

Level 2 Golf

The Level 2 Golf training is designed for Special Olympics Minnesota coaches who would like to become a Level 2 Golf coach and/or for volunteers who would like information about Special Olympics Minnesota Golf. 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 golf events, rules, competitions, the divisioning process, registration and golf 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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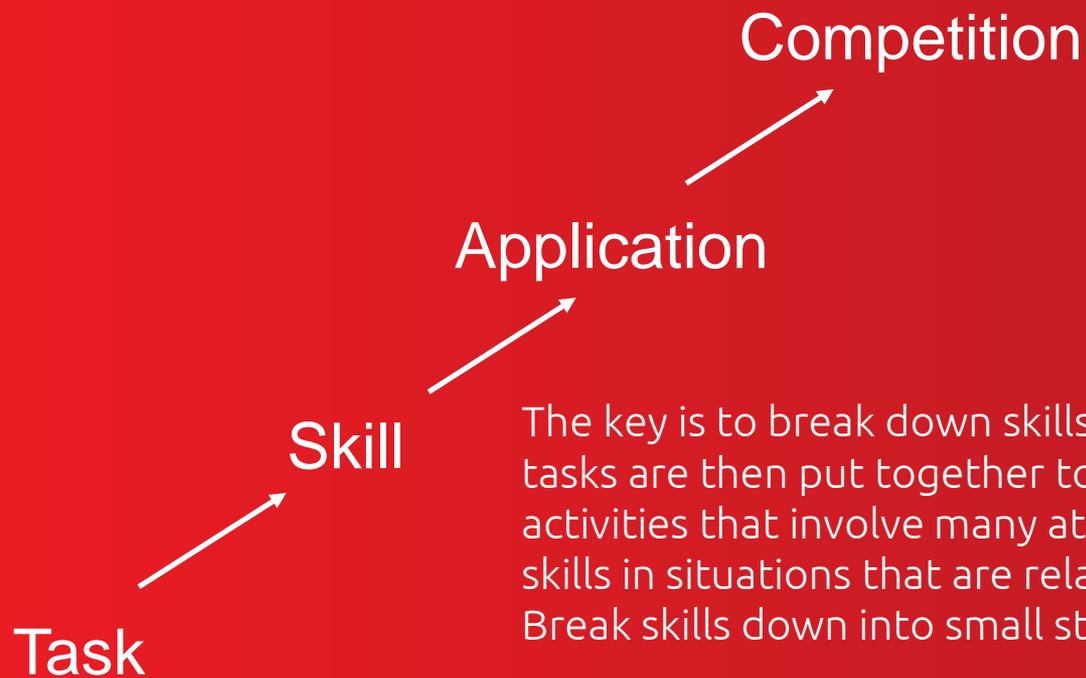
Unit 2 - Organizing a Training Session

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.



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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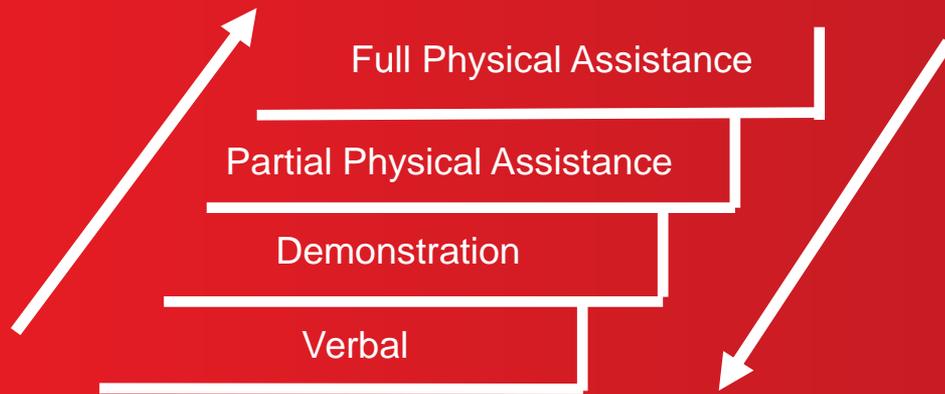
Unit 2 - Communication

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



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

Athlete Behavior Characteristics	Strategies to Improve Learning
Swimmer has a short attention span	<ol style="list-style-type: none">1. Dwell on a stroke or activity for short periods of time; provide numerous activities focusing on same task2. Provide different opportunities for repetition and review, which is the key to gaining new skill.3. Work one-on-one to gain full attention.
Basketball athlete yells if he/she misses a shot	<ol style="list-style-type: none">1. Emphasize the other aspects of the game besides shooting2. Work on shooting drills without a hoop3. Begin to shoot at a hoop but in a non-game setting with a one-on-one coach
Bowler doesn't wait their turn	<ol style="list-style-type: none">1. Have a coach at the lane help with the order of bowlers, explain whose turn it is2. Have the bowler wait with a coach behind the bowling area until their turn is up3. Emphasize the order and that the bowler will always follow the same individual



