

# Level 2 Bocce

The Level 2 Bocce training is designed for Special Olympics Minnesota coaches who would like to become a Level 2 Bocce coach and/or for volunteers who would like information about Special Olympics Minnesota bocce. This training counts as Level 2 certification and/or recertification for three years from the date this training is completed.

This training will cover Special Olympics Minnesota's bocce events, rules, competitions, the divisioning process, registration and bocce resources.

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# Coaching Special Olympics Athletes

*Coaching Special Olympics Athletes prepares Special Olympics coaches to use their sport-specific knowledge in coaching athletes with intellectual disabilities. This course meets the Special Olympics standards and competencies for coach certification. For veteran Special Olympics coaches, this course serves as a reminder of the essentials sometimes forgotten after years of coaching. For new Special Olympics coaches, this course will help prepare you for your first role in coaching Special Olympics athletes.*

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# Coaching Special Olympics Athletes

*The better the coach ...  
the better the experiences ...  
the better the athlete!*



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# Course Overview

*This course will cover specific topics related to:*

1 - The Athlete

3 - Preparing for  
& Coaching During  
Competition



2 - Teaching &  
Training

4 - Managing the Program



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# Unit 1 - The Athlete

## *Important Considerations concerning Special Olympics Athletes*

### Psychological Issues (*Learning*)

Medical  
Issues



Social  
Issues

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# Unit 1 - Psychological Considerations

**Motivation** – helping athletes maintain interest

- May have shorter attention span; harder to keep independently “on task”.
- May be motivated more by short-term rather than long-term goals.
- May learn better with more frequent positive reinforcement.

**Perception** – helping athletes understand the sport in which they are participating

- May have impairments in sight or hearing.
- May have difficulty focusing attention on the appropriate object or task.



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# Unit 1 - Psychological Considerations

**Comprehension** – helping athletes remember and perform the skill they have learned (*Understanding*)

- May find it difficult to understand purely verbal explanations of new skills. Often find it easier to learn through visual demonstrations and physical prompts.
- May have difficulty in understanding complex, multi-part actions or explanations.
- Often take a longer time between learning one piece of information and the next (learning plateau)
- Less able to generalize skills learned in one situation to a different situation.
- Use of written instructions may be more helpful than verbal, depending on the situation

## Memory/Flexibility

- May need frequent repetition and reminders in order to remember a concept or skill



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# Unit 1 - Psychological Challenges

Each psychological item has its challenge and action:

Psychological Item	Challenge	Action
Perception	Easily distracted by noise	Control surroundings
Motivation	Easily discouraged, or having a feeling of failure	Focus on positive, appropriate reinforcement, catch the athlete doing well
Memory/Flexibility	Difficulty applying skills in different environments	Practice skills in different settings or different orders
Comprehension	Difficulty learning through verbal explanation or lengthy instructions	Add demonstrations, hands-on walkthroughs of skills, keeping instructions clear and concise

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# Unit 1 - Medical Considerations

## Down Syndrome

- Approximately 10% of individuals with Down Syndrome have a condition called Atlanto-axial instability, which is a mal-alignment of the cervical vertebrae C-1 and C-2 in the neck. This condition may cause possible injury if they participate in activities that hyper-extend or radically flex the neck or upper spine.
- Prohibited sports – equestrian, gymnastics, diving, pentathlon, butterfly and dive starts in swimming, high jump, alpine/snowboarding, squat lift and soccer.

## Medications

- Understand that athletes may be taking medications that have physical side effects
- Consult with head coach / HOD if concerns arise



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# Unit 1 - Medical Considerations



## Seizures

- The number of Special Olympics athletes with seizure disorders is higher than traditional athletes
- Assist athlete to safe space around them, protect their head and neck, lay on side

## Physical Disabilities

- Some athletes also have physical disabilities which may affect the sports they can participate in or the methods of teaching a coach must use. Special Olympics has events for individuals who use wheelchairs, walkers or other assistance.
- Muscle strength may be needed for particular sports and some athletes may not have the strength for those sports. This might be due to lack of use or a permanent disability.

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# Unit 1 - Medical Considerations

## Autism

- Approximately 20% of athletes have an autism diagnosis
- ~50% of people with autism are non-verbal



## Fetal Alcohol Syndrome

- These athletes consistently function better on performance tasks compared with verbal tasks. The more concrete the task, the better the performance.
- Tend to have poor verbal comprehension skills, despite being comfortable and chatty around people. These athletes will also tend to have attention and memory deficits and often display poor judgment in distinguishing right from wrong.

