonymously with development

**CIAC UNIFIED SPORTS® SOCCER TOURNAMENT RULES  
(5-A-SIDE)**

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1. A team roster should have a maximum of ten (10) players, at least 50% of whom shall be mentally disabled / special education students. A team may consist of both male and female athletes. No one with varsity or junior varsity soccer experience may play on a Unified Sports® team.
2. Three (3) mentally disabled / special education students and two (2) non-disabled students must be on the field at any given time. Unlimited substitutions can be made, as long as the ratio of Special Athletes and Special Partners remains unchanged.
3. A yellow card will be given to any athlete who is judged with domination of the game. A red card will be given to the athlete upon his/her second offense.
4. Athletes must be appropriately attired in numbered uniforms. Sneakers or rubber cleats must be worn. Special athletes must wear even numbers, partners must wear odd numbers. No jeans, hats or jewelry may be worn.
5. High school rules will be followed with the following modifications:
  - a. Duration of Games -- The length of the games will be shortened in accordance with the physical condition / ability level of the athletes and the number of teams competing. (2 x 45 minute halves to 2 x 10 minute halves)
  - B. Field of Play -- The size of the field will be modified with the possible dimensions of, at maximum, 50m x 35m, and, at minimum 40m x 30m. A smaller field may be used for lower ability teams.
  - C. Tie-Breaker -- A tie-breaker system that would allow five (5) goal kicks per team, by special athletes only. No goalie would be used (to relieve pressure on that person) in levels 3 and 4. Distances would be adjusted by skill level - level 4 would be from 15 feet, level 2 from 7 meters, etc.
6. No score will be kept for level 4. Partners may not score in level 3. Partners may not score more than 50% of the points in levels one and two. A forfeit will occur if the coach does not enforce this new rule.

**DIVISIONING CRITERIA**  
(Developed by SOCT Soccer SMT)

**DIVISION 4 -- MENTOR** (formerly Training Level)

- \* No team concept
- \* All players -- limited ability to dribble
- \* All players -- low understanding of rules
- \* Only special athletes can shoot and rebound. No stealing the ball.
- \* No score is kept.
- \* Wheelchair division
- \* All receive challenge medals

**DIVISION 3**

- \* Slightly better ability to dribble, but will see one dominant foot used.
- \* Limited concept of rules
- \* Pass ball only to get rid of ball
- \* One or maybe two players stand or score all goals
- \* Low understanding of penalties
- \* Limited team concept
- \* Only special athletes can score
- \* Partners may tackle ball from special athletes
- \* Score is kept
- \* Various medals awarded

**DIVISION 2**

- \* Basic understanding of rules
- \* Ability to dribble and pass on the run
- \* On starting team, typically 2-4 good players
- \* Most players know where to go and where to be
- \* Understand concept of teamwork
- \* Understand side-line throw-in rule
- \* Both partners and athletes can score
- \* 50% rule - partners may not score more than 50% of the points
- \* Various medals awarded

**DIVISION 1**

- \* Good understanding of rules -- at least top 7 players
- \* Better athletes -- physical ability
- \* Can play by high school rules
- \* Both partners and athletes can score
- \* 50% rule - partners may not score more than 50% of the points
- \* Various medals awarded.

IN ORDER TO PROPERLY DIVISION YOUR TEAM, USE THE ABOVE CRITERIA KEEPING YOUR FIVE BEST PLAYERS IN MIND.

Utilizing the individual skills assessment will assist you in determining the level of play for each athlete. However, keep in mind soccer is a team sport and teams will be divisioned based on total team composition.

## CIAC UNIFIED SPORTS® BASKETBALL RULES FOR 2001-02

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**ROSTER:** Maximum of 12 per team. Fifty percent of the team should be non-disabled. The team may have males and females. No varsity or junior varsity basketball players can participate.

**PLAYERS ON COURT:** There will be two (2) non-disabled and three (3) mentally disabled players on the court at all times.

**UNIFORMS:** Teams must wear appropriate attire. All uniforms must be the same. Shirts must be numbered. Sneakers must be worn. No sponsor names may appear on uniform. Only digits 1-5 should be used with highest number being 55. Special athletes must wear even numbers, partners must wear odd numbers.

**RULES:** High School rules will be followed.

**MODIFICATIONS:** A player may be allowed to shuffle his/her feet while holding the ball without changing position on the court. A player may be allowed to take one extra step when gaining possession of the ball from a dribble or pass.

**For Level 4:** No score will be kept. Special athletes are the only players to score, steal the ball, block shots, or aggressively rebound the ball.

Wheelchair athletes must compete in mentor level. Wheelchairs are not allowed in key area. Partner pushing wheelchair does not count as a team player but may not touch the ball. No additional device or aid may be used by the wheelchair athlete that creates a safety concern.

**For Level 3:** Score will be kept. Partners may not shoot but may rebound and steal the ball

**For Level 1 & 2:** Partners may not score more than 50% of their team's total points in any game.

**THE GAME:** Games will consist of two (2) ten minute halves of running time for levels 3 and 4. Levels 1 and 2 will play four quarters of five minutes running time. Middle schools will play 8 minute halves. The clock will stop for the last two minutes of each half for all dead ball situations.

Each team is entitled to four time-outs per game and one additional during overtime. Overtime periods will be two minutes.

No backcourt pressure will be allowed in the lower two divisions. Substitutions may be made any time the referees whistle is blown to stop play, or during time-outs. Substitutes will report to the scorer who will notify the referee. No dunking is allowed at any level.

Each player will be allowed five (5) fouls per game.

The game will be forfeited when a team fails to play within five minutes of scheduled time.

**FOULS WILL BE CALLED IN ALL DIVISIONS:** Referees shall have the power to make all decisions on any point not specifically covered in the rules. Coaches are asked to give partners even-numbered uniforms and special athletes odd-numbered uniforms to assist the referees with calling partner domination.

Coaches are responsible for knowing and understanding the rules of the game, not only the modified rules listed here. The National Federation of State High School Associations provide the required rule book.

**SCRIMMAGE/PRACTICE:** Each team must schedule or host a scrimmage or practice game prior to tournament entry.

**MEDICAL:** Each Special Olympic athlete is required to have a medical filled out by a certified physician in order to participate. Also, each special partner must fill out a Unified Sports® partner release form in order to participate. This is in accordance with Special Olympics general rules.

