

Special Olympics Sports Skills Program

# POWERLIFTING



**Special Olympics**

## Foreword

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In the Special Olympics Program, coaches play a unique and indispensable role. It is they who impart to Special Olympics athletes the sports skills and competitive spirit that define the true athlete.

Coaches are role models in the building of character; they assist in the development of the whole person; they give Special Olympics athletes the most immediate awareness of their own worth, their ability, their courage, and their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. The foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skill Program Guide was developed and thoroughly tested by coaches, teachers, and parents. It is written and illustrated so that coaches at every level of experience can improve their skills for working with Special Olympics athletes.

Followed carefully and consistently, the Sports Skills Program will raise the level of all Special Olympics coaching and give to Special Olympics athletes and their families the gift of pride and accomplishment that comes with doing something well.

*Eunice Kennedy Shriver*

Eunice Kennedy Shriver



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## Section A

# Overview of Special Olympics

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### History

The Joseph P. Kennedy, Jr. Foundation was founded in 1946 by the Kennedy family to honor the memory of the oldest Kennedy child, who was killed in World War II. The Foundation's mission has been to seek the prevention of mental retardation and to improve the way in which society deals with its citizens who have mental retardation. In the 1950s, the Foundation developed a grant program to improve and advance care for people with mental retardation. The schools and institutes that received grants became models for humane and progressive family, school, and clinical settings. A fact-finding trip by Eunice and Sargent Shriver throughout the United States demonstrated conclusively that improvement in the lives of people with mental retardation was the greatest unmet need among all of the national health service delivery systems. This conclusion helped refine the direction of the foundation and would eventually lead to the establishment of Special Olympics in 1968.

In 1963, the Kennedy family's and the Kennedy Foundation's long-standing interest in the therapeutic effects of physical fitness and sports was translated into action when Eunice Kennedy Shriver started a summer day camp for 100 local children with mental retardation at her home in Rockville, Maryland, U.S.A. This program proved so successful in demonstrating the ability of people with mental retardation to participate in and benefit from a wide variety of recreational experiences that the Foundation decided to support the development of similar programs throughout the country. Between 1963 and 1968, the Foundation awarded more than 80 small grants to public and private organizations in the United States and Canada for the purpose of creating and administering day camps for people with mental retardation in their communities.

In January of 1968, representatives of the Chicago Park District, which, since 1964, had sponsored highly successful day camp programs funded by the Kennedy Foundation, submitted a grant proposal for a local event to be held in one of Chicago's parks. These representatives were then invited to Washington, D.C., for a meeting in which Mrs. Shriver applauded their proposal and presented her idea for an international competition to be called "Special Olympics." The Chicago Park District was awarded a grant to plan and conduct the first Special Olympics Games with assistance from the Foundation and several of the experts who had helped develop the program.

On July 20, 1968, the Opening Ceremonies for the First International Special Olympics was held at Soldier Field in Chicago, Illinois, U.S.A., co-spon-

sored by the Kennedy Foundation and the Chicago Park District. One thousand athletes from 26 states and Canada participated in track and field, swimming and floor hockey events. The Games were a success and the following year led to the establishment of a nonprofit corporation, Special Olympics, Inc. (SOI), and the creation of a Special Olympics chapter in every state in the United States.

From there, the program has grown to serve more than one million athletes through local training and events in more than 150 countries.

### Mission

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for persons eight years of age and older with mental retardation, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills, and friendship with their families, other Special Olympics athletes, and the community.

### Philosophy

Special Olympics is founded on the belief that people with mental retardation can, with proper instruction and encouragement, learn, enjoy, and benefit from participation in individual and team sports, adapted as necessary to meet the needs of those with special mental and physical limitations.

Special Olympics believes that consistent training is essential to the development of sports skills and that competition among those of equal abilities is the most appropriate means of testing these skills, measuring progress, and providing incentives for personal growth.

Special Olympics believes that through sports training and competition, people with mental retardation benefit physically, mentally, socially, and spiritually; families are strengthened; and the community at large, through both participation and observation, is united in understanding people with mental retardation in an environment of equality, respect, and acceptance.

Special Olympics believes that every person with mental retardation who is at least eight years old should have the opportunity to participate in and benefit from sports training and competition. Special Olympics also permits individual programs to accept children from ages five through seven for training, but these children may not participate in Special Olympics competitions.

## Operating Policies

To provide the most enjoyable, beneficial, and challenging activities for athletes with mental retardation, Special Olympics, worldwide, operates in accordance with the following operating policies. The General Rules of Special Olympics and the Official Sports Rules are specifically designed to enforce these policies.

1. Special Olympics training and competition are open to every person with mental retardation who is at least eight years of age and who registers to participate in Special Olympics as required by the General Rules. There is no maximum age limitation for participation in Special Olympics. An Accredited Program may permit children who are at least five years old to participate in age-appropriate Special Olympics training programs offered by that Accredited Program, or in specific (and age-appropriate) cultural or social activities offered during the course of a Special Olympics event. Such children may be recognized for their participation in such training or other noncompetitive activities through certificates of participation, or through other types of recognition approved by Special Olympics that are not associated with participation in Special Olympics competition. However, no child may participate in a Special Olympics competition (or be awarded medals or ribbons associated with competition) before his or her eighth birthday.
2. Special Olympics must offer full participation for every athlete regardless of his or her economic circumstances.
3. Special Olympics is an athlete-centered movement and believes that the athlete is all-important. Promoting athletes as the central focus of each training or competition program or event, developing the physical, social, psychological, intellectual, and spiritual qualities of the participants, and providing meaningful opportunities to participate in additional activities that support Special Olympics programming must be the focus of every Accredited Program.
4. Special Olympics encourages coaches and family members of athletes to make every effort to encourage Special Olympics athletes to reach their highest level of athletic achievement in a particular sport and to provide opportunities for them to do so.
5. Each Accredited Program shall offer comprehensive year-round sports training, conducted by qualified coaches in accordance with these Official Sports Rules. Every Special Olympics athlete who competes in a Special Olympics sport at a Games or a tournament must have been trained in that sport. Training shall include physical conditioning and nutrition education. Accredited Programs shall establish written minimum

training requirements for competitors in each Official Sport, in accordance with their respective Accreditation Criteria and these Official Sports Rules. Athletes who desire to compete in regional, State, National, and/or World Games must be trained for at least eight (8) consecutive weeks in the appropriate sport and must have several opportunities to compete (including scrimmages and practice sessions) during that period. Each Accredited Program should offer athletes who are preparing for competitions at other levels within Special Olympics, such as for National Games, Accredited Program Games, or local Program Games (ex., local, area, community), the same training and competition opportunities as are offered by that Accredited Program to athletes who participate in regional, State, National, and/or World Games.