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

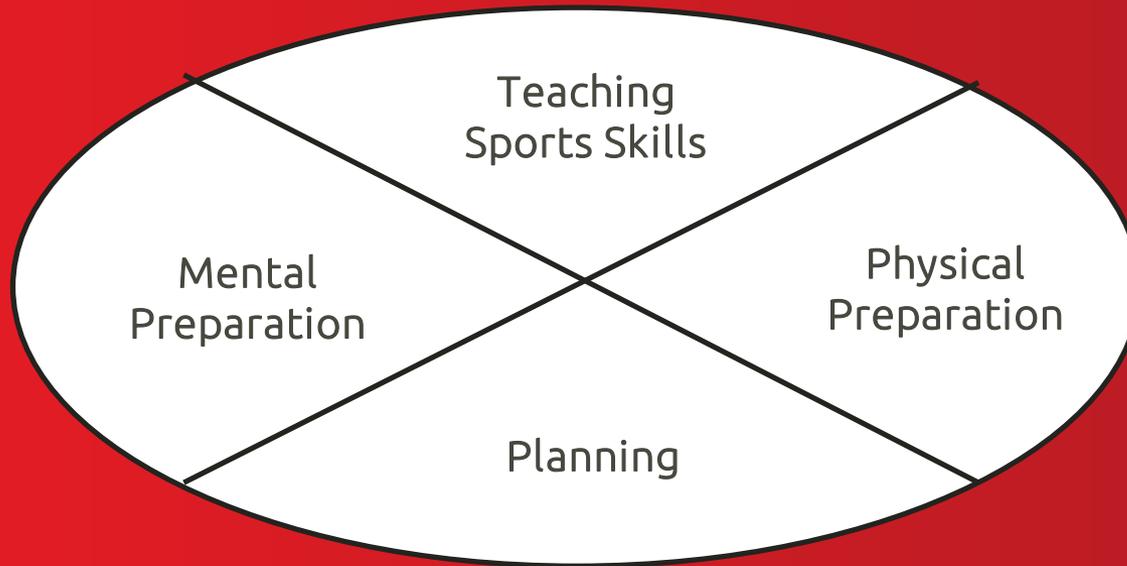
- Improves social and communication skills, opportunities to talk about Special Olympics at civic functions and assistance in joining non-Special Olympics sports opportunities

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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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SOMN Health Programs

SOMN offers health programs to integrate into your sports season to enhance your athletes 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

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SOMN Health Programs

SOMN offers health programs to integrate into your sports season to enhance your athletes 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

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Level 2 Golf

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Level 2 Golf

*** Alternate Shot (Unified Golf) Coach Ratio:** Delegations are allowed to count Unified Partners who are certified coaches toward their ratios provided that any delegation bringing more than one athlete to a competition has at least one Level II coach on site who is not playing and still meets the appropriate coach ratio. Coach ratios for individual skills must still be met by non-playing coaches.

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

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



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SOMN Golf Events

Individual Skills - athletes compete in six skill stations: wood shot, iron shot, chip shot, pitch shot, long putt and short putt

Traditional Shot - 3-hole or 9-hole, the athlete golfs independently

Alternate Shot (Unified Golf) - 3-hole or 9-hole, the athlete golfs with a Unified Partner and alternates shots

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Individual Skills

Individual Skills is designed for athletes with a lower ability or that are learning the game. Individual Skills provides meaningful competition allowing them to train and compete in basic golf skills.

Individual Skills

- Six Events – Short Putt, Long Putt, Chip, Pitch, Iron and Wood
- No bunker shot
- Five shots per event. A missed shot will count as one of the five shots.
- Volunteers are allowed to help tee up a shot.

Individual Skills Score Sheet - click [here](#) for a blank score sheet

Individual Skills Station Diagrams - click [here](#) for a diagram of each Individual Skills station (pages 6-13)

9-hole Eligibility – In order for an athlete to compete in 9-hole traditional stroke play or 9-hole alternate shot team play at State Games they must have an individual skills score of 40 at a sanctioned event (Regional or previous State competition). In addition, the athlete must score 10 points or more in at least one of the skills and five points in two other skills.



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Individual Skills – Putting

Short Putt - Five shots are taken at a two-meter distance from the hole. For scoring purposes, two circles are placed around the hole, one at .5 meters and the other at 1.5 meters.

- 0 points = Misses shot
- 1 point = Swinging and striking the ball
- 2 points = Ball stops within the 1.5-meter circle (radius)
- 3 points = Ball stops within the 0.5-meter circle (radius)
- 4 points = Ball goes in the hole
- Short Putt score – Add the score for all five shots

Long Putt - Five shots are taken at an eight-meter distance from the hole. For scoring purposes, two circles are placed around the hole, one at .5 meters and the other at 1.5 meters.