**DIVISIONING CRITERIA**  
(Developed by SOCT Basketball SMT)

**DIVISION 4 -- MENTOR**

- \* No team concept
- \* All players -- limited ability to dribble
- \* All players -- low understanding of rules
- \* Only special athletes can shoot and rebound. No stealing the ball.
- \* No score is kept.
- \* Wheelchair division
- \* All receive challenge medals

**DIVISION 3**

- \* Slightly better ability to dribble, but will see shuffles, double dribbles
- \* Limited concept of rules
- \* Pass ball only to get rid of ball
- \* One or two players stand or score all of the points
- \* Low understanding of fouls
- \* Limited team concept
- \* Only special athletes can score
- \* Partners may rebound and steal the ball
- \* Score is kept
- \* Various medals awarded

**DIVISION 2**

- \* Basic understanding of the rules
- \* Ability to dribble
- \* On starting team, typically 2-4 good players
- \* Most players know where to go and where to be
- \* Understand concept of lane violation
- \* Both partners and athletes can score
- \* 50% rule - partners may not score more than 50% of the points
- \* Various medals awarded

**DIVISION 1**

- \* Good understanding of rules -- at least top 5 players
- \* Better athletes -- physical ability
- \* Can play by high school rules
- \* Both partners and athletes can score
- \* 50% rule - partners may not score more than 50% of the points
- \* Various medals awarded



## CIAC UNIFIED SPORTS® VOLLEYBALL TOURNAMENT RULES

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**ROSTER:** Maximum of twelve (12) per team. Fifty percent (50%) of the team should be non-disabled. The team may have males and females. No student who ever played on the school's varsity or junior varsity volleyball team can participate.

**PLAYERS ON COURT:** There will be three (3) non-disabled and three (3) mentally disabled players on the court at all times.

**UNIFORMS:** Team must wear appropriate attire. All uniforms must be the same. Shirts must be numbered. Sneakers must be worn. Special athletes must wear even numbers, partners must wear odd numbers.

**RULES:** High School rules will be followed.

**MODIFICATIONS:**

**High School:** The court will be regulation size (18m x 9m) with a net of regulation height (2.24m) (7' 4C"). A slightly lighter ball may be used for Level 4 teams. Wheelchair athletes must compete in Level 4. Wheelchair and partner will count as one person. No score will be kept in Level 4.

For lower ability teams, and only if necessary, the serve line may be moved closer to the net, but no closer than 4.5m (14' 9¼"). The serve line may also be moved toward the middle of the court, but no more than three (3) meters (9' 10¼") from the sideline. A second serve will be allowed in Levels 3 and 4 if the first serve is unsuccessful.

**Middle School:** The serve line may be moved closer to the net, but no closer than 4.5m (14' 9¼"). The serve line may also be moved toward the middle of the court, but no more than 3 meters (9' 10¼") from the sidelines.

The height of the net shall be 2.24m (7'4C"). Middle school divisions will use an 81cm (32") circumference ball that weighs 8 ounces.

Wheelchair athletes must compete in Level 4. Wheelchair and partner will count as one person. No score will be kept in mentor level.

### **High & Middle School:**

Multiple substitutions will be allowed as follows:

- A. Three (3) entries per position.
- B. Maximum twelve (12) substitutions per game.

A three (3) point serving rule will be used. Once the player has scored three (3) points, there will be an automatic side out (rotation) rule.

Due to the nature of the game, it is difficult to be specific as to who can hit the ball and when. It must be remembered that Unified Sports® Volleyball, especially at levels 3 & 4, must not be dominated by special partners. They are there to compliment the athlete and to keep the game moving as smoothly as possible. Special partners cannot spike the ball, overhead serve, or hit it three consecutive times during each volley. If the ball is hit three times on one side, at least one of those hits must be by a special athlete. The special partner must set the ball to a special athlete whenever possible except in the case of a third hit. *Different types of balls may be used for skill acquisition and at practice games. A regulation training ball must be used at all tournaments in levels 1 and 2.*

If the server in level 3 or 4 misses his/her first serve, a second serve will be allowed.

DIVISIONING CRITERIA  
Developed by SOCT Volleyball SMT)

DIVISION 1

- \* Good understanding of rules -- at least top six (6) players
- \* Better athletes -- physical ability
- \* Can play by High School rules
- \* Overhead serving and spiking allowed
- \* Various medals awarded

DIVISION 2

- \* Basic understanding of rules
- \* Ability to set
- \* On starting team, typically 2-4 good players
- \* Basic understanding of court presence
- \* Understand concept of serve
- \* Overhead serving and spiking allowed
- \* Various medals awarded

DIVISION 3

- \* Lower athletic ability
- \* Limited concept of rules
- \* Low ability to serve
- \* 2 or maybe 3 players bump all balls
- \* Low understanding of violations
- \* No spiking or overhead serving allowed
- \* Various medals awarded

Limited Team Concept

DIVISION 4

- \* All players -- limited ability to bump and serve
- \* All players -- low understanding of rules
- \* No scoring for place
- \* Two service tries allowed
- \* No overhead serving or spiking
- \* Wheelchair division
- \* Challenge medals awarded to all

CIAC UNIFIED SPORTS® TOURNAMENT RULES  
FOR MENTOR DIVISION  
(Revisions in *italics* - 12/28/99)

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These modifications of the official sport rules are made for teams, who because of a disparity in skill level between special athletes and special partners, are placed in the non-competitive mentor division (level 4).

**All Unified Sports®**

No score will be kept in mentor level 4 games.

The following modifications were approved because of safety:

Wheelchair athletes must compete in mentor level. Wheelchair and partner will count as one person. No wheelchair athlete will be allowed as goalkeeper. Hockey sticks will not be allowed as aids. *Chairs may be modified to allow inclusion of athlete for dribbling.* No motorized chairs may be used. Ball caught under a wheelchair will be a side out for team who had possession. Skills competition will be offered at tournament sites for athletes who cannot compete under these modifications.

**Soccer**

Special athletes are the only players to score, block shots on goal, and/or steal the ball from opponents. Special partners are to supplement the playing action and keep the game moving. *Goalkeeper MUST be a special athlete.* He/she is not allowed to kick the ball the length of the field. Once the goalkeeper picks up the ball, it must be thrown, but no further than the halfway line. Ball over end-line must be restarted with a throw by the goalie. All balls over the side-line are restarted with a kick-in or thrown in.

**Tie-breaker system**

*Five (5) kicks per team by special athletes only. No goalie used to defend in levels 3 and 4.  
Distances adjusted by level:    level 4 = 15 feet                      level 2 = 7 meters, etc*

**UNIFIED SPORTS® SPECIAL ATHLETES MUST HAVE A MEDICAL FORM  
ON FILE BY JANUARY 1, 1999 IN ORDER TO PARTICIPATE**

What does it mean for athletes participating in Special Olympics Connecticut events?

A new athlete must get a physical exam by a physician prior to training in Special Olympics. The application for participation in Special Olympics Connecticut form and the release form must be on file in the Special Olympics Connecticut office at the start of training.

All athletes are required to submit an Application for Participation Renewal Form every three (3) years. (This does not necessarily require a physical exam every three years.) This is the same form as the original new athlete medical, except the RENEWAL box is checked (instead of NEW ATHLETE) and the form does not require a physician's signature.