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# Unit 1 – Medical Consideration for each Diagnosis

Diagnosis	See the challenge that correlates with the appropriate diagnosis.
Down Syndrome	Family should ensure the athlete is screened for Atlanto-axial instability (see medical if necessary)
Seizure Disorder	Be prepared to protect and observe the athlete should a seizure occur and minimize adverse affects
Autism spectrum disorder	Understand that athletes will engage in self-stimulatory behavior (hand-flapping, jumping, etc.), and that it is not necessarily a problem
Attention deficit/hyperactivity	Shorten drills and provide one-to-one assistance when needed
Fetal alcohol syndrome	Demonstrate concrete performance tasks

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# Unit 1 - Social Considerations

## Social Skills

- May lack basic social/interactive/adaptive skills
- May lack language interpretation

## Recreation at Home

- May lack physical activity
- May lack encouragement/motivation

## Economic Status

- May lack financial means
- May not have access to independent transportation



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# Unit 1 - Social considerations

All the following social consideration(s) may impact an athlete's participation in Special Olympics:

- Inappropriate responses to social situations
- Lack of at-home support
- Extreme lack of endurance
- Lack of access to transportation

Our challenge as coaches is to develop a full understanding of our athletes and the strengths and weaknesses they bring with them to a Special Olympics program. By doing so we can begin to develop a training and competition program that they will benefit from and enjoy.

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# Unit 2 – Teaching & Training the Athlete



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# Unit 2 - Teaching & Training the Athlete

There are many ways to organize a training session for Special Olympics athletes. Because of some of the things previously identified concerning comprehension and memory, there is considerable value in developing a consistent training routine that provides familiarity, stability, and comfort.

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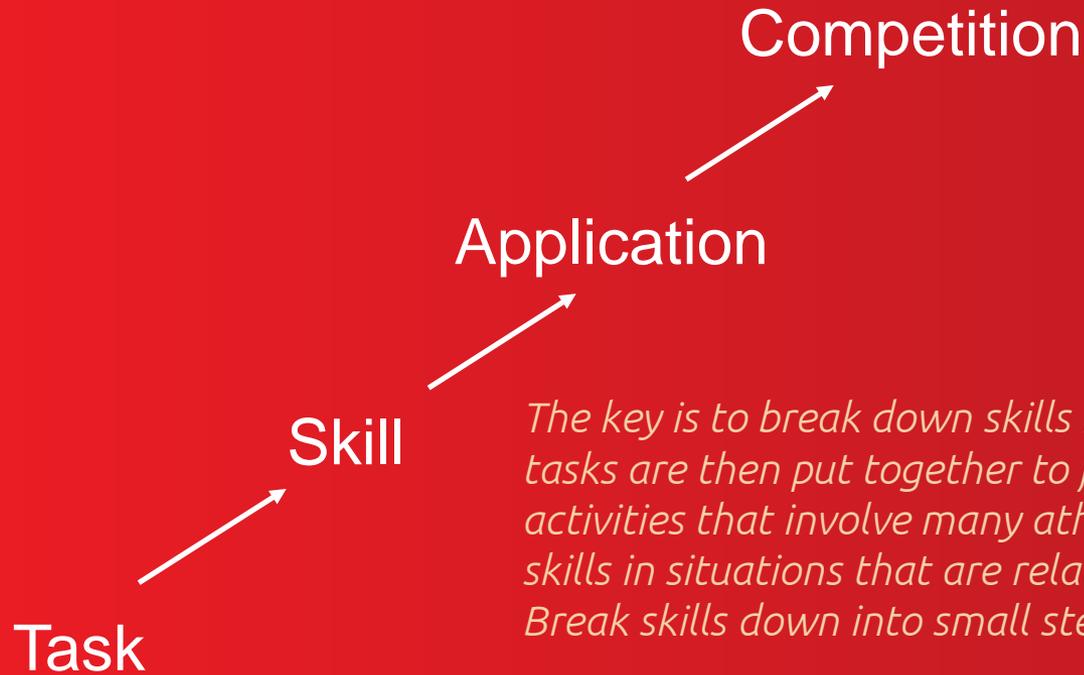
# Unit 2 - Organizing a Training Session

Component and Details	Layout of Drill or Activity
Warm-Up & Stretching	Specific to the sport, repetitive and involve athletes in leading activity
Skills Instruction	Break skills into smaller tasks, involve many athletes at a time and practice skills related to event situations
Competition Experience	Scrimmage, simulate event/game situations and work towards what the competition will look like
Cool-Down, Stretch, & Reward	Playing a game related to that sport and ending each training with a cool down activity and stretch

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# Unit 2 - Training Sequence



*The key is to break down skills into small tasks or steps; tasks are then put together to form skills. Use drills and activities that involve many athletes at all times. Practice skills in situations that are related to the game or event. Break skills down into small steps.*

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# Unit 2 - Training Sequence

What's the challenge and how to fix it?

