

Level 2 Snowshoeing

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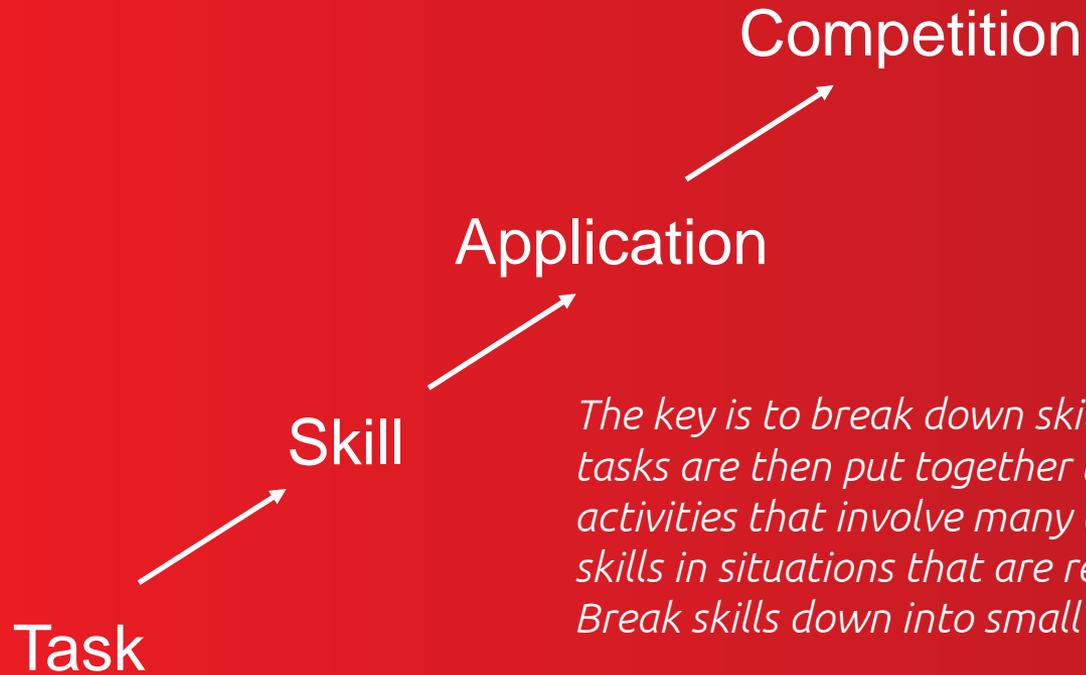
Unit 2 - Organizing a Training Session

| 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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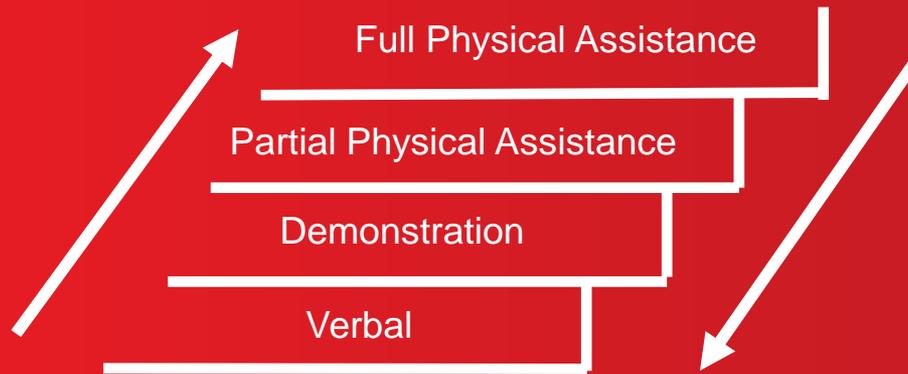
Unit 2 - Communication

| 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 |

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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