- 0 points = Misses shot
- 1 point = Swinging and striking the ball
- 2 points = Ball stops within the 1.5-meter circle (radius)
- 3 points = Ball stops within the 0.5-meter circle (radius)
- 4 points = Ball goes in the hole
- Long Putt score – add the score for all five shots

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Individual Skills – Chip & Pitch

Chip Shot - Five shots are taken at a 14-meter distance from the hole. For scoring purposes, two circles are placed around the hole, one at 3 meters and the other at 6 meters.

- 0 points = Misses shot
- 1 point = Swinging and striking the ball
- 2 points = Ball stops within the 6-meter circle (radius)
- 3 points = Ball stops within the 3-meter circle (radius)
- 4 points = Ball goes in the hole
- Chip Shot score – Add the score for all five shots

Pitch Shot - Five shots are taken at a 6-meter circle with a 1-meter-high barrier in front of the golfer (the 1-meter barrier is 5 meters in front of the golfer).

- 0 points = Misses shot
- 1 point = Swinging and striking the ball
- 2 points = Ball goes over the barrier
- 3 points = Ball lands in and rolls out of the 6-meter circle, or lands out of the circle and comes to rest in the circle
- 4 points = Ball lands in the circle and comes to rest in the circle
- Pitch Shot score – add the score for all five shots

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Individual Skills – Iron & Wood

Iron Shot - Iron club is required, although a hybrid club is allowed for either the iron or wood shot (not both). A golfer may hit off a tee, the ground or a mat and at the competition a volunteer can tee up the shot. Golfers hit five iron shots at the driving range at a target area that is 35 meters wide.

- 0 points = Misses shot
- 1 point = Swinging and striking the ball
- 2 points = Ball comes to rest between 30-60 meters and in the 35-meter-wide target area
- 3 points = Ball comes to rest between 60-90 meters and in the 35-meter-wide target area
- 4 points = Ball comes to rest beyond 90 meters and in the 35-meter-wide target area
- Iron Shot score – add the score for all five shots

Wood Shot - Wood club is required, although a hybrid club is allowed for either the iron or wood shot (not both). A golfer may hit off a tee, the ground or a mat and at the competition a volunteer can tee up the shot. Golfers hit five wood shots at the driving range at a target area that is 50 meters wide.

- 0 points = Misses shot
- 1 point = Swinging and striking the ball
- 2 points = Ball comes to rest between 60-90 meters and in the 50-meter-wide target area
- 3 points = Ball comes to rest between 90-120 meters and in the 50-meter-wide target area
- 4 points = Ball comes to rest beyond 120 meters and in the 50-meter-wide target area
- Wood Shot score – add the score for all five shots

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Alternate Shot (Unified Golf)

Alternate Shot - one Athlete and one Unified Partner golf together

Alternate Shot Team Play - designed to give the Athlete an opportunity for transition from skills to individual play and progress under the guidance of a Unified Partner whose ability and knowledge of golf is more advanced. The alternate shot partner can assist with club selection, teeing the ball, alignment, etc.

Teams - Alternate Shot teams must have competed together at a Regional competition in order to compete together at the State Competition. No changes or substitutions to alternate shot teams will be allowed between Regional and State.

Sequence of Play - Athletes and Unified Partners alternate shots at each hole until the ball is holed. Athletes tee off one more time than the Unified Partner. For example, the Athlete tees off on hole one, the Unified Partner must tee off on hole two regardless of who holed the ball on the previous hole.

Alternate Shot Events - 3-hole, 5-hole (Divisioning for athletes of 30+ handicap *as assigned by SOMN Staff*), or 9-hole.

9-hole eligibility - Athletes who participate in 9-hole Alternate Shot at Fall Games State Golf must have an individual skills score of 40 at a sanctioned event (previous Regional or State competition). In addition, the Athlete must score 10 points or more in at least one of the skills and five points in two other skills.

Unified Partner Paperwork - Unified Partners must have a Volunteer Application and Level 1 online training on file.



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Traditional Shot

Traditional Shot - an athlete golfs independently. A volunteer is assigned to each group to keep score, but it is the responsibility of the golfer to verify their score for each hole and for the round.

Traditional Shot Events

3-hole

5-hole (Divisioning for athletes of 30+ handicap *as assigned by SOMN Staff*)

9-hole

9-hole eligibility - Athletes who participate in 9-hole Traditional Shot at Fall Games State Golf must have an individual skills score of 40 at a sanctioned event (previous Regional or State competition). In addition, the Athlete must score 10 points or more in at least one of the skills and five points in two other skills.