Training Sequence Element	Challenge	Action
Application	Acquire ability to repeatedly demonstrate sport competencies in different situations & environments	Provide gamelike drills or situations
Skills	Acquire ability to perform series of sport competencies effectively and necessary to perform a sport	Work on essential sport competencies to perform the sport
Competition	Acquire ability to put essential sport competencies into practice	Provide scrimmage opportunities in practice
Tasks	Acquire ability to perform essential sport competencies	Break essential sport competencies down into individual parts

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# Unit 2 - Communication

Communication is key to immediately reinforcing desired behavior; there are several key words that begin with a “C”, which address what a coach should say.

- Clear
- Concrete
- Concise
- Consistent
- Command-oriented



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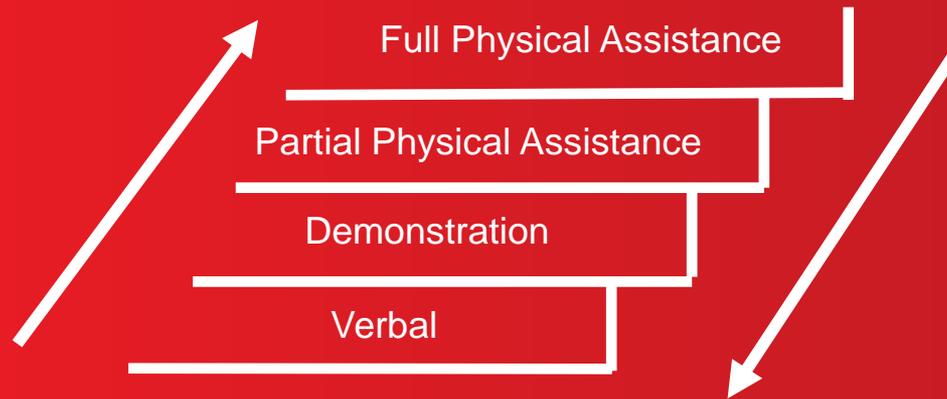
# Unit 2 - Communication

Communication Criteria	Description	Sport Example
Concise	Use a few key words that cue a desired action	"Go to the free throw line" Showing an athlete where to stand on defense
Consistent	Use the same word or phrase for the same action	Coach constantly say "Breathe" – teaching an athlete when to take a breath in aquatics
Clear	Use easy to understand words that have one meaning	"Swing the bat" teaching how/when to swing.
Command-Oriented	Use words that elicit or reinforce a desired action	"On your mark. Set. Go." Using this phrase for starts in athletics.
Concrete	Connect words to something defined or tangible	"Jump forward" when coaching an athlete in the long jump.

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# Unit 2 - Levels of Assistance



Each athlete needs to be met where he or she is and with what each individual is ready to do. It is important to use the appropriate level of instruction and assistance.

- The lower the ability athlete, the more assistance may be required
- Verbal should always be accompanied by demonstration
- Partial physical assistance may be needed to help the athlete get positioned properly
- When all else fails, take the athlete through the complete motion

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# Unit 2 - Level of Instruction or Assistance

Level of Instruction or Assistance	Description	Sport Example
Full Physical Assistance	Help the athlete through the entire motion of the skill	Volleyball: coach makes an adjustment to the athlete's arm swing by moving the athlete's arm through the entire spiking movement
Verbal	Tell the athlete what to do	Footwork: "run forward to the line; then return, running backward"
Demonstration	Show the athlete the proper technique	Soccer: one athlete shoots on goal while another watches
Partial Physical Assistance	Place the athlete's hands in the proper position	Golf: coach physically adjusts the athlete's hands on the golf club with the correct grip

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# Unit 2 - Managing Athlete Behavior

*The goal is for coaches to meet each athlete where he/she is and treat him/her accordingly. However, a coach may often have certain expectations of an athlete that may not be realistic ... not because the coach does not care, but because the coach does not understand or appreciate the differences that may exist.*

When an athlete exhibits what is generally perceived as inappropriate behavior, the inappropriate behavior may not be defiance, acting out or silliness. These behaviors may simply be a reflection or part of the person and/or what is operating in the moment.