When completing the renewal form (upon the three year anniversary), those athletes who check YES on Items 1-6 require a new physical exam. This indicates that there exists a reasonable basis for believing that there has been a significant change in the athlete's health since the initial medical examination.

Those athletes who check NEW on Items 7-12 also require a new physical exam.

Those athletes who check NO on Items 1-12, do not require a physical exam. They are required, however, to complete and submit Section A of the Application for Participation with the RENEWAL box checked.

Athletes with Down syndrome may participate in most Special Olympics sports training and competitions, but shall not be permitted to participate in any activities which by their nature result in hyper-extension, radical flexion, or direct pressure on the neck or upper spine (this includes butterfly stroke and diving starts in swimming, diving, pentathlon, high jump, squat lifts, equestrian sports, artistic gymnastics, soccer, alpine skiing, and any warm-up exercise placing undue stress on the head and neck), unless:

- a) the athlete is examined (including x-ray) by a physician who has been briefed on the nature of the Atlanto-axial instability condition, and who determined, based on the results of the examination, that the athlete does not have the Atlanto-axial condition.
- b) the athlete is examined (including x-ray) and is diagnosed as having the Atlanto-axial instability condition may nevertheless be permitted to participate in the activities described above if the athlete, parent or guardian of a minor athlete confirms in writing his or her decision to proceed with the activities notwithstanding the risks created by Atlanto-axial instability, and two licensed medical professionals certify in writing that they have explained these risks to the athlete and his/her parent or guardian and that the athlete's condition does not in their judgment, preclude the athlete from participating. These statements and certifications MUST be documented and submitted PRIOR to participation in training on the SPECIAL RELEASE FOR ATHLETES WITH ATLANTO-AXIAL INSTABILITY.

This clarification on the medical requirements should make this process more manageable for many of our programs in securing athletes medicals. Let's work together to ensure full compliance, as the requirements now stand.

Medical forms can be obtained from Ann Malafrente.

If a Special Athlete already has a medical form on file with Special Olympics, this Unified Sports® form is not required.



## ELEMENTARY SPORT SKILLS

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### BASEBALL

Throwing: Students will throw to a target, then to a partner; first underhand, then overhand.

Tip: Check fingertip grip and full arm motion. Turn and rotate hips, stepping into overhand throw with left foot for a right-hander. Aim chest high.

Catching: In partner toss; start pairs close together with underhand toss.

Tip: Catch with two hands, “giving” slightly by pulling back. Watch the ball as it is caught.

Hitting: Set tee for waist height or slightly above.

Tip: Left hand grips bottom of bat for right-handed batters. Stance is slightly away from plate (or tee), feet shoulder-width apart, knees bent. Bat up off shoulder and eyes watching the ball. Swing through the ball by extending arms and stepping into swing with left foot. Place bat on the ground.

Fielding: Student will roll ball on the ground to a partner. First roll directly to partner. Then to each side of the partner.

Tip: “Ready position” means feet shoulder-width apart, knees bent, hands down, eyes watching the ball. Keep hands touching the ground. Catch ball when it is between both of your legs. When ball is to your side, slide step to catch ball when it is between your legs.

Base running: Student will run the bases in order, stopping when told to.

Tip: Touch the outside corner, allowing the base person the inside corner. Approach the base by curving out when moving on.

### BASEBALL STATIONS

The baseball skills were broken down according to stations. All stations will have a choice of balls -- wiffle, nerf, rope balls, bean bags, etc. Plastic bats of various sizes and shapes will be used.

1. Throwing and Catching:
  - a. To wood targets
  - b. To partner in a toss
  - c. To partner, grounders -- straight and side-to-side
2. Batting:
  - a. Four stations of tees -- choice of plastic bats, flat bats
3. Pitching:
  - a. Two targets of clown face
  - b. Two targets of batter’s box
4. Base running:
  - a. Using large numbered cones
  - b. High-five each person standing on base
  - c. Run to first base and stop on command. Then run to second, etc.

## Elementary Sport Skills

### **BASKETBALL**

Dribbling: Students will bounce the ball to the floor and back up to waist level off to the side of their body using their fingertips. They will dribble in and out of objects such as cones.

Tip: Keep knees slightly bent -- head up -- eyes straight ahead -- fingers spread apart.

Passing: Special athletes and their partners will pass the ball back and forth with either a bounce pass or a chest pass. A bounce pass is pushed onto the floor about three feet in front of the receiver. The passer uses two hands, one on either side of the ball, and points his/her hands to the spot on the floor being pushed or bounced to as he/she releases the ball. A chest pass is received in the air at chest height. The passer uses the same motion as the bounce pass only aims his/her hands at the partner's chest as the ball is released.

Tip: Keep fingers spread upon receiving the ball -- bring it softly into you -- fingers do the work, not the palms -- non-dominant foot forward on all weight transfers (passes).

Shooting: Partners will be able to choose from two sets of basket heights; either 10, 8, and 6 feet or 8, 6 and 4 feet. They will also be able to choose what kind of ball they wish to use. Either nerf-type, all-purpose playground ball, or basketball will be available.

Tip: Knees slightly bent -- same foot forward as shooting hand -- use a wrist -- finger-tip action.

### **FLOOR HOCKEY**

The committee decided to offer three stations -- passing, which will include the push pass, basic dribble, and forehand / backhand pass. Shooting -- which will be between cones, to aim for plastic milk bottles filled with sponges, and into a net. The third station will be a game of "knockout". A small rectangular area is designated and one person is "it". Each person has a stick and a puck. The object is for the person who is "it" to knock someone's puck out of the area. The penalty for getting knocked out is doing jumping jacks for 20 seconds.

#### **Floor Hockey -- Passing**

Given demonstration and practice, the athlete will successfully perform floor hockey skills.

##### 1. Passing

###### Grip stick properly --

- a. With stick horizontal, place one hand near end with palm down and curl fingers securely.
- b. Place the other hand one-third way along stick with palm up and curl fingers securely.
- c. Keep stick below the shoulders at all times.

Coaching suggestions:

- \* The grip used is similar to the ice hockey and baseball grip. This grip is preferred by most athletes.
- \* Some athletes may want to grip the stick differently. If they seem to be proficient at other grips, then let them use their own grip. However, then some of the other skills will have to be modified accordingly.
- \* A grip that is popular by some athletes is held with stick vertical placing hands around stick with palms facing toward body. Both the forehand and backhand left passes are easy to master, as well as being able to hold the tip of the stick on the ground hard to keep from losing the puck.

## Elementary Sport Skills

### Floor Hockey

- \* If an athlete has the use of only one hand, then modify the grip to fit the athlete.
- \* The grip is reversible for right-handers and left-handers. However, whichever grip is used, keep the same grip when doing different skills.