6. Every Accredited Program must offer a variety of sports events and activities that are appropriate to the age and ability of each athlete and consistent with the Program's Accreditation Level and that foster full participation by each eligible athlete regardless of level of ability, degree of mental or physical disability, or economic circumstances.
7. Every Accredited Program must, if required by its Accreditation Level, include Special Olympics Unified Sports™, training and competition in which individuals with and without mental retardation participate together on teams, and the Motor Activities Training Program for individuals with such severe mental retardation that they cannot benefit from standard Special Olympics training and competition programs.
8. Special Olympics encourages qualified athletes to participate in school, club, and community programs where they can train and compete in regular sports activities. The athletes may, at this point, wish to leave Special Olympics or continue to take part in Special Olympics activities as well. The decision rests with the athlete.
9. Special Olympics fully supports the concept of developing sports events for athletes with mental retardation in conjunction with events conducted by sports organizations for individuals without mental retardation. Accredited Programs should encourage other amateur and professional sports programs to include demonstrations by Special Olympics athletes as part of their major events. In addition, Accredited Programs should work with other sports organizations to develop sports events in which Special Olympics athletes may compete with individuals who do not have mental retardation. This can occur under circumstances that offer Special Olympics athletes realistic opportunities to excel and compete successfully, whether by participating in the same heats as all athletes or in heats organized specifically for Special Olympics ath-

## Section A

### Overview of Special Olympics

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letes. Special Olympics personnel should work to create a feasible format for these integrated activities.

10. All Special Olympics sports training and competition activities and events shall be conducted in accordance with the General Rules, these Official Sports Rules, and the other uniform standards. Each Accredited Program shall offer sports training and competition programs that meet the highest possible standards in facilities and equipment, athletic attire, training, coaching, officiating, administration, and related events for athletes and their families. Special Olympics sports training and competitions must be held in a manner that protects the participating athletes, provides fair and equitable conditions of competition, and promotes uniformity in testing athletic skills, so that no competitor obtains an unfair advantage over another.

11. Special Olympics believes that every athlete deserves an equal chance to excel during competition. Thus each competition division within a given event must be structured so that every athlete/team in the division has a reasonable chance to excel during competition. This must be done by placing athletes/teams in divisions according to accurate records of previous performance or trial heats and, when relevant, grouping by age and gender.

12. Special Olympics seeks to promote the spirit of sportsmanship and a love of participation for its own sake by stressing and celebrating the importance of, and personal achievement associated with, each athlete's participation and personal effort in Special Olympics, regardless of comparative ability. Special Olympics believes that every athlete should participate to his or her fullest potential. This means that in team sports each coach must see to it that each athlete has frequent opportunities to participate. This also means that each Games and Tournament should offer as many sports as possible, with events for athletes of all ability levels. Special Olympics promotes this philosophy in the training of its coaches and officials.

13. All Special Olympics Games and competition at the local, state, national, and international levels reflect the values, standards, traditions, ceremonies, and activities embodied in the ancient and modern Olympics movement, broadened and enriched to celebrate the moral and spiritual qualities of persons with mental retardation so as to enhance their dignity and self-esteem.

14. At Accredited Program competitions, regional Games, World Games, and other Special Olympics Games, official medals shall be presented to first, second, and third-place winners. Athletes in fourth through eighth places shall receive ribbons with all appropriate ceremonies. Those who are disqualified (for reasons other than unsportsmanlike conduct or

violations of the divisioning rules) or do not finish an event shall be given a participation ribbon. For competitions below the Accredited Program level (that is, at the local level) ribbons or a combination of medals and ribbons may be awarded.

15. Special Olympics training and competition activities must take place in public, with every effort made to attract spectators and generate coverage by the news media, to increase public awareness of and support the need and capabilities of persons with mental retardation.

16. Special Olympics shall offer every athlete multiple opportunities annually to participate in locally based competitions in Official Sports and Nationally Popular Sports in which he or she is interested. These activities should include competitions with teams or individuals other than those with whom the athlete usually trains. Each Accredited Program must offer competition opportunities in at least the number of Official Sports and/or Nationally Popular Sports required by the Accreditation Criteria for that Program's Accreditation Level. In addition, in order to give athletes broader opportunities, area, state, provincial, regional, national, and international competitions as well as tournaments shall, subject to available resources, be open to athletes representing the full range of skill levels.

17. Special Olympics is not designed to train elite athletes exclusively but does provide training and competition for highly skilled and elite athletes with mental retardation. Fair and equitable methods are used to select athletes for participation in nonlocal competition so that every athlete has an equal opportunity to participate in each competition at his or her skill level.

18. Although Special Olympics is primarily and essentially a program of sports training and competition, efforts are made to offer or to cooperate with others who offer, as an integral part of Special Olympics Games, a full range of artistic, social, and cultural experiences such as dances, art exhibits, concerts, visits to historic sites, clinics, theatrical and motion picture performances, and similar activities.

19. In some countries with newly created Special Olympics Programs it may not be possible, due to economic or other circumstances, to organize nationwide games. In this case, SOI may authorize such Programs to focus on area or regional Games with the goal of increasing public awareness of the capabilities of individuals with mental retardation.

20. All Special Olympics training and competition programs must be conducted under the auspices of an organization specifically accredited and sanctioned by SOI to conduct Special Olympics programs.

21. To the greatest extent possible, Special Olympics activities should be organized by and involve local volunteers, from school and college age individuals to senior citizens, from civic clubs to businesses, in order to create greater opportunities for public understanding of and participation with people with mental retardation.

22. The families of Special Olympics athletes are encouraged to play an active role in their community Special Olympics program, to share in the training of their athletes, and to assist in the public education effort needed to create greater understanding of the emotional, physical, social, and spiritual needs of people with mental retardation and their families.

23. Special Olympics recognizes the contributions and encourages the participation of other organizations such as schools, parks, and recreational departments, institutions caring for the mentally handicapped, and independent living centers that conduct sports training for individuals with mental retardation. Accredited Special Olympics Programs should encourage such organizations to train athletes in accordance with Special Olympics rules to facilitate the athletes' participation in Special Olympics competitions.

### Eligibility for Participation

To be eligible for participation in Special Olympics, a competitor must agree to observe and abide by the Official Special Olympics Sports Rules.

Special Olympics was created and developed to give individuals with mental retardation the opportunity to train and compete in sports activities. No person shall, on the grounds of sex, race, religion, color, or national origin, be excluded from participation in, or be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of Special Olympics.

Persons are eligible for Special Olympics provided that they are five years of age or older; children ages five through seven may not participate in Special Olympics competitions. To be eligible, the person must:

- have been identified by an agency or professional as having mental retardation; or,
- have a cognitive delay as determined by standardized measures\*; or,
- have significant learning or vocational problems\*\* due to cognitive delays that require or have required specially designed instruction\*\*\*.

Some flexibility is left to Accredited Programs and local Programs for determining, in exceptional circumstances, individual eligibility of a participant because of the variety of situations, needs, and definitions that exist in the many localities where Special Olympics has been and will be instituted. The Accredited Program must inform SOI, in writing and with appropriate evidence, of these potential exceptions, and the Accredited Program's determination of eligibility is subject to SOI's approval.