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# Unit 2 - Managing Athlete Behavior

<b>Athlete Behavior Characteristics</b>	<b>Strategies to Improve Learning</b>
Swimmer has a short attention span	<ol style="list-style-type: none"><li>1. Dwell on a stroke or activity for short periods of time; provide numerous activities focusing on same task</li><li>2. Provide different opportunities for repetition and review, which is the key to gaining new skill.</li><li>3. Work one-on-one to gain full attention.</li></ol>
Basketball athlete yells if he/she misses a shot	<ol style="list-style-type: none"><li>1. Emphasize the other aspects of the game besides shooting</li><li>2. Work on shooting drills without a hoop</li><li>3. Begin to shoot at a hoop but in a non-game setting with a one-on-one coach</li></ol>
Bowler doesn't wait their turn	<ol style="list-style-type: none"><li>1. Have a coach at the lane help with the order of bowlers, explain whose turn it is</li><li>2. Have the bowler wait with a coach behind the bowling area until their turn is up</li><li>3. Emphasize the order and that the bowler will always follow the same individual</li></ol>

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# Unit 3 - Preparing & Coaching for Competition

- A key goal of Special Olympics is to provide an opportunity for all athletes to experience success in competitions.
- A Special Olympics athlete can benefit from many aspects of a competition (including meeting new people, participating in the festivities of Opening Ceremonies and other social events, the excitement of traveling to new places and staying away from home, etc.). None of these things, however, should be as important to the coach as the focus on the participation in the competition itself.
- This section highlights ways to improve the quality of an athlete's competition experience.

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# Unit 3 - Preparing for Competition

## Registration

Provide accurate entry and team roster information, qualifying times, and skills assessment scores.

Help the Competition Committee prepare a successful competition for your athletes by meeting their registration deadlines.

## Official competition rules

A good Competition Committee will instruct its officials/referees to enforce the Official Special Olympics Rules. Make sure you know them.

Teach your athletes the rules and, during training, phase out your verbal reminders about rules. At competition, coaches may have little or no opportunity to assist athletes when they are not following the rules. (A coach cannot be on the track with them!)



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# Unit 3 - Preparing for Competition

## Supervision

Discuss the challenges associated with participating in competition away from home, and why adequate, non-coaching support personnel are needed.

- Transportation
- Lodging (need for same-sex supervision)
- Social activities
- Coaches meetings (who will supervise athletes during these?)
- Multiple events to supervise, awards ceremonies, etc.



Design a supervision worksheet with the essential elements covered.

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# Unit 3 - Preparing for Competition

## Travel and Overnight

- Discuss overnight concerns with parents or group-home supervisors.
- Write up a simple checklist of items to bring and distribute to athletes and parents
- Make sure that all special medication needs are understood. Coaches may have to assist with handling medications. Have all medical forms and information readily available at all times.
- Work out the most effective rooming arrangements, taking into account athlete choice, behavioral and personality clashes, etc.

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# Unit 3 - Competition-Day Coaching

## Guidelines for success:

### Teach responsibility & independence

- Assist athletes in dressing appropriately, understanding what is happening at the competition site, maintaining a focused attitude and appropriate behavior.

### Arrive early

- Allow time for putting on uniforms, warm-up and stretching routine and focusing on the competition.

### Encourage maximum effort in divisioning & competition

- Applying the “honest-effort” rule from the Special Olympics Rule book

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# Unit 3 - Competition-Day Coaching

## Guidelines for success:

Let athletes compete without direct supervision

- Not running down the side of the track shouting instructions, allowing the competition officials to conduct the competition and allowing athletes to make mistakes and helping them learn from their mistakes.

Make any official protests calmly

- If you think there is a valid reason to protest the outcome, do so in a calm manner, following the competition guidelines and not involving athletes in disputes with officials.

Help athletes learn from winning & losing

- Deal graciously and realistically with winning and losing. Focus on effort made, recognize accomplishments and new skills that were performed and taking something positive away from the experience.

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# Unit 3 - Competition-Day Coaching

The coach can be the key person who makes any competition experience a good one. Taking time to adequately prepare for competition and plan for on-site supervision and that coaching is time well spent.

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# Unit 4 – Managing the Program

The successful Special Olympics coach:

## Is sports and coaching knowledgeable

- Special Olympics is a sport organization
- Technical knowledge of the sport and how to teach it is essential if coaches are to effectively help athletes improve their sport skills and truly benefit from Special Olympics.
- Successful coaches are constantly looking for opportunities to learn more about the sport.

## Is Special Olympics knowledgeable

- Special Olympics has a clearly defined mission, philosophy, and rules that have been developed through years of worldwide experience with athletes with intellectual disabilities.
- A better understanding of these will benefit your athletes.

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# Unit 4 – Managing the Program

The successful Special Olympics coach:

## Recruits and trains assistant coaches

- Individualized coach-athlete teaching is key to successful training in Special Olympics.
- Assistant coaches can be recruited to help provide individualized attention.
- Assistant coaches are useful only if they are trained and coordinated at practice.

## Recruits and trains athletes

- A coach is also a promoter and recruiter; always tries to expand participation

## Assists with appropriate sport selection

- Age appropriate, is the athlete able to participate safely and successfully and does the athlete have a choice of participating in a different sport or event.