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Traditional Shot

Caddies

The tournament committee may prohibit the use of caddies or restrict the choice of caddies. (Appendix 1, Section 2)

A caddie must be a certified level 2 coach, registered for the competition

An athlete must be registered as having a caddie for assistance, if an athlete is not registered for this, he/she will be disqualified

An athlete may only have one caddie, a two-stroke penalty is assessed for each hole an athlete uses more than one caddie (Rule 6-4)

The caddie is responsible for knowing the Rules of Golf. Should the caddie violate a rule, the athlete will be penalized as if he/she committed the violation. (Rule 6-1)

While "making a stroke" the caddie shall not be positioned close to or on an extension of the line of play or putt behind the ball. The caddie can hold the line during practice swings but must move away when the athlete addresses the ball. (Rule 14-2b)

A caddie is allowed to attend the flag, but this must be arranged before the athlete makes his/her stroke. Once the stroke has been made, the pin may not be removed. If so, it results in a two-stroke penalty. (Rule 17-1)

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A caddie can:

- Carry or push the athlete's clubs

- Assist with club selection and teeing a ball on the tee box if needed

- Fix divots, ball marks, rake sand traps, attend the flag if requested before the stroke

- Help locate a golf ball and athlete's score

- Suggest aim/line

 - The caddie may not physically assist, but can suggest where to aim

The caddie may not put a mark on the ground, or touch the line to assist

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Competition Information

Coaches - are allowed to walk along the course and watch but cannot instruct, coach or go on to the hole.

Golf Carts - are only used to carry golf bags. Athletes need to walk with exceptions made for medical reasons, which must be submitted and approved prior to the competition.

Stroke Limit - the most strokes that may be taken on any hole is nine. If an athlete or team has not holed the ball after nine strokes, a score of 9x is recorded.

Lost Ball - if an Athlete or Unified team has a lost ball, they are assessed a one-stroke penalty and drop a ball where the entire grouping decides the ball was lost at. This is done to keep pace of play.

Penalties - all other regulation golf rules and penalties apply.

Regional Competition - some regional competitions may allow athletes to compete in both Individual Skills and 3-hole golf. Check with sports@somn.org before you register.

State Competition - athletes may only compete in one event. This is due to the limited amount of tee times at the competition.

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Competition Information

Regional Competitions

Region	Date	Location	City	Register by
Metro	July 11	Victory Links Golf Course	Blaine	June 19
North	July 28	Lake Miltona Golf Club	Alexandria	July 7
Metro	August 1	Hidden Greens Golf Course	Hastings	July 8

State Competition

Date	Location	City	Quota Due	Register By
August 21	Oak Marsh Golf Course	Oakdale	July 10	July 31

Please contact sports@somn.org with any questions.

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Golf Divisioning & Registration

All Athletes and Unified Partners must submit a registration score. The registration score you submit depends on the event that an Athlete or Unified Partner is competing in. Please see below for information on which registration score you may need to submit.

Divisioning and Registration Information

- **Individual Skills** - Athletes competing in Individual Skills score must submit an Individual Skills score. (scoresheet found [here](#) and Individual Skills diagrams found [here](#) on pages 6-13)
- **Traditional Shot** - Athletes competing in 3-hole or 9-hole must also submit their 3-hole or 9-hole score as well as the par of the course they were practicing on.
- **Alternate Shot** - Athletes and Unified Partners must submit a team 3-hole or 9-hole score as well as the par of the course they were practicing on.
- **5-hole Traditional and Unified will be registered and divisioned by SOMN staff based on regional 9-hole scores.**
- Online registration [here](#) (Head Coach or HOD only)

Athletes and Alternate Shot teams are divisioned at Regionals based on their registration score. At the State golf tournament, athletes and alternate shot teams are divisioned based on their results from the Regional golf tournament.

Additional Registration Information:

9-hole Eligibility – in order for an athlete to compete in 9-hole traditional stroke play or 9-hole alternate shot team play at state they must have an individual skills score of 40 at a sanctioned event (Regional or previous State competition). In addition, the athlete must score 10 points or more in at least one of the skills and five points in two other skills

Alternate Shot Teams - Alternate Shot teams must have competed together at a Regional competition in order to compete together at the State Competition. No changes or substitutions to alternate shot teams will be allowed between Regional and State.

Special Olympics
Minnesota



Practice, Skill Development & Resources

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

[Special Olympics Minnesota Golf Resources](#)

[Special Olympics, Inc Golf Resources](#)

[Special Olympics Inc. Golf Resources and Rules](#)



For any questions regarding Special Olympics Minnesota golf please contact:
Devin Kaasa | devin.kaasa@somn.org

Special Olympics
Minnesota



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.

Special Olympics
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Level 2 Golf Quiz

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

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

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