*\* I.Q. level generally and professionally accepted within the state or nation as evidence of mental retardation.*

*\*\* Significant learning or vocational problems refer to those learning problems resulting from cognitive delays (intellectual impairment). These do not include physical disability, emotional or behavioral difficulties, or specific disabilities such as dyslexia or speech or language impairment.*

*\*\*\* Specially designed instruction refers to time when a person is receiving supportive education or remedial instruction directed at the cognitive delay. In the case of adults, specially designed instruction is usually replaced with specially designed programs in the work place, or in the support work place, or in supported work or at home.*

### Participation by Individuals with Down Syndrome Who Have Atlanto-axial Instability

In light of medical research indicating that up to 15 percent of individuals with Down syndrome have Atlanto-axial Instability, exposing them to possible neural injury if they participate in activities that hyper-extend or hyper-flex the neck, all Accredited Programs must take the following precautions before permitting athletes with Down syndrome to participate in certain physical activities:

1. Athletes with Down syndrome and confirmed Atlanto-axial Instability may participate in most Special Olympics sports training and competitions but shall not be permitted to participate in any activities that, by their nature, result in hyper-extension, hyper-flexion, or potential injury to the neck unless the requirements of subsections (2) and (3) below are satisfied. Such sports training and competition activities include butterfly stroke and diving starts in swimming, diving, pentathlon, high jump, back squat lift, equestrian sports, artistic gymnastics, football (soccer), Alpine skiing, and any warm-up exercise placing undue stress on the head and neck.
2. An athlete with Down syndrome may be permitted to participate in all Special Olympics training and competition activities if that athlete is examined (including lateral X-ray views of full extension and

flexion of the neck) by a physician who determines, based on the results of that examination, that the athlete does not have Atlanto-axial Instability.

3. An athlete with Down syndrome who has been diagnosed by a physician as having Atlanto-axial Instability may nevertheless be permitted to participate in the activities described in subsection (1) above if the athlete, or the parent or guardian of a minor athlete, confirms in writing his or her decision to proceed with these activities notwithstanding the risks created by Atlanto-axial Instability, and two (2) licensed medical professionals certify in writing that they have explained these risks to the athlete and his or her parent or guardian, and that the athlete's condition does not, in their judgment, preclude the athlete from participating in Special Olympics' restricted activities. These statements and certifications shall be documented and provided to Accredited Programs using the standardized form approved by SOI, entitled "Special Release for Athletes with Atlanto-axial Instability," and any revisions of that form, approved by SOI (the "Special Release Concerning Atlanto-axial Instability").

#### Participation by Persons Who Are Blood-borne Contagious Infection Carriers

The International Special Olympics office has assumed the following position regarding blood-borne contagious infection carriers:

It is neither necessary nor justifiable to discriminate against any individuals having ordinary behavior on the basis that they are carriers of a blood-borne contagious infection.

Under casual social interaction, carriers of a blood-borne contagious infection pose no danger to those around them; therefore, it is neither necessary nor justifiable to exclude them from participation in Special Olympics activities nor to isolate them from other participants in dormitories or sports competition.

Participants may have a blood-borne contagious infection that is new and unknown; therefore, universal precautions should be used for every exposure to anyone's blood, saliva, or other bodily fluid.

Special Olympics recommends that blood and body fluid precautions be consistently used for all people regardless of their blood-borne infection status. The practice is referred to as "Universal Blood and Body Fluid Precautions" or "Universal Precautions."

#### Persons with Mental Retardation

Individuals who demonstrate a slower rate of learning and a limited capacity to learn are identified as having mental retardation. Mental retardation is seven times more prevalent than deafness, nine times more prevalent than cerebral palsy, 15 times more prevalent than total blindness, and 35 times more prevalent than muscular dystrophy.

Ninety percent of all persons with mental retardation have mild mental retardation and generally are outwardly indistinguishable from their peers without mental retardation. However, because of their learning limitation, certain teaching and coaching strategies are more successful than others. Specifically, demonstration, physical prompt, and manipulation of body part(s) are preferred to verbal instruction. Tasks to be learned should be divided into small, meaningful steps, presented sequentially, and then practiced in total with as little change in the order as possible. Feedback about an athlete's performance should be immediate and specific. Comments such as "you kept your back flat in that deadlift" are more meaningful and helpful than phrases like "good lift."

Like most groups of people, athletes with mental retardation will vary greatly in terms of their physical abilities and their sport skill proficiency. The degree of mental retardation generally does not determine an athlete's performance level. However, athletes with severe mental retardation will be more challenged by the tactical aspects of competition. These athletes will also evidence a greater incidence of secondary impairments (such as cerebral palsy or other physical limitations) affecting motor skills. Yet, given proper coaching and sufficient practice time, most athletes with mental retardation can successfully compete alongside or against many of their nondisabled peers.

This Sports Skills Program Guide is written for coaches, teachers, family members, peer coaches, and others who train or assist in training athletes with mental retardation. The task-analyzed approach enables skills to be taught incrementally and customized for each athlete. The array of Special Olympics sports and events within each sport are designed to ensure that there is an appropriate opportunity for every Special Olympics athlete. This will be regardless of their learning or physical abilities and their sport skill proficiency.

For more technical information on mental retardation, please contact:

American Association for Mental Retardation  
1719 Kalorama Road, NW  
Washington, DC 20009  
(202) 387-1968



### Age Divisions Individual Sports

Youth: ages 8-11  
Junior: ages 12-15  
Senior: ages 16-21  
Masters: ages 22-29  
Senior Masters: ages 30+

*Additional age groups may be established if there are a sufficient number of competitors in the “30 and over” age group.*

### Team Sports

Junior: ages 15 and under  
Senior: ages 16-21  
Masters: ages 22+

*Additional age groups may be established if there are a sufficient number of competitors in the “22 and over” age group.*

An athlete’s age group is determined by the athlete’s age on the opening date of the Games or competition. The age of the oldest athlete on a team shall be used to determine the age group in which the team will compete.

Age groups may be combined under the following circumstances:

In individual sports, if there are fewer than three competitors within an age group, the athletes shall compete in the next oldest age group. That age group shall then be renamed to accurately reflect the entire range of competitors within that age group. Age groups may also be combined to reduce the variance between the highest and lowest scores within a division.

In team sports, within each ability group, age groups may be combined to create divisions. If there is only one team within an age or ability group, that team must be combined with other teams for competition.