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# Unit 4 – The Successful Special Olympics Coach:

Offers activities for all abilities

- In order to accommodate a range of abilities

Puts a priority on safety

- This is the coach's number one priority

Conducts high-quality training and competition

- Appropriate training, activities such as training days or camps, helps develop pride in being an athlete and organizes competition opportunities if none exist

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# Unit 4 – The Successful Special Olympics Coach:

## Involves families

- Educates families and group-home providers about the benefits of Special Olympics, appropriate nutrition and food choices and training at home.

## Assists with community inclusion

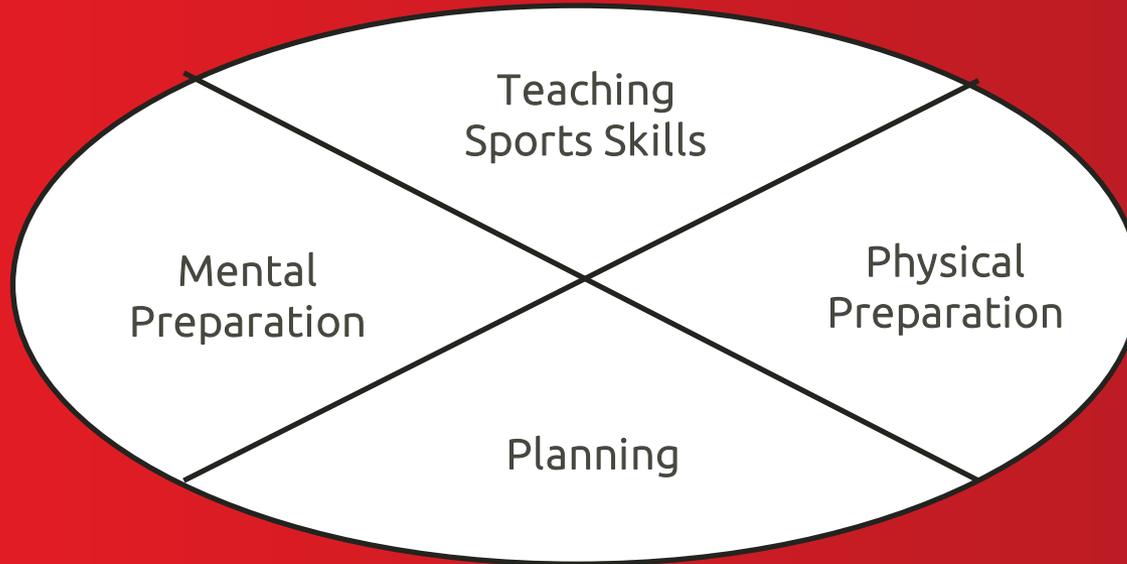
- Improves social and communication skills, opportunities to talk about Special Olympics at civic functions and assistance in joining non-Special Olympics sports opportunities

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# Unit 4 – Area of Focus

## Athlete Safety



## Coaching Philosophy

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# Unit 4 – Preparation

Assessment



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# Improved Performance & Well-Being

- TRAINING ⇒ the key
- COMPETITION ⇒ the means
- OUTCOMES ⇒ skill, confidence, courage, & joy
- GOAL ⇒ better preparation for life
- RESULTS ⇒ lifelong skills, acceptance & increased independence



*Let's Get After It and Get It Done!*

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# Level 2 Bocce

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# Level 2 Bocce

Coach raatio:

Athletes	Level II	Level I	Athletes	Level II	Level I
1-4	1	0	33-36	3	6
5-8	1	1	37-40	3	7
9-12	1	2	41-44	3	8
13-16	1	3	45-48	3	9
17-20	2	3	49-52	4	9
21-24	2	4	53-56	4	10
25-28	2	5	57-60	4	11
29-32	2	6	61-64	4	12



All Coaches and Unified Partners must complete the Level 1 certification prior to their participation with a team. Level 1 certification requires a Volunteer Application and Level 1 online training and both items are found [here](#).

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# Traditional Bocce

## Traditional Court

### Court Dimension

- 12 feet wide by 60 feet long.

### Court Surface

- May be comprised of stone dust, dirt, clay, grass or artificial surface. The surface at State Bocce is grass.

### Foul Line

- Marked 10 feet from the back-end line.

### Half-Court Line

- Marked at 30 feet. During play, the position of the pallina may change as a result of normal play; however, the pallina may never come to rest closer than the half-court line or the frame is considered dead.