#### 2. Make a forehand pass to an intended target --

- a. Face sideways to target with puck in front of body.
- b. Grip stick properly.
- c. Place tip of stick inside the puck.
- d. Focus eyes on target.
- e. Sweep stick across the body with bottom hand palm going in forward direction (push with bottom hand).
- f. Follow through with stick pointing toward target's feet.

#### Coaching Suggestions:

- \* To organize the athletes to do the passing skill all at the same time, pair up the athletes facing each other between 2 rows of cones. Everyone then can pass the same direction and the whole group can be watched at the same time.
- \* Demonstrate the passing skill first, then let the athletes try the pass.
- \* If athlete is not doing pass by self, stand behind athlete and place hands over athlete's hands in grip position. Physically assist athlete in executing the pass.
- \* Emphasize control and accuracy of pass. Next work on distance.

#### 3. Make a backhand pass to an intended target --

- a. Face sideways to target with puck in front of body (face opposite direction from forehand pass).
- b. Grip stick properly.
- c. Place tip of stick inside the puck.
- d. Focus eyes on target.
- e. Sweep stick across body with bottom hand palm going in the backward direction (pull with bottom hand).
- f. Follow through with stick pointing toward target's feet.

#### Coaching Suggestions:

- \* Keep the same grip when doing the forehand and backhand. Don't let the athletes switch grips when they turn around to do the backhand or they will be doing the forehand pass again.

#### 4. Make a backhand lift pass to an intended target --

- a. Get in position for backhand pass.
- b. Hold stick up and down.
- c. Place tip of stick inside the puck with tip touching inner edge of puck on the side closest to the target.
- d. Focus eyes on target.
- e. Lift bottom hand toward target while lowering top hand (shovel shot).
- f. Follow through with stick pointing toward target's feet.

#### Coaching Suggestions:

- \* It is surprisingly easy to teach the athletes to lift the puck using the backhand lift pass. Athletes of almost all abilities can learn to lift the puck, thereby adding all sorts of new dimensions to the game.
- \* If athlete is not getting lift by self, stand behind athlete and place hands over athlete's hands in grip position. Physically assist athlete in shoveling motion.
- \* By slightly lifting the front edge of puck, the athlete can usually lift the puck.



## Elementary Sport Skills

### Floor Hockey

- \* By pulling back slightly on the puck, the athlete can usually lift the puck.
- \* Athlete should try to have puck land at target's feet.
- \* To make sure athlete is not lifting stick too high on follow through, place coach's stick horizontally at waist level directly in front of athlete. If athlete hits stick, the athlete is lifting stick too high.
- \* The puck should not be lifted sky high. Place coach's stick horizontally at knee level halfway between athlete and target. Athlete should try to have puck hit the coach's stick.
- \* To increase speed and keep lift lower, emphasize stepping forward with the foot and body, and pointing toward target's feet.

#### 5. Make a forehand lift pass to an intended target --

- a. Get in position for forehand pass with puck in front of leg closest to target.
- b. Hold stick up and down.
- c. Place tip of stick inside the puck with tip touching inner edge of puck on the side closest to the target.
- d. Focus eyes on target.
- e. Lift bottom hand toward target.
- f. Follow through with stick pointing toward target's feet.

#### Coaching Suggestions:

- \* The forehand lift pass is done similarly to the backhand lift pass, but on the forehand side.

#### 6. Make a forehand wrist pass to an intended target --

- a. Get in position for forehand pass.
- b. Place tip of stick inside the puck.
- c. Focus eyes on target.
- d. While sweeping the stick across the body, the wrists will be twisting and snapping the stick to give the puck a lift.
- e. Follow through with stick pointing toward target's feet.

#### Coaching Suggestions:

- \* The forehand wrist pass is the most difficult pass to teach, but once learned, it can be used to send the puck across the court at great speeds just above the ground.
- \* Don't expect everyone to learn the forehand wrist pass. Sometimes athletes will just pick it up over a period of time though.

### **Floor Hockey -- Drills**

- One-on-one snatch the bacon drill: Athletes are paired up facing each other between two rows of cones. At signal athletes try to pass puck between opponent's cones. Play best two out of three with winners moving up line and losers moving down line. This varies the competition and athletes of similar abilities play each other more often.
- Circle pass drill: Athletes pass to teammate in center of circle. Add moving circle. Change direction. Variation -- Teammate passes from outside circle.
- Pass drill: Athlete tries to pass the puck between two cones which are placed one meter apart and eight meters from the line. Athlete takes five passes. Score five points for each pass between the cones and three points for each pass hitting the cones.



## Elementary Sport Skills

### **JUMP ROPE SKILLS**

#### Beginner Level

1. Lay rope on floor in a straight line
  - \* Students stand with rope to side
  - \* Keep feet together
  - \* Jump side to side (skier) over the rope
2. Face rope-jump forward and back over rope (bell)
3. Above skills repeated with rope in shape of a circle.
4. Straddle jump (open, close) -- keep rope (which is on the floor) between feet.
5. Hold handles of rope, in one hand only, side swing rope on side of body, repeat on other side.

### **Jump Rope Skills**

#### Intermediate Level

1. Side swing rope on side of body and jump each time the rope touches the floor.
2. Pretend you are holding your rope -- practice the arm motion for turning, progress to short pieces of rope and then the regular rope for turning.
3. Put a handle in each hand and stand so the rope is behind you. Turn the rope overhead, let it stand on the floor (lightly), step over it.

#### Advanced Level

1. Teach skier (side-side) skill with rope.
2. Teach bell (forward-back)
3. Teach straddle (open-open)

### **LONG ROPE**

All will learn Blue Bells with rope still (on ground) or slowly swaying from side to side.  
Rhyme: "Blue bells, cocker shells, eavy, ivy, over".

### **PHYSICALLY CHALLENGED STUDENTS**

1. Attach a long rope to a standard -- Students pull using hand-over-hand technique to reach the pole.
2. Stretch loops -- Students will work on arm stretches, sideways and upward.
3. Long Rope -- Practice Blue Bells rhyme and rope sway.
4. Ribbons will be used to teach side swing to physically challenged students.

Skills will be modified as necessary.

## Elementary Sport Skills

**SOCCER**

**Soccer Drills** “All are success-oriented”. Passing & trapping -- in a circle, 4 or 6 athletes in a group. Kick, with the side of your foot, to a teammate, who traps the ball with the bottom of their foot. Dribbling -- using alternating feet, going from one designated line to a cone, and back. May dribble around a line of cones. Shooting -- a hard kick with the side of the foot, into a target (between two cones). May or may not use a goalie.

**Dribbling:** Inside of foot -- outside of foot.  
Athletes will use the inside of the foot to gently push or tap the ball ahead of them towards open space. The goal should be control of the ball so that the student does not top the ball too far ahead of himself. He/she should be able to move the ball at various speeds and directions with various parts of the foot.