### Official Special Olympics Sports

Summer	Winter
Aquatics	Alpine Skiing
Athletics	Cross-Country Skiing
Basketball	Figure Skating
Bowling	Floor Hockey
Cycling	Snowboarding
Equestrian Sports	Speed Skating
Football (Soccer)	
Golf	Nationally Popular
Gymnastics	Badminton
Powerlifting	Bocce
Roller Skating	Sailing
Softball	Team Handball
Table Tennis	Snowshoeing
Tennis	
Volleyball	

### Motor Activities Training Program

Special Olympics Motor Activities Training Program (MATP) is designed for persons with severe limitations who do not yet possess the physical and/or behavioral skills necessary to participate in Official Special Olympics sports. The program provides a comprehensive motor activity and recreation training curriculum for these participants. The MATP can be administered by trainers with various backgrounds (physical educators, recreators, and therapists) and with assistance from peer trainers and other volunteers. In addition, direct care workers, parents, and volunteers will find the MATP helpful in developing appropriate motor programs for individuals with severe limitations.

The Motor Activities Training Program uses goals, short-term objectives, task-analyzed activities, assessments, and teaching suggestions for individualizing motor activity instruction. However, the MATP emphasizes training and participation rather than competition. In addition, the MATP provides the means for persons with severe limitations to participate in appropriate recreation activities geared to their ability levels. These activities can be conducted in schools and large residential facilities as well as in community-based settings.

Individuals who participate in MATP activities work as hard as other Special Olympics athletes, and they deserve recognition for their efforts. Special Olympics has created a Challenge Medal and Ribbon to recognize participants who have completed an MATP eight-week program and who have participated in a Training Day. Participants in MATP activities at local, area, and chapter events should also receive T-shirts, hats, pins, and/or any other form of recognition that is provided to all Special Olympics athletes.

When the necessary readiness and skill levels are reached by MATP participants, each Special Olympics sport provides an appropriate transition into that sport, but at its lowest level. Specific events are identified in the Official Special Olympics Summer and Winter Sports Rules books for athletes with low ability levels. For example in Athletics, an appropriate choice for competition would be the 10-Meter Assisted Walk.

### Unified Sports™

Unified Sports is a program that first combines approximately equal numbers of Special Olympics athletes and peer athletes without mental retardation on sports teams for training and competition. Second, all players (Special Olympics athletes and partners) are of similar age and ability. Special Olympics athletes in this program need to have the necessary skill level to participate in the sport so they can be appropriately matched with partners.

Unified Sports is an important program because it expands sports opportunities for athletes seeking new challenges and dramatically increases inclusion in the

## Section B Organizing the Program

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community by helping to break down the barriers that have historically kept people with and without mental retardation apart. At the same time, Unified Sports provides a valuable sports opportunity to individuals with mental retardation who are not presently involved with Special Olympics, especially those with mild retardation, and those in communities where there are not enough Special Olympics athletes to conduct team sports.

Unified Sports has become an important addition to the overall Special Olympics Program and has helped further its mission. Teams are constructed in such a way as to provide training and competition opportunities that meaningfully challenge all athletes and often lead to improved self-esteem, equal status with peers, and new friendships.

### Coach's Job Description

**T**he Special Olympics coach is responsible for providing athletes with comprehensive sports training and preparation for competition, according to the Special Olympics purpose, mission, and philosophy.

#### Responsibilities

1. Select, assess, and train Special Olympics athletes.
  - Recruit athletes and complete and submit all required medical and registration materials by established deadlines.
  - Assess the skill of each athlete or team determining the appropriate events and levels for training and competition in the selected sports.
  - Develop individual training programs for each athlete including fundamental skill instruction, strength and conditioning activities, and instruction on competition and rules. This training program will be a minimum of eight weeks, duration.
2. Apply and abide by the Official Special Olympics Sports Rules.
3. Apply the skills and rules of the sport being coached.
4. Develop family support to enhance athlete training opportunities.
5. Make sport training and competition a fun experience.
6. Execute the legal duties of a coach.
  - Provide a safe environment.
  - Properly plan the activity.
  - Evaluate athletes for injury or incapacity.
  - Match or equate athletes.

- Provide adequate and proper equipment.
- Warn of inherent risks in the sport.
- Supervise the activity closely.
- Know emergency procedures and first aid.
- Have a first aid certified coach on site at all training sessions.
- Keep accurate records.

### Help for the Coach

Families are encouraged to take an active role in the Special Olympics Program. Coaches may call upon family members of all ages to help as the following:

- Assistant coaches
- Recruiters of athletes or other volunteers
- Fundraisers for the program's equipment and uniforms
- Transportation providers
- Record keepers
- Chaperones for travel.

Special Olympics Partners Clubs<sup>®</sup> are in existence in hundreds of schools across the United States and are beginning all over the world. Student groups volunteer their time to help as one-on-one peer coaching assistants and teammates. Special Olympics, Inc., provides Partners Club handbooks to help a school organize and establish this program. Partners Club Program brochures are also available.

Special Olympics Sports Partnerships involve schools' varsity and/or junior varsity teams. A Special Olympics team or athlete trains with the school's team but competes against athletes of comparable age and ability. Each team will warm up, stretch, condition, and cool down together. Athletes without disabilities serve as peer coaches, scrimmage teammates, and boosters.

Other Special Olympics volunteers help to organize all the Special Olympics sports programs offered in your community, state, or national program. In the United States, chapters and many national programs, communities, provinces, or counties often have area committees or boards headed by a manager or coordinator. These volunteer colleagues will be your resources on:

- How to find eligible athletes
- Procedures for fundraising
- Training for coaches and assistants
- Dates for upcoming competitions.

In most chapters or national programs, there will also be a volunteer sports director who is the expert in the sport, helping to administer coaches, training, and major competitions. This person is the primary resource on:

- Sport rules
- Sport training techniques for the athletes
- Finding teachers/coaches for sport training schools
- Finding sport officials for small competitions.

#### Certifications

Three Coaches' Certified Training Courses are offered. They are:

- Coaching Special Olympics Athletes Course
- Principles of Coaching Course
- Advanced/Tactics Course.

#### Certification Requires:

- General Orientation (at least once)
- Sport-specific course
- 10-hour follow-up practice with the athletes
- Completion and mailing of certification form.

The **General Orientation** provides a 90-minute classroom introduction to Special Olympics. It is designed for volunteers, chaperones, family members, and professionals who have an interest in providing sports training for individuals with mental retardation. The course contains information on the Special Olympics philosophy, program, organization, rules, sports training, and competition opportunities.

The **Coaching Special Olympics Athletes Course** is a six-hour sport-specific training school that is designed for volunteers, family members, and professionals who wish to coach or who already coach Special Olympics athletes. The course contains information on skills, practice drills, mental and physical preparation of athletes, events, and competition rules as well as hands-on training with Special Olympics athletes.

The **Principles of Coaching Course** is a six-hour classroom training school addressing the fundamental principles of "coaching" Special Olympics athletes. The course focuses on coaching philosophy, sports psychology, planning, and administration. This course is recommended for all coaches, especially those who will serve as "head coaches" or who will organize local training programs.