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# Traditional Bocce

## Equipment

- Bocce Balls** - Eight bocce balls per court with four balls per athlete/team in one color and four balls for the other athlete/team in a different color. The official tournament bocce balls are 107 millimeters.
- Pallina** - One small white ball per court. The official tournament pallina is 60 millimeters.
- Ramps** - Allowed in Modified Bocce only.

## Singles

- Bocce Balls** - Each athlete will play four balls.

## Doubles and Unified Doubles

- Bocce Balls** - Each player will play two balls.
- Substitutions** - Because divisions are set in advance by assessment scores, substitutions for registered teams are not allowed. Another person will be allowed to play for an absent player; however, the team will receive participation ribbons.



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# Traditional Gameplay

## Coin Toss

- Determines which team has the pallina first and choice of ball color.

## Three-Attempt Rule

- The team possessing the pallina has three attempts to place the pallina beyond the 30-foot line and before the 10-foot line on the opposite end. If the three attempts are unsuccessful, the opposing team will have one opportunity to place the pallina. If this attempt is unsuccessful, the referee will place the pallina in the center of the court at the 50-foot mark (opposite end foul line). However, at no time does a team lose its earned pallina advantage of being able to deliver the first ball.

## Sequence of Play

- The pallina is rolled or tossed by the athlete/team that won the coin toss. The player tossing the pallina must deliver the first bocce ball. The opposing athlete/team will then deliver their bocce balls until they are the closest to the pallina or they have exhausted their four balls. This “nearest ball” rule governs the sequence of played balls. The side whose ball is the closest to the pallina is called the “in” ball and the opposing side the “out” ball. Whenever a team gets “in,” it steps aside and allows the “out” team to deliver.

## Switching Ends

- After each frame, the athlete/team will move to the other end to start the next frame.

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# Traditional Gameplay

## Initial Point

- The athlete/team that threw the pallina has the pallina advantage and initial point. This means if all balls are hit out of bounds and no bocce balls remain in the court, it is up to the athlete/team that threw the pallina to throw the next bocce ball.

## Ball Delivery

- A player can not cross the 10-foot foul line at anytime, if a player crosses the foul line that throw results in a forfeit. The player can roll, toss, bounce or bank the ball down the court. All throws must be done in an underhand delivery. The player also has the option of aiming to hit the opposing team's bocce balls. \*Special Olympics Minnesota event staff/volunteers will allow for certain modifications of ball delivery based upon a physical disability.

## Pallina Knocked Out

- If the pallina is knocked out of the court, the referee places it back inside the court, as close to where it went out as possible.

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# Traditional Gameplay

## Scoring

- Only one athlete/team scores per frame. The athlete/team with the closest bocce ball to the pallina is the team that scores. Points are awarded to the closest team for every bocce ball that is closer to the pallina than the closest bocce ball of the opposing team. The athlete/team with the closest ball in a frame will also throw the pallina in the next frame. Matches will conclude when one person or team has reached 12 points.

**Closed Competition** - Athletes and Unified Partners are competing on their own. Coaches, family members or spectators are prohibited from providing instruction during a match. A warning or disqualification may be given if the closed competition policy is not followed.

**Measurements** - The players (not coaches or spectators) have a right to request a measurement if the players disagree with the referee.

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# Traditional Gameplay

- If the pallina gets hit and leaves the bocce pitch, place the pallina back in the pitch as close to where it went out as possible and proceed with play.
- No game should end in a tie. If after 20 minutes a game is tied, one more frame is played.
  - If a tie exists after round robin competition, the tie will be broken by the following order of steps:
    1. Total points scored by each person or team (high wins)
    2. Total points scored against by each person or team (low wins)
    3. If still tied, whoever won the head to head match between the tied players.
- If a player throws a ball out of turn, that ball is removed from the playing area and does not count for scoring. If the ball that was thrown out of turn moves any other balls, replace the balls back to their original positions. The athlete that threw out of turn DOES NOT re-throw that ball.
- Athletes and Unified partners can strategize together *but not with their coach.*

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# Modified Bocce

*Modified Bocce is designed for lower ability or mobility athletes who do not have the physical skills to put a regulation 60 millimeters pallina into play or place a regulation 107 millimeters ball past half-court. If an athlete can successfully do either of these skills on a consistent basis, they should be entered in the Traditional Bocce.*

*\*Where These Rules Don't Govern, All Rules Will Be The Same As Traditional Bocce\**

## Court Dimension

- 12 feet wide by 40 feet long.

## Court Surface

- May be composed of stone dust, dirt, clay, grass or artificial surface. The surface at State Bocce for modified is dirt.

## Foul Line

- Marked 10 feet from the back-end lines.

## Half-Court Line

- Marked at 20 feet. During play, the position of the pallina may change as a result of normal play; however, the pallina may never come to rest closer than the half-court line or the frame is considered dead.