NOTE: All other parts of the foot (except the toe) may be used to dribble the ball.

**Shooting & Passing:** Athletes will use all different parts of either foot (except the toe) to move the ball from themselves to either a space (passing and shooting) or to another athlete (passing).

Tips: For short passes, use the heel and sides of your foot. For long passes, use the instep which is where the shoelaces are located. In this case, the kicking toe points down to the ground.

- \* Look at the ball all of the time -- head down when striking the ball.
  - \* Point your non-kicking foot at the spot or place where you want the ball to go.
  - \* Turn kicking foot fully sideways so that the whole inside part of the foot touches the ball.
  - \* Using a pushing action with the kicking foot.
  - \* Keep kicking foot moving forward after the kick (follow through) so that the ball can be directed more successfully to the kicker’s desired spot.
  - \* Arms can be held out to sides to maintain balance throughout.
- Receiving a ball: sole of foot --- inside of foot -- outside of foot.

Athletes will be able to use different parts of their body (except hands) to stop a rolling or airborne ball. The commonly used body parts are chest and thigh for balls in the air. Different parts of the foot are used for receiving a rolling ball.

NOTE: The ball is usually received as a result of an intended pass, an errant pass, or a deflection or an interception.

An athlete should be able to gain control of a ball so that it can be passed, dribbled or shot.

Tip: Decrease the speed of the oncoming ball by cushioning or relaxing the body part being used to “catch” the ball: it is also called “giving” with the ball.



## Elementary Sport Skills

### **TENNIS**

*Pop-ups:* Students will bounce a tennis or larger ball up and down off the strings of the racket, with the racket held horizontally to the ground.

Tip: Use center of the strings.

*Bouncing:* Students will dribble tennis or larger ball to ground, using the racket to make contact. Count consecutive hits.

Tip: Keep ball waist high or lower.

*Volleys:* Students will hit ball toward a wall. Partner will bounce ball for the athlete to hit at waist height.

Tip: The bounce must be accurate. Contact is made at waist level, with a straight arm.

### **VOLLEYBALL**

*Underhand Serve:* The partner or athlete holds the ball in the palm of the non-striking hand and contacts the ball with an underhand (bowling-like) motion with their writing or dominant hand, keeping both arms straight and stepping forward with the opposite foot as contact with the ball is made.

Tip: Right-hander has left leg forward -- stroke ball with heel or fist of dominant hand from held position or from a slight toss.

*Set:* Pointing hands up toward the ceiling, the partner or athlete uses this hit when the ball is chest level or higher. He/she strikes the ball with his/her fingertips, fingers spread out and steps forward as the ball is struck.

Tips for Setting: Contact ball off ends of flexed fingers -- when receiving ball, look through the triangular “window” made with the index fingers and thumbs.

\*Choice of beach ball, volleyball, or nerf ball for all skill activities.

*Bump:* Keeping their hands together either interlocking fingers or hand, the partner or athlete uses this hit when the ball is waist level or lower and uses their outstretched forearms to contact the ball as he/she steps forward.

Tip: Ball can be contacted on the wrists or forearms -- no real follow-through.

The students will practice the above three volleyball skills in small circles trying to keep the ball up in the air as long as possible. Each time the ball touches the floor, the volleying will be restarted with a serve.

*Clean Up Your Yard Game:* At the start signal, the partners and athletes who have been evenly divided on either side of the net, will serve the ball they are holding over the net. From then on, anyone can attempt to bump or set the ball back over the net. The object of the game is to “clean your yard” or your side of the net by getting rid of the balls as fast as you can!

## TRACK

Track and field can be divided into three (3) general categories -- running, jumping, and throwing. Skills and drills for developing these skills appropriate for elementary students are listed below.

### Running

#### I. Beginning Running Form Drills (can be used to help develop good sprinting form).

1. High Knee March (slow marching soldiers) -- Each student brings one knee up till the leg is parallel to the ground in a running action. Arms are bent at 90° at the elbow. As the student lifts his knee, the opposite leg (standing on) extends up onto the toes. As the knee comes back down the toe touches first then the heel. Repeat 4 to 8 times.

Hint: The emphasis is on form not speed. Make sure the student lifts the knee straight ahead, not to the outside.

2. The Pendulum -- Stand sideways and hold onto a wall, fence, or chair. Stand on inside leg. Lift the outside leg so the knee is at a 90° angle. Rhythmically swing your leg back and forth. The knee and the foot should move like a pendulum straight forward and straight back. Swing your leg 2-5 times then switch legs.

Hint: Remember to remain facing forward and don't bend at the waist. Students can count or sing a rhythmic song as they do this drill.

3. Sprint Arm Action -- The student concentrates on maintaining his/her arms at a 90° angle. Swing the arms forward and backward, concentrate on pulling the elbows back. Keep the hands relaxed (not in a fist). When one arm is forward the other should be back.

Hint: Practice this drill first standing still, then walking, and then jogging or running.

4. Step Ups -- A wooden box or bleacher is needed for this drill. Stand in front of the box (or step) with one foot on top of the box and the other on the ground. Step up with the ground foot until the thigh is parallel to the ground. The foot on the box should extend through the toes. Step back down to the ground with the same leg. Repeat 8-15 times. Then switch legs.

Hint: Remember to also emphasize arm action. Opposite arm and leg.

5. Cone Hops -- Set cones a few meters apart. Using one or both legs students hop over the cones.

Hint: Hula hoops can also be used. Lie them flat on the ground.

#### II. The Start -- A standing start is usually the fastest for most elementary students. Older elementary students with strong arms may want to try a crouch start. A standing start is used for middle and long distance races.

1. Starting Commands -- Teach the students the three commands -- "On your mark" (get into position, feet behind the starting line, eyes forward), "Set" (don't move, remain steady), "Go" (run).

Hint: Substitute a whistle or bang two wooden blocks together (preferred way) to signify the "Go". This enables a student to learn to go on a sound rather than your voice because most races are started with a gun.

2. Standing Start -- Student places one foot behind a line, with the opposite foot in back. The student bends forward slightly over the leg in front. (Set position). On "Go" the student runs. Arms should be in 90° spring position.

Hint: Hands can be placed on forward knee for those students having trouble balancing.

## Elementary Sport Skills

3. Rolling Standing Start -- Students stop into start position as in #2, then they see who can lean forward the fastest without losing their balance. As they lose their balance they should step forward and run/jog to a designated spot (a circle, a line, a cone, or a hula hoop placed on the ground).

Hint: Keep eyes forward, not down at ground.

4. Crouch Start: Student gets into standing start, then lowers her/his back leg till it touches the ground. The knee on the ground should be even with the front toe. The hands are then placed on the ground in front of him/her, behind the starting line. This is the "On Your Marks" position. On the set command the student raises the hips till they are slightly higher than the head. His/her eyes should be looking about 1 meter in front. On "Go" (a whistle, 2 blocks, etc) runs.