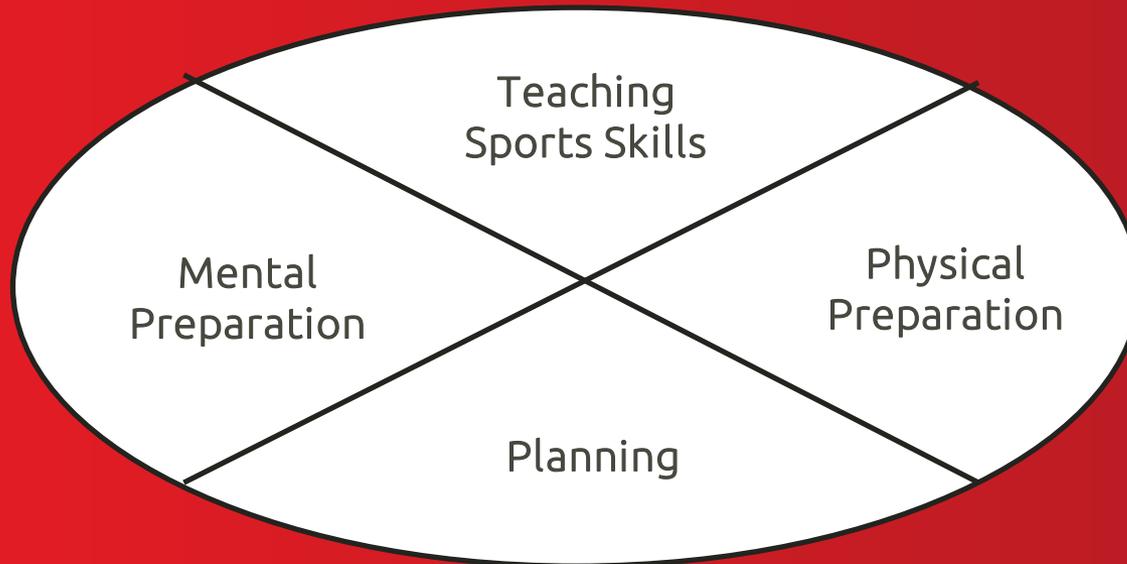
- Improves social and communication skills, opportunities to talk about Special Olympics at civic functions and assistance in joining non-Special Olympics sports opportunities

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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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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

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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

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Level 2 Snowshoeing

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Level 2 Snowshoeing

Coach ratio:

| 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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SOMN Snowshoe Events

**Athletes are allowed to register for 2 individual events and 1 Unified event per competition*

25, 50, 100, 200 Meter Race

- Race for speed in the 25, 50, 100 & 200-meter lengths, on a course as defined below.
- These lanes will be numbered and will have a width between 1 meter and 1.5 meters.

Unified 25, 50, 100, 200 Meter Race

- Unified Partners can register for all race lengths
- Athletes & Unified Partners will be divisioned separately, and will each need an individual qualifying time to submit for registration **(NEW in 2022, subject to change)**
- Athlete & Unified partner times will be added together for the Unified team score.
- The Unified team score will be used for divisioning & awards.

Event Course Layout

- All event courses will be set up as a straightaway

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Equipment Check

Please ensure you are training and competing with the approved equipment.

Equipment Check at a Competition

- All snowshoes will be measured and checked by an official prior to each competition.
- Competitors must always wear their assigned number on the front of their torso.
- This either being on his/her snowsuit or snow pants.

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Equipment - Snowshoes

- The snowshoe frame itself shall not be smaller than 17.78 cm x 50.8 cm (7 inches x 20 inches).
- This measurement shall be taken at the longest point of the snowshoe and the widest point of the snowshoe. The attachment of any additional "spikes" is not permitted.
- The snowshoe shall consist of a frame and webbing or solid decking material. The foot must be secured through a direct mount binding system to the snowshoe.

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Where to buy snowshoes

[Joe's Sporting Goods](#)

Brand: Tubbs
Price: \$84-250

[L.L Bean](#)

Brand: Trailblazer
Price: \$80-230

[Fleet Farm](#)

Brand: Kodiak
Price: \$109-130

[Next Adventure](#)

Brand: Various
Price: \$50-225

[Dicks Sporting Goods](#)

Brand: Yukon
Price: \$120-200

[Walmart](#)

Brand: Various
Price: \$70-175

[Amazon](#)

Brand: Various
Price: \$70-200

[Gopher Sport](#)

Brand: Red Feather
Price: \$155

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Equipment – Footwear, Poles & Bib Numbers

Footwear

Competition footwear may include but is not limited to running shoes, hiking boots or snow boots. All competitors are required to wear footwear.

Poles:

The use of poles is optional.

Bib Numbers:

Bib numbers must be visible on the front torso during competition. Bibs will be provided by SOMN the day of competition.



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Rules of Competition

The Start

- At the start of the race, competitors must have both tips of his/her snowshoes behind the starting line, which is identified in the snow with either spray paint or some form of marking.
- No part of the competitor's body or clothing can be in contact with the starting line before the start.
- All competitors in each division shall start on the starting line side by side at the same time. There will be no timed interval starts.
- The starting command will be as follows: Verbal command shall be "Racers Ready". The start signal shall be a verbal "Go". An additional visual start indicator (flag) may be used to assist competitors with a hearing impairment. A tap touch start may be used for an athlete who is visually impaired.