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# Modified Bocce

## Modified Bocce Balls

- Eight bocce balls per court with four balls per athlete/team in one color and four balls for the other athlete/team in a different color. The official tournament bocce balls are 90 millimeters.
- One small white ball per court. The official tournament pallina will be 40 millimeters.

## Ramps

- Allowed in Modified Bocce only. Athletes are divisioned based on their assessment score and placed in a ramp division when participation allows. Teams must provide ramps.

## Modified Singles

- **Bocce Balls** - Each athlete will play four balls.

## Modified Doubles and Unified Doubles

- **Bocce Balls** - Each player will play two balls.

## Substitutions

- Another person will be allowed to play for an absent player; however, the team will receive participation ribbons.
- Because divisions are set in advance, substitutions for registered teams are not allowed.

## Divisioning

- In modified singles, doubles, and Unified doubles, both players submit a modified assessment score.

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# Modified Gameplay

## Coin Toss

- Determines which team has the pallina first and choice of ball color.

## Three-Attempt Rule

- The team possessing the pallina has three attempts to place the pallina beyond the mid-line and before the 30-foot line on the opposite end. If the three attempts are unsuccessful, the opposing team will have one opportunity to place the pallina. If this attempt is unsuccessful, the referee will place the pallina in the center of the court at the 30-foot mark (opposite end foul line). However, at no time does a team lose its earned pallina advantage of being able to deliver the first ball.

## Sequence of Play

- The pallina is rolled or tossed by the athlete/team that won the coin toss. The player tossing the pallina must deliver the first bocce ball. The opposing athlete/team will then deliver their bocce balls until they are the closest to the pallina or they have exhausted their four balls. This “nearest ball” rule governs the sequence of played balls. The side whose ball is the closest to the pallina is called the “in” ball and the opposing side the “out” ball. Whenever a team gets “in,” it steps aside and allows the “out” team to deliver.

## Switching Ends in Modified

- Athletes/teams do not switch ends between frames.

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# Modified Gameplay

## Initial Point

- The athlete/team that threw the pallina has the pallina advantage and initial point. This means if all balls are hit out of bounds and no bocce balls remain in the court, it is up to the athlete/team that threw the pallina to throw the next bocce ball.

## Ball Delivery

- A player can not cross the 10-foot foul line, if a player crosses the foul line that throw results in a forfeit. The player can roll, toss, bounce or bank the ball down the court. All throws must be underhand. The player also has the option of aiming to hit the opposing team's bocce balls. \*Special Olympics Minnesota event staff/volunteers will allow for certain modifications of ball delivery based upon a physical disability.

## Pallina Knocked Out

- If the pallina is knocked out of the court, the referee places it back inside the court, as close to where it went out as possible.

## Scoring

- Only one athlete/team scores per frame. The athlete/team with the closest bocce ball to the pallina is the team that scores. Points are awarded to the closest team for every bocce ball that is closer to the pallina than the closest bocce ball of the opposing team. The athlete/team with the closest ball in a frame will also throw the pallina in the next frame. Matches will conclude when one person or team has reached 12 points.

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# Modified Gameplay

## Closed Competition

- Athletes and Unified Partners are competing on their own. Coaches, family members or spectators are prohibited from providing instruction during a match. A warning or disqualification may be given if the closed competition policy is not followed.

## Measurements

- The players (not coaches or spectators) have a right to request a measurement if the players disagree with the referee.

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# Traditional Divisioning

All Athletes and Unified Partners must submit assessment scores to be used in divisioning.

## Traditional Bocce Divisioning

- Each Athlete and Unified Partner delivers eight bocce balls at three different distances
  - 30-foot line, measure in centimeters the closest three bocce balls to the pallina
  - 40-foot line, measure in centimeters the closest three bocce balls to the pallina
  - 50-foot line, measure in centimeters the closest three bocce balls to the pallina*Add the nine measurements from the 30, 40- and 50-foot lines for a final bocce measurement.*

## Pallina movement

- During the assessment process, if the pallina is moved from its spot at the 30, 40- or 50-foot line, it is to be replaced on the spot before the next ball is rolled and before any measurements are taken.

## Measurements

- Taken from the center side of the bocce ball to the center side of the pallina

## Doubles/Unified Doubles

- Add each player's individual measurement for a total team measurement.



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# Modified Divisioning

- All Athletes and Unified Partners must submit assessment scores to be used in divisioning.

## Modified Bocce Divisioning

Each Athlete and Unified Partner delivers eight bocce balls at three different distances.