Hint: Make sure arms are shoulder width apart. Don't jump straight up in the air on the go command. Work arms and legs to drive forward.

### III. Relays

1. Shuttle Relays -- Teams are split into two groups (A and B) that face each other 20 to 30 meters apart. The first runner from group A runs and tags the first runner in group B, who sprints to tag the number two runner in group A, etc.

Hint: Vary what the runners do -- carry a ball, hold a paper plate on their heads, walk hand and hand with a partner, carry a tennis ball in an ice cream cone, etc.

2. Standing Baton Exchange -- Form groups of three to five students. Each stands about an arms length apart, all facing forward. The last student holds the baton. All students move their arms back and forth as if sprinting but remain in one place. The student with the baton yells "stick" and all the other students then put one arm back with the palm up. The student with the baton places the baton in next person's hand. The second person then puts it in the third person's hand, etc., till it reaches the last person.

Hint: You can form several groups and have a race to see which group can get the baton to the end first. After the students are comfortable passing the baton you can have them alternate hands. The first student passes the baton from his right hand to the second person's left hand. The second passes from his left to the third person's right, etc.

3. Jogging Baton Exchange -- This is the same as #2 but students now jog slowly. When the last runner (student) gets the baton he passes it backwards.

Hint: Limit the # of students in a group to three or four. Start by walking through the drill. This drill could also be done with each student shouting "stick" or a name to the student in front of them when they are ready to pass the baton. This method would allow the students to jog with their arms relaxed until it is their turn to get the baton.

4. Nine Runner Continuous Relay -- This can be done on a track or an oval course. Divide the course into eight equal sections marked by a cone. The first runner (#1) and the last runner (#9), stand in the same spot (the start). Runner number 1 runs and passes the baton to #2. Runner #1 stays at cone #2. Runner #2 runs and passes to #3. This continues around the circle till #8. #8 passes to #9 who is standing at cone #1. #9 then passes to #1, etc. They continue till they return to the cone they started at.

Hint: Call the cone they start at "home" and tell them they will be visiting the neighborhood cones and returning home. This can also be done in pairs -- with a special needs student running with a partner.

Hint: The number of students (or stations) can be increased or decreased depending on the size of the oval. Just make sure to have an odd number with two students (or 2 groups) at the start.



## Elementary Sport Skills

5. Indian Relay -- A group of four to six students line up in a line behind “the chief”, the student at the front of the line. While remaining in a line, they slowly jog. The last “Indian”, student, wants to become the “chief” so he/she sprints to the front. When he/she get to the front they raise their hands in triumph or give a “yell”. They are now the chief. Now the last runner (Indian) wants to be chief so he/she sprints to the front, etc.

Hint: Make sure the “chief” jogs slowly enough to keep all his/her “Indians” with him. Have a course or oval the students run the relay in.

**Jumping** -- These are drills which help develop skills needed for high jump and long jump.

### I. Beginning Jumping Drills

1. High Knee March (See running)
2. Cone Hops (See running)
3. Skipping  
Hint: Remember to alternate arms
4. High Knee Skipping
5. Touching a suspended ball -- Suspend a lightweight playground ball so that it is slightly out of arms reach. The student take three to five steps and uses a one foot take off to hit the ball with one hand.
6. Skipping rope -- Start with two feet together then progress to jumping on one foot, then alternating feet.

- II. Cumulative Standing Long Jump -- The special partner jumps forward from the starting line with feet starting and landing together, knees bent and arms reaching forward. The landing spot on the floor is marked using the closest body part from the point of take-off. The special athlete starts from his/her partner’s landing point and jumps as far forward as can. The last jumper’s spot is marked and everyone starts again from the first starting line. The challenge is to get further the second time through the line!

- III. “Piranha” Pond -- A mat or long jump pit is needed for this activity. Also needed are “fish (piranha)” that are cut out of paper or foam. The student stands behind a line, two feet together. One or two fish are placed on the mat or sand close to the line. The special needs athlete does a standing long jump over the fish (piranha). Then the partner jumps. If both make it they return to the line and more fish are added. This continues until one student(s) gets eaten by the piranha (they don’t jump past the fish).

Hint: A partner can “rescue” his teammate by extending his hand and helping him/her make a second jump. However, the game would still end.

- IV. Hoop Jumping Circle -- Arrange a series of hula hoops on the floor in a circle. Students jump with two feet together from one hoop to the next. The second time they jump on one foot. The next time they jump alternating feet.

Hint: Use two pieces of masking tape on either side of the hoop to keep it in place.

- V. Spiral Run -- The Snail Trail -- The students start in a line. The lead student jogs so they form a circle. They keep running behind the leader as he/she makes a smaller and smaller circle. When they form a tight circle, the “snail” unwinds. The last student becomes the leader, the students turn around and follow him/her, and they jog making a larger and larger circle till they unwind.

## Throwing

Most elementary programs substitute the softball throw for the four throwing events (discus, hammer, javelin, shot put). Please see the section on baseball for skills and drills on throwing a baseball or softball. Below are some drills that can be used in addition to the softball throw. These drills are used to develop skills needed in the throwing events.

- I. **Basic Medicine Ball Drills** -- A lightweight medicine ball, a basketball, soccer ball, or a playground ball can be used for these drills. They will help develop the motions and strength needed in throwing.
1. **Side Bends** -- Student holds the ball with two hands over his head. He/she alternates side bends to the right and left.  
  
Hint: Slightly bend the knees as the ball moves.
  2. **Twist** -- Standing in a straddle position student holds ball extended out arms length. Student alternates twisting to the right and left while keeping the ball above the waist.
  3. **Partner Twist** -- Student and partner stand back to back. Student #1 holds ball at waist height and twist to hand it to his/her partner. The partner twist to other side handing it back to student #1's other side. It keeps going in a circle.
  4. **Grasp Circle Twist** -- Students stand in a circle so they are facing someone's back and one shoulder is inside the circle. The ball is passed at waist height by twist from one side then the other. So the ball is first outside the circle then inside, then outside, etc.
  5. **Over and Under Pass** -- Students stand in a circle so they are facing someone's back and one shoulder is inside the circle. The students stand in with their legs in a slight straddle position. The ball is passed under the first students legs, then over the next person's legs. It continues as such around the circle.
  6. **Chest Pass** -- Student stands with ball held at chest height, legs shoulder width, knees slightly bent. Student push passes the ball to his/her partner.  
  
Hint: This can be varied by (a) throwing up against a wall, (b) throwing from a straddle sitting position, or (c) throwing from kneeling on two knees.
  7. **Group Chest Pass** -- Students stand in a circle facing inward. Students use a chest pass to throw the ball to his/her partner across the circle.  
  