False Starts

- Any competitor starting before the start signal is given will be charged with a false start.
- An official should identify and notify the competitor that is charged with a false start. Any competitor making two false starts in the same race will be disqualified from that race.

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Rules of Competition – The Race

- Only the officials and competitors competing in the race are allowed on the course. This means NO ASSISTANCE (see assistance categories for more information).
- Pacing of the competitors is not allowed. Pacing is defined as moving along with, just ahead, just behind or next to the competitor to cheer, coach or time the athletes.
- In the 25 Meter, 50 Meter and 100 Meter races, each competitor should stay in their assigned lane from start to finish. Unless a material advantage has been gained, or impedance or interference with another competitor occurs, a competitor shall not be disqualified if he or she leaves the lane.



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Rules of Competition – The 2-Minute Rule

In accordance with SOI, SOMN has adopted the “Two-Minute Rule”

Scenario #1:

- *If during a race a competitor falls, has difficulty with a snowshoe or binding, or leaves the track, he/she has two minutes to correct the problem.*
- *Officials should allow the competitor two minutes to return to the course before intervening unless the situation poses a safety concern for the competitor or other competitors on the course.*

In this case, the coach will be allowed on the course.

Coaches are only allowed onto the course if permitted by the race official.

Scenario #2:

- *In any race 100 meters or longer, a competitor must progress at least 20 meters toward the finish line every two minutes. A competitor who fails to adhere to the two-minute limit or receives assistance of any kind shall be disqualified.*
- *The race official will start a timer to begin the “Two-Minute Rule”.*

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Rules of Competition – The Finish

- A competitor has finished the race when his/her torso reaches the vertical plane of the finish line. The torso is distinguished from the head, neck, arms, legs, hands, and feet.
- A competitor must have both snowshoes on his/her feet when crossing the finish line.

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Rules of Competition – Disqualification

A competitor will be disqualified for the following:

1. Improperly overtaking or impeding another competitor, or in any other way intentionally interfering with another competitor.
2. Leaving the designated course voluntarily or, if within the two-minute rule guidelines, does not return within the two-minute period.
3. Making two false starts.
4. Progressing more than three steps without both snowshoes attached to his/her feet.
5. Crossing the finish line without both snowshoes on his/her feet.
6. Receiving physical assistance at any time during the race, unless instructed by the race official.
7. Using improper (not approved) snowshoes.

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Divisioning

Divisioning (3-8 athletes per division)

- Ability – athlete and/or Unified partner qualifying practice time
- Age - (approx. 8-15, 16-21, 22-29, and 30 and older)

Coaches need to include the competitor's practice qualifying time for each event for which they are registered.

Be aware that to minimize the length of the competition, we may put multiple divisions on the course for certain events. Please advise coaches, parents, and spectators of this so there isn't confusion on why a competitor is so much faster or slower than another during a single race, or why a competitor who physically placed fourth in a race may receive a gold medal or first place ribbon.

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Assistance Categories

1 on 1- The athlete can have an assistant through the staging area and up to the starting line. At this point, the assistant must go to the finish line and wait for the athlete to finish the race. **AT NO TIME IS AN ASSISTANT ALLOWED ON THE COURSE**, unless permitted by the race official.

Outside Lane- This is for visually impaired athletes; the athlete will be in an outside lane.

Staging- The athlete can have an assistant ONLY through the staging area.

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Registration

Registration is done online by Head 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.

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

1. Qualifying practice time for each athlete and Unified partner (see divisioning)
2. Coaches on each team
3. Athletes/Unified partners/Coaches must have appropriate paperwork submitted in order to register

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2022 Snowshoeing Competitions

| Region | Date | Location | City | Registration | Contact |
|--------|---------|--------------------------|--------------|--------------|--|
| North | Feb. 25 | Grand Rapids High School | Grand Rapids | Feb. 4 | sports@somn.org |
| Metro | Feb. 26 | HealthEast Sports Center | Woodbury | Feb. 4 | 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 snowshoe rules, skills and practice ideas. Listed below are Special Olympics snowshoe resources that can help with the training and skill development for athletes.

Special Olympics Minnesota Snowshoe Handbook

<https://coach.specialolympicsminnesota.org/resources/sport-handbooks-rules/snowshoeing/>

Special Olympics, Inc Snowshoe Resources

<https://resources.specialolympics.org/sports-essentials/sports-and-coaching>

For any questions regarding Special Olympics Minnesota snowshoeing contact coacheducation@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 Snowshoe Quiz

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

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

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