The **Advanced/Tactics Coach Course** is a six-hour training school designed for coaches who want to increase their knowledge of advanced sport-specific coaching. The course features in-depth sports skill development, advanced training principles, and competition strategies as well as hands-on training with Special Olympics athletes.

#### Materials

The following is a list of materials that can provide additional information and guidance to the Special Olympics powerlifting coach.

- *Official Special Olympics Summer Sports Rules Book*
- *Total Conditioning for the Special Olympics Athlete* from the National Strength and Conditioning Association (available through SOI)
- *A Practical Approach to Powerlifting*, the official training manual of the IPF  
**Contact:** Larry Sheppard 705-472-2390, or e-mail: coach@yahoo.com
- *International Powerlifting Federation Official Rule Book*

#### **For IPF publications, visit website:**

<http://www.ipf.com>

#### Organizations

The organizations listed below include the international and national governing bodies of powerlifting.

- International Powerlifting Federation
- USA Powerlifting
- Special Olympics, Inc.
- National Strength and Conditioning Association—an organization of strength and conditioning professionals, found in every U.S. state, that can provide helpful assistance in conducting training and competitions for Special Olympics athletes.

#### Recruiting Athletes

The size of your program will depend upon many things—how many coaches and assistants are available, how much individualized attention each athlete requires, space and equipment available, and scheduling and transportation concerns. The appropriate training program can range from one athlete getting private instruction and practice time to a busload of athletes in a large facility moving from skill station to skill station in smaller groups. Athletes are most often recruited through those organizations in your commu-

nity that provide services to individuals with mental retardation. They may include:

- Schools
- Residential facilities
- Group homes
- Associations servicing persons with mental retardation
- Supported work environments or employment settings.

Referrals from family members who have relatives in Special Olympics Programs and from Special Olympics athletes themselves can provide additional sources of new athletes. However, individual athletes beyond school age who live with their families are often hardest to identify. Publicizing your program to churches, parks and recreation departments, and other civic associations will help to get the information to a broader base of potential athletes.

### Recruiting Unified Sports™ Teammates

There are a few basic considerations in selecting appropriate individuals to serve as teammates on Unified Sports teams. Teammates must first match in age and ability with Special Olympics athletes. These individuals must also be willing to make a commitment to practice as well as to compete. Unified Sports is not simply a one-day event where teammates are matched with Special Olympics athletes at the competition site. Furthermore, individuals who would like an organized sports experience and who are not already participating in that sport make ideal teammates.

Appropriate teammates can be identified and recruited from the following sources:

- Community service clubs
- Businesses and corporations
- Church groups
- Students who are involved in organized sports
- Recreational sports enthusiasts
- Siblings.

Careful and thoughtful selection of teammates will lead to the most positive outcomes for everyone.

### Recruiting Assistant Coaches

Knowing a specific sport skill is helpful, but not mandatory, for an assistant coach. Family members, teachers, neighbors, and friends of Special Olympics athletes can be taught the basic skill progression and

become excellent assistant coaches. Fraternal and civic organizations are good sources of volunteers as well as high school and college student service clubs or sports teams. Many of your coaches will come from within the sports community from the following groups:

- Adult competitive club members
- Former competitors
- Parents of children who participate in the sport competitively
- Professional coaches
- Recreational center employees.

Make sure to plan a minimum of one orientation for those you recruit. Whenever possible, assistant coaches should also take the General Session and the Volunteer Coach certification course before the start of the season. It is also important to give them a copy of the Sports Skills Program Guide.

### Retaining Athletes and Coaches

Developing appropriate, meaningful, and high-quality training and competition opportunities will increase a program's ability to recruit and retain athletes and coaches. To this end, the coach-to-athlete ratio has a major impact. It is just as important to provide one-to-one instruction to athletes with higher ability as it is to those with lower ability. Use of peer coaches to provide one-to-one training has been effective in improving skill levels and in fostering inclusion.

Having several assistant coaches allows the head coach to distribute his or her responsibility and authority. This reduces the load on the coach, gives each volunteer a very important and meaningful role, and ensures a long-term commitment by all.

Reports from field organizations indicate that a critical time in the retention of athletes is the period when they graduate from school into community work programs. Separation from friends and familiar programs often comes with transition.

A coordinated effort among the Special Olympics Program, family, and school is important to ensure that Special Olympics is a part of the athlete's transition plan. In that way, athletes can make an appropriate and timely transition into community-based sports programs as well as continue a meaningful part of their life.

### The Benefits of Powerlifting

To maximize the benefits to the Special Olympics athlete, it is important to use fully the resources available in the community. There are many members of the International Powerlifting Federation (IPF), both competitors and officials, who are ready and willing to help with training athletes. Additionally, these

resources are critical for conducting quality powerlifting competitions for Special Olympics athletes. A good coach also effectively uses the tools and resources available to enable the athletes to be successful. Finally, it is important that the Special Olympics powerlifting athlete enjoy weight training and competition. If athletes are having fun, they will be eager to start each training session and go to competitions to showcase their talents.

**Special Olympics powerlifters will gain success from reaching goals and setting personal records. The visible benefits of a stronger, more muscular, and generally healthier body will continue to stimulate the athlete's interest in the sport. The increased strength, coordination, and confidence gained from powerlifting can also carry over to other sports and to life in general.**

### Powerlifting Events Offered

This manual is intended to provide Special Olympics coordinators of powerlifting events and coaches a comprehensive manual on the athletes' training and competition. Included are workout schedules, descriptions of proper form for executing lifts, supplementary exercises, injury prevention, and safety measures. Additionally, information is provided to help run a powerlifting competition, which will be an enjoyable, safe, and exciting event for both athletes and spectators.

A Special Olympics powerlifting competition is a test of how much an athlete can lift in the squat (optional), bench press, and deadlift. An athlete may compete in one event (lift) such as bench press, two lifts (bench press and deadlift), or three lifts (squat, bench press, and deadlift). Athletes are given three chances to lift as much as they can in each of the events. An athlete earns a place based upon how much weight he or she lifts compared with other athletes in that division.

Special Olympics powerlifting is easy to learn and poses very little risk to athletes if proper training, form, warm-up, stretching, workout pace, and spotting are assured. However, the elimination of any of these may increase the probability of injury. By paying close attention to these factors, an athlete may safely realize his or her full strength potential. The athlete should have a realistic training plan and goals that do not require large increases in kilos lifted each week, or too many sets or repetitions, which may result in injury and/or failure.

### Equipment and Clothing

Proper clothing and equipment are important in keeping the athlete warm or cool depending upon the environment or in providing the proper stability or support as needed. A cold weight room can cause the athlete to cool off between sets leading to muscle

tears or cramps. Covering the legs with sweat pants and wearing a T-shirt that covers the shoulders are important in these conditions. On the other hand, if the workout environment is hot, shorts and a T-shirt would be more appropriate.