Hint: Person throwing the ball should call the name of the person they are passing to.
- II. **Two Arm Put** -- (Intro to shot put -- use a lightweight medicine ball, playground ball, basketball, or softball)
- Student stands with legs straddled, knees slightly bent, and ball held to one side by the face and shoulder. Twist to the side (ball is held) and "push" or "put" the ball forward. The ball can be thrown to a partner or up against the wall. Be sure to have the student step forward with opposite foot before he/she throws.
- Hint: Keep the elbow of the throwing arm at about shoulder level. Be sure to have the students push with their fingers as well as hand. The ball should never go in back of the shoulder, as this action should simulate the shot put.
- III. **Hula Hoop Sling** -- (Intro to discus, use a hula hoop or rubber rings. You will also need something to use as a target for them to throw over -- such as two high jump standards with a bungee or regular bar, two chairs with a jump rope across, etc.)

A target is set up five to ten meters from a starting line. The student steps forward with the opposite foot (from throwing hand), and slings the hula hoop (or ring) around the body just below shoulder level. The throwing arm is kept straight throughout. The student should release the hoop ahead of her/his body at eye level, aiming to get it over the bar of the target.

Hint: The bar can be raised or the target moved farther away as the students progress.

IV. **Hula Hoop Horseshoes** -- The student uses the same motion to throw through the hoop as described above in III. The target is different. Set up several cones (if possible of varying heights) at several different distances. Student tries to sling the hoop and have it land on a cone.

V. **Overhand Target Throw** -- (Intro to javelin, the javelin is similar in some ways to an overhand baseball or softball throw.)

Suspend a hoop from soccer goal post or draw circular targets on a wall. Students throw tennis balls at the targets using an overhand throw.

Hint: Make sure the throwing arm is extended. Move forward into the throw.

- New Athlete  
 Renewal

APPLICATION FOR PARTICIPATION IN SPECIAL OLYMPICS  
SECTION A SHOULD BE SUBMITTED EVERY THREE (3) YEARS

**SECTION A -- ATHLETE HEALTH INFORMATION**

**AREA/LOCAL PROGRAM:** \_\_\_\_\_

Athlete Social Security Number _____ -- _____ -- _____	Sex / Gender _____	Date of Birth (month/day/year) _____ / _____ / _____
Athlete Name _____	_____	_____
Address _____	Home Phone ( ) _____	
Parent/Guardian Name _____	Home Phone ( ) _____	
Address (if different than athlete) _____	Work Phone ( ) _____	
Emergency Contact (if other than parent/guardian) _____	Emergency # ( ) _____	
Health/Accident Company _____	Policy # _____	

**A physical examination performed by a licensed examiner is required every 3 years for athletes with YES in items 1-6.  
An exam is required for the first time NEW is checked in items 7-12.**

	Yes	No	New		Yes	No
1. Heart Disease / Heart Defect / High Blood Pressure	G	G		13. Impaired motor ability	G	G
2. Chest Pain or Fainting Spells	G	G		14. Uses a wheelchair	G	G
3. Seizures / Epilepsy	G	G		15. Allergy to the following (list specific)	G	G
4. Diabetes	G	G		Medicine _____	G	G
5. Down syndrome	G	G		Foods _____	G	G
Have cervical spine (neck bone) x-rays been done?	G	G		Insect Sting / Bite _____	G	G
Atlanto Axial Instability	G	G		16. Special diet _____	G	G
6. Parent / Sibling (under 40) died of heart disease	G	G	G	17. Exercise induced wheezing	G	G
7. Absence of vision / blind in one eye	G	G	G	18. Tendency to bleed easily	G	G
8. Absence of kidney or testicle	G	G	G	19. Emotional / psychiatric / behavioral problems	G	G
9. Concussion or serious head injury	G	G	G	20. Serious bone or joint disorder	G	G
10. Major surgery or serious illness	G	G	G	21. Sickle cell trait or disease	G	G
11. Heat stroke / exhaustion	G	G	G	22. Hearing aid / hearing loss	G	G
12. Other problem that would interfere with sports participation	G	G	G	23. Contact lenses / eyeglasses	G	G
List: _____				24. Dentures / false teeth	G	G
				25. Immunizations (shots) are up-to-date	G	G
				26. Date of last tetanus shot _____ / _____ / _____		

Comments: \_\_\_\_\_  
\_\_\_\_\_

MEDICATIONS -- Please print medication name, amount, date prescribed and number of times per day medication needs to be taken.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person completing form (normally parent / guardian or adult athlete) Signature-- \_\_\_\_\_ Date -- \_\_\_\_\_

IF HISTORY SIGNED BY ADULT ATHLETE -- I have reviewed the health history with the athlete whose signature appears above.

Signature-- \_\_\_\_\_ Date-- \_\_\_\_\_ Relationship to athlete -- \_\_\_\_\_

**IMPORTANT:** If there is any significant change in the athlete's health, the athlete's condition should be reviewed by a licensed examiner before further participation.

**SECTION B -- MEDICAL CERTIFICATION**

EXAMINER'S NOTE: If the athlete has Down syndrome, special Olympics requires a full radiological examination establishing the absence of Atlanto-axial Instability before he/she may participate in sports or events which, by their nature may result in hyperextension, radical flexion or direct pressure on the neck or upper spine. The sports and events for which such a radiological examination is required are: equestrian sports, gymnastics, giving, pentathlon, butterfly stroke, diving starts in swimming, high jump, alpine skiing, squat lift and football team competition (soccer).

G I have reviewed the above health information on and examined the athlete named in the application, and certify there is no medical evidence available to me which would preclude the athlete's participating in Special Olympics.

RESTRICTIONS \_\_\_\_\_  
EXAMINER'S SIGNATURE \_\_\_\_\_  
EXAMINER'S NAME \_\_\_\_\_ DATE \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
\_\_\_\_\_ PHONE ( ) \_\_\_\_\_

**A PHYSICAL EXAMINATION PERFORMED BY A LICENSED EXAMINER IS REQUIRED FOR INITIAL PARTICIPATION**

**APPLICATION FOR PARTICIPATION IN SPECIAL OLYMPICS**  
*Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement*

UNIFIED SPORTS® PARTNER

**SECTION A - ATHLETE INFORMATION**

**AREA / LOCAL PROGRAM:** \_\_\_\_\_

Athlete Social Security Number _____ -- _____ -- _____	Sex / Gender _____	Date of Birth (month/day/year) _____/_____/_____
Athlete Name _____	_____	_____/_____/_____
Address _____ _____	Home Phone ( ) _____	
Parent / Guardian Name _____	Home Phone ( ) _____	
Address (if different than athlete) _____ _____	Work Phone ( ) _____	
Emergency Contact (if other than parent/guardian) _____	Home Phone ( ) _____	
Health / Accident Company _____	Policy # _____	

**SPECIAL OLYMPICS RELEASE AND WAIVER OF LIABILITY**

In consideration of participating in Special Olympics Unified Sports®, I represent that I understand the nature of the event and that I (and/or my minor child) am (are/is) qualified, in good health, and in proper physical condition to participate in Unified Sports® events. I fully understand the event involves risks of serious bodily injury which may be caused by my own actions or inactions, by the actions of others participating in the event, or by conditions in which the event takes place. I fully accept and assume all such risks and all responsibility for losses, costs, and/or damages I (and/or my minor child) may incur as a result of my (and/or my minor child's) participation. I acknowledge that at any time that if I (we) feel that the event conditions are unsafe, I (and/or my minor child) will discontinue participation immediately.