- If competing in Modified Doubles or Unified Doubles each teammate must use the 10, 20- and 30-foot line for divisioning.
    - 10-foot line, measure in centimeters the closest three bocce balls to the pallina
    - 20-foot line, measure in centimeters the closest three bocce balls to the pallina
    - 30-foot line, measure in centimeters the closest three bocce balls to the pallina
- Add the nine measurements from the 10, 20- and 30-foot lines for a final bocce measurement.*

## Pallina movement

- During the assessment process, if the pallina is moved from its spot at the 10, 20- or 30-foot line, it is to be replaced on the spot before the next ball is rolled and before any measurements are taken.

## Measurements

- Are taken from the center side of the bocce ball to the center side of the pallina

## Modified Doubles/Unified Doubles

- Add each player's individual measurement for a total team measurement.

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# Registration

Registration is done online by Heads of Delegation or Head Coaches. In order to register online the coach must have a username and password. If you need help with registration, please contact [sports@somn.org](mailto:sports@somn.org).

When a coach registers a team, they must submit the following:

1. Measurement score for each athlete/partner (see divisioning)
  2. Coaches on each team
  3. Athletes/partners must have appropriate paperwork submitted in order to register.
- When creating a team name during registration, please use the format of Last Name/Last Name (ex: Kaasa/Vail)
  - When registering for bocce events online, be sure to enter a separate assessment score for each individual player. Do not enter in the sum of the player's scores, this will be done automatically.
  - On-Court Assistance: For athletes that are non-verbal, visually impaired and/or need additional assistance on the court. The court assistant can help pick up the balls for the athlete, but the athlete must throw the ball on their own. Court assistants must be provided by the delegation and registered online as part of the competition registration.

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# 2022 Bocce Competitions

Region	Date	Location	City	Quota Due	Registration
South	Aug. 7	Shattuck-St. Mary's	Faribault	June 26	July 17
West	Aug. 7	NorthStar Sports Complex	Alexandria	June 26	July 17
Metro	Aug. 13-14	HealthEast Sports Center	Woodbury	July 5	July 24

For any questions or comments about competitions,  
please contact [sports@somn.org](mailto:sports@somn.org)

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# Practice, Skill Development & Resources

Special Olympics Minnesota wants to make sure that you have confidence in your knowledge of bocce rules, skills and practice ideas. Listed below are Special Olympics bocce resources that can help with the training and skill development for athletes.

[Special Olympics Minnesota Bocce Handbook](#)

Special Olympics, Inc Bocce Resources

[Bocce Coaching Guide](#)

[Special Olympics, Inc. Bocce Rules \(2016\)](#)

For additional resources and video tutorials on Special Olympics bocce please visit <http://specialolympics.org/bocce.aspx>

For any questions regarding Special Olympics Minnesota bocce please contact [sports@somn.org](mailto:sports@somn.org)



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# SOMN Health Programs

SOMN offers health programs to integrate into your sports season to enhance your athlete's performance, health, nutritional knowledge and overall wellbeing.

- SOFit- unified approach to improving and protecting health and wellness for people with and without intellectual disabilities. Comprehensive, 360 degree look at wellness and human spirit.
  - 8 weeks, unified pairs
  - Coaches lead educational topics including cooking, healthy grocery shopping, importance of varying workouts, healthy beverage choices.
  - Customizable to groups interest
  - Four pillars of wellness: physical, nutrition, emotional and social.
  - Coaches Manual includes all lessons and activities. Athlete Playbook allows athletes to track lessons and activities.

Questions? Want materials?

Contact Kelsey Sparks | Health Programs Coordinator [Kelsey.sparks@somn.org](mailto:Kelsey.sparks@somn.org)

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# SOMN Health Programs

SOMN offers health programs to integrate into your sports season to enhance your athlete's performance, health, nutritional knowledge and overall wellbeing.

- Fit5
  - Plan for physical activity, nutrition and hydration
  - Recommending 5 days of physical activity, 5 fruits and vegetables and 5 bottles of water
  - Fitness cards offer exercises to challenge abilities. These can be done at practice, the gym and home.
  - Build your practice using fitness cards to focus on endurance, flexibility, and strength
  - Athlete handbook to track progress and follow program at home

[Start now! Fit5 Guide and Training Cards](#)

Questions? Want materials?

Contact Kelsey Sparks | Health Programs Coordinator [Kelsey.sparks@somn.org](mailto:Kelsey.sparks@somn.org)

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# Coach Recognition Item

Each coach that becomes Level 2 certified or recertified in a sport is able to order one coach item per calendar year. Information can be found [HERE](#).

Please note that if you have not completed a Level 2 training or recertification course, or you have already received an item for the year, you will not be shipped an item.

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# Level 2 Bocce Quiz

Level 2 certification is not processed until you have completed the Level 2 quiz.

To take the Level 2 Bocce quiz please [click here](#).

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