A stable shoe with a very low or no heel is generally best for the deadlift, while a shoe with a solid heel and sole is generally more effective in the squat because of the concern for balance and stability. It is important that running shoes or shoes with foam rubber soles not be used since they lack stability.

The lifting belt is the athlete's most important piece of equipment. The belt not only maintains warmth and elasticity in the lower back but also provides support in the torso area to prevent injury to the spine. A powerlifting belt is 10 cm wide and 13 mm thick for the full length of the belt. This belt will give support in the front as well as the back and provide a bridge between the hips and ribs.

If wraps are worn on the knees, these should only be worn 3-4 weeks before competition. Wraps provide elastic rebound and limited protection to the knees. Knee wraps do allow the athlete to lift more weight. However, they may actually weaken the athlete's knees by preventing certain muscles and attachments from experiencing fully the natural stress from all angles at the joint when squatting. Very tight wraps left on for too long can cause tissue damage. Wrist wraps may be worn at any time when training with relatively heavy weights in the squat, bench press, or deadlift.

The athlete should not wear a restrictive lifting suit at every workout for the same reasons indicated above for knee wraps. Sweat pants or tight-fitting stretch shorts may be worn while squatting. Tight-fitting stretch shorts (not sweat pants) should be worn while deadlifting to provide a low friction surface along which the bar is pulled. Shorts made of woven material that does not stretch should not be worn because they might tear.

### The Training Facility

An adequate training facility is necessary for safe and effective training of Special Olympics powerlifters. The facility should have enough space and equipment to accommodate athletes and coaches. It is important that the facility be capable of separating powerlifting from other forms of exercise. Effective powerlifting training requires minimum distractions and maximum safety.

A wide variety of resistance equipment including machines with pulleys, cams, levers, cylinders, and free weights or barbells is available at many weightlifting facilities or for purchase. All serve a purpose and can produce some degree of muscle strength and size. Free weights are more effective

and are recommended. Free weights allow for the natural change in speed and work done by a particular set of muscles. Additionally, free weight movement demands multi-plane control exerted by secondary muscles that provide control, balance, and assistance to the prime movers, which do most of the work.

The amount of equipment required is dependent on the number of athletes training in a facility. The following is a list of essential equipment for effective powerlifting training.

- Power bench (heavy duty) 1-3
- Squat rack, stair step rack, or power rack 1-3
- Platform (plywood and rubber) 1-3
- Weight rack or holder 4-8
- Freestanding adjustable incline bench 1

#### Weight Needs

- 1 to 5 athletes - good Olympic bar and at least 230 kg (500 lbs.) of weight
- 5 to 10 athletes - 2 bars and at least 365 kg (800 lbs.)
- 10 to 15 athletes - 3 bars and at least 546 kg (1200 lbs.)

Above needs may be slightly less with additional equipment.

- Set of locking collars for each bar
- 1 to 3 easy curl bars

#### Additional Lifting Equipment

The following is a list of equipment and machinery that are not essential to a powerlifting program. However, this equipment provides an opportunity for variety in the powerlifting regimen. The equipment works primary and synergistic muscle groups and can improve athlete performance.

- Leg press machine 1
- Pull down/Low pull machine 1
- Dumbbells from 5 to 60 pounds 1
- Leg extension machine 1
- Leg curl machine 1

## Safety

### Facility Safety Checklist

You may have access to a sufficiently large and adequately equipped facility, or you may have to create your own. When putting together a powerlifting training facility, make sure that:

- It provides for good traffic flow around equipment with little potential for athletes tripping or being bumped or struck by a bar, weight, or machine part.
- It allows for activities such as the squat, bench press, and deadlift to be even farther out of the traffic flow because of the higher risk to the athlete or the passer-by.
- All areas where a weight might hit the floor are protected by rubber or wood.
- Weight racks are placed at each free weight station to reduce clutter on the floor and to limit the distance between weights and the actual lifting area. It is best to use squat racks and benches that have integral plate racks.
- Lifting equipment is firmly attached to the floor, if possible. In any case, lifting equipment should be sturdy.
- The lifting equipment can accommodate a wide range of athletes from the very short to the very tall.
- The bars are made of hard steel that will not bend. Chrome bars are generally made of weaker steel and will bend under the stress of less than 230 kg (500 lbs.) of weight.
- There is enough facility lighting provided to eliminate shadows and allow one to see a small object clearly across the weight room.
- It provides sufficient facility heating and cooling to eliminate extreme cold and heat during the winter and summer.
- It has a lifting platform with a solid, nonslip surface.
- There is sufficient distance between lifting equipment and mirrors to prevent broken mirrors.

### Planning a Training Session

To maximize learning for Special Olympics athletes, a distraction-free environment is required. It may be necessary, especially in the early stages of instruction, to use a small room with little or no equipment. An empty room can also serve as an excellent facility for teaching simple, nonweight exercises and warm-up activities.

Additionally, small group instruction is recommended to better individualize instruction and lower the chance of injury. If a small group is not possible, then group size should be small at least until the basic concepts can be learned as much as possible.

### Motivation

As with nonhandicapped athletes, reward will play a major role in motivating Special Olympics athletes. Encouragement is very important in the early stages of learning a task. While it is critical to motivate athletes, it is essential to teach athletes to recognize their own accomplishments. It is more important that each athlete experience his or her own accomplishments than receive outside praise and reward.

Rewards should be both immediate and obvious. Promotion ribbons or other small tokens denoting participation or advancement in the program are positive. Verbal comments of reward and encouragement should not be overused. They should be positive and skill-specific. Too many words can be confusing. If overused, they will cease to have the intended meaning for the athlete.

Repetition and practice are necessary for primary execution and retention of skills. Rewards should be given for “personal best yet” type achievements. This type of evaluation and reward lends itself readily to daily achievements. Photographs of the athletes working out or competing, placed on a bulletin board, may also work well as a motivation.

### Teaching Skills

When teaching powerlifting skills to Special Olympics athletes, increased emphasis should be given to the following:

- Teaching for transfer
- Conditions that will produce the most retention
- The type of teaching cues employed
- The nature of the learning environment provided.

It is extremely important for the instructor to determine to what extent the individual is able to transfer from one task to the next. If he or she can only learn specifics, then each new task will require a review of basic information to achieve success. This

must be recognized to avoid negative results. With the individual who can generalize concepts and principles, this review may not prove necessary. The importance of recognizing each individual’s learning potential cannot be overstressed. Progress and results will vary greatly from one athlete to another.

An emphasis must be placed, particularly during the initial stages of instruction, on the acquisition of effective work methods and habits. These will often determine the ultimate success or failure of the task. Due to some athletes’ lower level of retention, they must be constantly reminded of materials and concepts presented through review. It cannot be taken for granted that all of the instruction will be retained from week to week.

Visual information and physical prompting and assistance are more effective than excessive verbal cues when coaching Special Olympics athletes. Too many words may confuse them over a short period of time and bore them during longer explanations. However, an individual who is having difficulty with a specific motor task often can benefit greatly from a well-timed, succinct verbal cue.