If during my participation in Special Olympics activities I should need emergency medical treatment and I (and/or my minor child) am (are/is) not able to give my consent for or make my own arrangements for that treatment because of my injuries, I authorize Special Olympics to take whatever measures are necessary to protect my health and well-being, including, if necessary, hospitalization.

I (and/or my minor child) release, indemnify, covenant not to sue, and hold harmless Special Olympics, its administrators, directors, agents, officers, volunteers, employees and other Unified Sports® participants, and sponsors, advertisers, and if applicable, any owners and lessors of premises on which the activity takes place from all liability any losses, claims (other than that of the medical accident benefit), demands, costs, or damages that I (and/or my minor child) may incur as a result of participation in Unified Sports® events and further agree that if, despite this "Release and Waiver of Liability, Assumption of Risk, and Indemnity Agreement," I, or anyone on my behalf makes a claim against any of the Releasees, I will indemnify, save, and hold harmless each of the Releasees from any litigation expenses, attorney fees, loss, liability, damage or cost which may incur as a result of such claim.

I have read this "Release and Waiver of Liability, Assumption of Risk, and Indemnity Agreement" and fully understand it.

Signature of Unified Sports® Partner \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent or Guardian if Unified Sports® Partner is a Minor \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE READ BEFORE SIGNING -- I understand that:**

- the information that I have provided may be verified, and I give permission to Special Olympics to make inquiry of others concerning my suitability to act as a Special Olympics volunteer;
- in the course of volunteering for Special Olympics, I may be dealing with confidential information and I agree to keep said information in the strictest confidence;
- the relationship between Special Olympics and volunteers is an "at will" arrangement, and that it may be terminated at any time without cause by either the volunteer or Special Olympics;
- I grant Special Olympics permission to use my likeness, voice, and words in television, radio, film, or in any form to promote activities of Special Olympics.

Signature of Unified Sports® Partner \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent or Guardian if Unified Sports® Partner is a Minor \_\_\_\_\_ Date \_\_\_\_\_

6/12/02

**CAS/CIAC UNIFIED SPORTS®**  
**Tentative Calendar -- 2002-2003**

**Soccer -- New Coaches Training**

Tuesday, September 24, 2002  
at CIAC Office in Cheshire -- 3:00 - 5:00 p.m.

Tuesday, October 15, 2002

Middle School Unified Sports® Soccer  
Quinnipiac Park, Cheshire  
2:00 - 5:30 p.m.

Saturday, November 9, 2002

Elementary Unified Sports® Day  
Haddam-Killingworth High School, Higganum  
9:30 a.m. - 12:30 p.m.

Tuesday, November 12, 2002

High School Unified Sports® Soccer  
Indoor - East Hartford High School  
3:00 - 5:30 p.m.

Friday, November 15, 2002

**CCC League ONLY Soccer Event**  
At Conard High School, W. Hartford

**Basketball - New Coaches Training**

Early January, 2003 -- Site TBA -- 3:30 - 5:30 p.m.

Thursday, March 13, 2003

High School Unified Sports® Basketball  
Stratford High School  
3:00 - 5:00 p.m.

Friday, March 14, 2003

Middle School Unified Sports® Basketball  
Berlin High School -- (Levels 3 & 4)  
3:00 - 6:30 p.m.

Monday, March 17, 2003

High School Unified Sports® Basketball  
Glastonbury High School  
3:00 - 6:00 p.m.

Tuesday, March 18, 2003

Middle School Unified Sports® Basketball  
Amity High School, Woodbridge (Levels 1 2, & 3)  
3:00 - 6:00 p.m.

Wednesday, March 19, 2003

High School Unified Sports® Basketball  
Norwich Free Academy  
3:00 - 6:00 p.m.

Thursday, March 20, 2003

High School Unified Sports® Basketball  
Plainville High School  
3:00 - 6:00 p.m.

Friday, March 21, 2003

**CCC League ONLY Basketball Event**  
At Manchester High School

**Volleyball - New Coaches Training**

April 2, 2003 -- Site - To be determined -- 3:30 - 5:30 p.m.

Saturday, April 12, 2003

Elementary Day  
Wilby High School, Waterbury

Saturday, May 10, 2003

Elementary Day  
Windham RVT School, Willimantic

Monday, May 12, 2003

High School Unified Sports® Volleyball  
Bacon Academy, Colchester  
3:00 - 6:00 p.m.

Tuesday, May 13, 2003

Middle School Unified Sports® Volleyball  
Berlin High School  
3:00 a.m. - 5:30 p.m.

Thursday, May 15, 2003

**CCC League ONLY Volleyball Event**  
Weaver High School, Hartford

# TABLE OF CONTENTS

<u>TITLES</u>	<u>PAGE</u>
CIAC / SOC Unified Sports® .....	1
General Information .....	2 - 4
 <b><u>Entry Procedure</u></b>	
Sample Letter .....	5
Eligibility Criteria .....	6
Unified Partner Eligibility .....	7
Sample Event Invitation .....	8
Sample Intent-to-Enter Form .....	9
Sample Entry Form .....	10
 <b><u>Tournament Rules and Regulations</u></b>	
Unified Sports® Soccer .....	11
Divisioning Criteria - Soccer .....	12
Unified Sports® Basketball .....	13
Divisioning Criteria - Basketball .....	14
Unified Sports® Volleyball .....	15
Divisioning Criteria - Volleyball .....	16
Tournament Rules for Mentor Division .....	17
Explanation of Medical Forms .....	18
Special Athlete Medical Form .....	19
Special Partner Medical Form .....	20
 <b><u>Elementary Sport Skills</u></b>	
Baseball .....	21
Basketball .....	22
Floor Hockey .....	22 - 24
Jump Rope .....	25
Soccer .....	26
Tennis .....	27
Volleyball .....	27
Track .....	28 - 32
 <b><u>Tentative Unified Sports® Calendar of Events</u></b>	

Connecticut Interscholastic Athletic Conference  
30 Realty Drive, Cheshire, CT 06410  
Telephone (203) 250-1111  
Fax (203) 250-1345

Connecticut Special Olympics  
2666-1 State Street, Hamden, CT 06517  
Telephone (203) 230-1201  
Fax (203) 230-1202