Training videos have also proven effective. Video offers clear, visual information without an excess of lengthy verbal explanations. If video is used, the coach should align the Special Olympics athlete with the screen so that the athlete can see the image and mimic the powerlifting positions of the model athlete being displayed on the video screen.

When presenting concepts, it is best to go from simpler tasks to the more complex. It is for this reason that lead-up activities are vital prior to teaching the more difficult exercise movements. More will be achieved when a training session is broken up into a number of partial tasks rather than when the complete task is practiced over and over.

Once a concept or basic activity is taught, it must constantly be reviewed and practiced. However, the coach must consider carefully which concepts need to be reviewed. Nonhandicapped individuals will, while practicing whole tasks, also practice partial tasks knowing that the reinforcement of success at the partial tasks level will be helpful in completing the whole task later. Individuals with mental retardation may become frustrated if they perceive the task as too difficult. They may also be offended and grow bored if they perceive the task to be too easy. Studies concerning optimum practice regimens warn against practicing until boredom occurs. In a repetitive activity such as weight training, it is essential that care be taken to avoid this type of occurrence.

### Warming Up and Stretching See Figure 1

The correct sequence of preparation for exercise is warming up, stretching, exercising, stretching, and cooling down. The importance of warming up prior to exercise cannot be stressed enough.

- From a physiological aspect, warm-up prepares the muscles, nervous system, tendons, ligaments, and cardiovascular system by raising the body temperature.
- From a psychological aspect, warm-up helps prepare the athlete mentally by beginning the concentration necessary to complete the exercise routine or weight training workout.
- Further, warm-up reduces injury, since warm muscles and their connectors are more flexible and easily stretched.

The three types of warm-up are *passive*, *general*, and *specific*.

**Passive** warm-up increases the body temperature by external means. For example, a warm shower or heat lamp are passive warm-ups.

**General** warm-up occurs when the athlete performs major muscle group movements not associated with the activity about to be done. For example, jogging and rope jumping are two common forms of general warm-up.

**Specific** warm-up mimics the specific event to be done and is most important for the actual event: for example, doing squats or bench presses with no weight or a stick or with light resistance.

Flexibility is the ability to move a joint through the full range of movement it is designed to do. Hold stretches from 10 to 20 seconds, repeating as necessary. Do not bounce while stretching. The stretching exercises illustrated in **Figure 1** are safe, easy, and increase flexibility.

Partner stretching is a fun way for athletes to work through what is sometimes the most tedious part of the workout. Variations of the stretches in **Figure 1** can be done with other athletes or a coach with excellent results. As with the individual stretching, it is important that the athlete (or coach) does not bounce when stretching. Caution should be used, and the athletes should not stretch beyond their limits.

### Training for Muscle Balance

For every push exercise, a pull exercise should be performed. Balance of opposite muscle groups will help prevent injuries in short-term as well as long-term training. Training for balance will also prevent the overwork of one group of muscles or the wear on joints that occurs from the lack of balanced muscle training.

- For balanced shoulders (one of the areas of the body most vulnerable to injury), make sure bent rows or low pulls are done regularly to balance the push exercises such as the bench press and incline bench press.
- Leg curls and stiff-legged deadlifts should be done to balance the work done with the front of the thighs from squatting.
- Crunches and bent leg sit-ups should be performed to balance the work done with the lower back from squats and deadlifts.

### High Risk Exercises

Some weight training exercises may have a relatively high degree of risk or hazard and should only be done with extreme care or not at all. Exercises such as dips or behind-the-neck presses place a high degree of stress on the shoulder joint and should be avoided. In the case of the behind-the-neck press, the neck and shoulders are placed in vulnerable positions. Bench squats place a high amount of stress on the spine and should also be avoided.

Negatives and overloads place a lot of stress on the athletes' joints, ligaments, and muscles and should not be done. These exercises are generally overrated when considering the risks and long-term problems they can create.



Figure 1 - Stretching for Weight Training

Pre-Stretch Warm-Up

**Always warm up the muscles before stretching to avoid injuries.** Wear sweats during the warm-up and stretch periods.

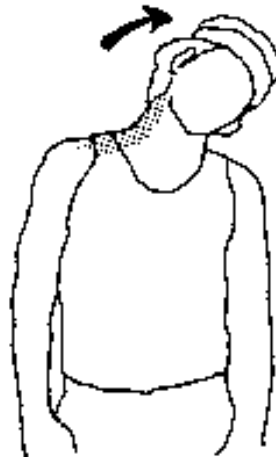
Directions for Exercises

1. Achieve the stretch position gently; no bouncing or jerking!
2. The stretch position should have a tight feeling, never pain.
3. Do all the exercises to both sides of the body.  
Stretch **before** and **after** your sport activity.  
If you have time for only one, **before** is the most important.



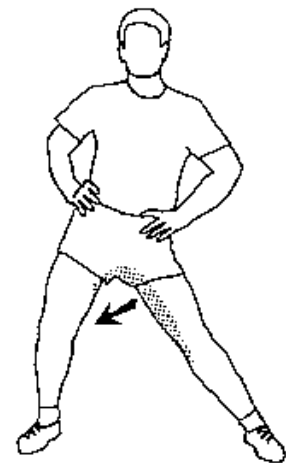
- 1.
- Sit or stand with arms hanging loosely at sides.
  - Turn head to one side, then the other.
  - Hold for 5 seconds, each side.
  - Repeat 1 to 3 times.

*Stretches side of neck*



- 2.
- Sit or stand with arms hanging loosely at sides.
  - Tilt head sideways, first one side and then the other.
  - Hold for 5 seconds.
  - Repeat 1 to 3 times.

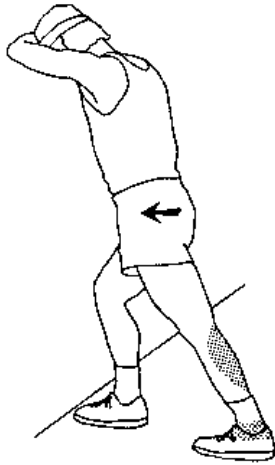
*Stretches side of neck*



- 3.
- Stand with feet pointed straight ahead, a little more than shoulder-width apart.
  - Bend right knee slightly and move left hip downward toward right knee.
  - Hold 10 to 15 seconds.
  - Repeat on other side.
  - If necessary, hold on to something (chair, etc.) for balance.

*Stretches inner thigh, groin*

Figure 1 - Stretching for Weight Training — *continued*



4.

- Stand a little way from wall and lean on it with forearms, head resting on hands.
- Place right foot in front of you, leg bent, left leg straight behind you.
- Slowly move hips forward until you feel stretch in calf of left leg.
- Keep left heel flat and toes pointed straight ahead.
- Hold easy stretch 10 to 20 seconds.
- Do not bounce.
- Repeat on other side.
- Do not hold breath.

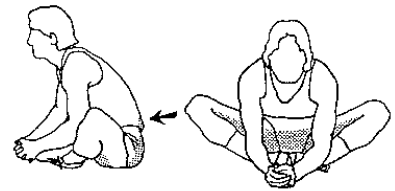
*Stretches calf*



5.

- Stand a little way from wall and place left hand on wall for support.
- Standing straight, grasp top of left foot with right hand.
- Pull heel toward buttock.
- Hold 10 to 20 seconds.
- Repeat on the other side.

*Stretches front of thigh (quadriceps)*

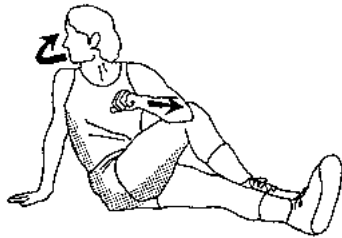


6.

- Sit on floor, soles of feet together; hold onto toes and feet.
- Gently pull forward, bending from the hips.
- Hold 10 to 30 seconds.
- Do not bounce.
- Breathe slowly and deeply.

*Stretches lower back and groin*

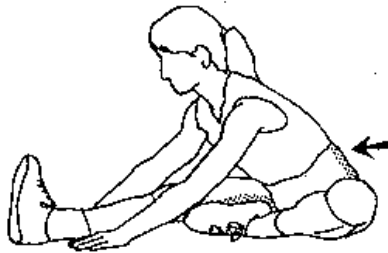
Figure 1 - Stretching for Weight Training — *continued*



7.

- Sit on floor with left leg straight out in front.
- Bend right leg, cross right foot over, place outside left knee.
- Bend left elbow and rest it outside right knee.
- Place right hand behind hips on floor.
- Turn head over right shoulder; rotate upper body right.
- Hold 10 to 15 seconds.
- Repeat on other side.
- Breathe slowly.

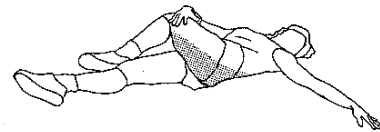
*Stretches lower back, side of hip, and neck*



8.

- Sit on floor, legs straight out at sides.
- Bend left leg in at knee.
- Slowly bend forward from hips toward foot of straight leg until you feel slight stretch.
- Do not dip head forward at start of stretch.
- Hold this developmental stretch 10 to 20 seconds.
- Repeat on other side.
- Position foot of straight leg upright, ankles and toes relaxed.
- Use a towel if you cannot easily reach your feet.

*Stretches back of leg and lower back*



9.

- Lie on floor, legs straight.
- Bend left knee, extend left arm straight out from side.
- Use right hand to pull knee across body.
- Turn head toward left arm.
- Keep shoulders flat on floor, feet and ankles relaxed.
- Hold for 10 to 20 seconds.
- Stretch both sides.

*Stretches lower back and side of hip*

Figure 1 - Stretching for Weight Training — *continued*



10.

- Keep knees slightly flexed.
- Stand or sit with arms overhead.
- Hold elbow with hand of opposite arm.
- Pull elbow behind head gently as you slowly lean to side until mild stretch is felt.
- Hold 10 to 15 seconds.
- Repeat on other side.

*Stretches triceps, top of shoulders, waist*



11.

- Place hands shoulder height on either side of doorway.
- Move upper body forward until you feel comfortable stretch.
- Keep chest and head up, knees slightly bent.
- Hold 15 seconds.
- Breathe easily.

*Stretches chest (pectorals) and frontal shoulders*

## Basic Skills Effective Training

Training that produces the greatest results over the least amount of time is the most effective. Time is wasted when an athlete performs too many sets. Exercises with limited benefits can result in burnout and injury. Training the large muscles of the chest,

thighs, hips, and back, which do the most work in the three primary events of squat, bench press, and deadlift, are major contributors to strength gains. The effective primary exercises include squat, bench press, and deadlift. The primary exercises and how to perform them in verbal cues to the athlete are shown in **Figures 2-4.**

Figure 2  
Squat



1. Steady Erect Position
2. "Squat"
3. Slow Descent



1. Slow Descent
2. Head Up
3. Back Flat



1. Slow Down
2. Head Up
3. Back Flat
4. Do Not Bounce



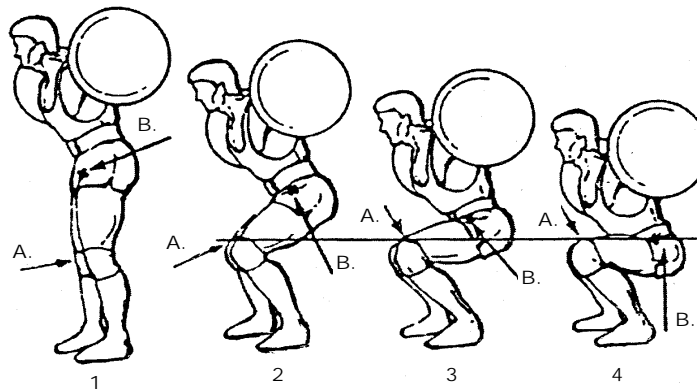
1. Head Up
2. Knees Straight
3. Wait for "Rack"
4. Bring to Rack

### IPF Squat Rules

#### *PERFORMANCE:*\*

- \*1. The lifter shall assume an upright position with the top of the bar not more than 3 cm below the top of the anterior deltoids. The bar shall be held horizontally across the shoulders with the hands and fingers gripping the bar and the feet on the platform with the knees locked. (See position 1.)
2. After removing the bar from the racks, the lifter must move backwards to establish his position. The lifter shall wait in this position for the chief referee's signal. The signal shall be given as soon as the lifter is motionless and the bar properly positioned. The chief referee's signal shall consist of a downward movement of the arm and the audible command "squat."

#### Squat Positions



3. Upon receiving the referee's signal, the lifter must bend the knees and lower the body until the top surface of the legs at the hip joint is lower than the top of the knees: (See positions 2, 3, & 4.)  
A: Top of the knees  
B: Top surface of the legs at the hip joint  
*Position 4 shows the lifter just below parallel. Point "B," the top surface of the legs at the hip joint below point "A," the top of the knees. This is a good lift.*
4. The lifter must recover at will, without double bouncing or any downward movement, to an upright position with the knees locked. When the lifter is motionless, the chief referee will give the signal to rack the bar.
5. The signal to replace the bar will consist of a backward motion of the hand and an audible command, "rack." The lifter must then make a bona fide attempt to return the bar to the racks.
6. The lifter shall face the front of the platform.
7. The lifter shall not hold the collars, sleeves, or discs at any time during the performance of the lift. However, the edge of the hands gripping the bar may be in contact with the surface of the inner collars.

\*Reprinted with permission from the *International Powerlifting Federation: Technical Rules, IPF Handbook Part I, May 1, 1996, pp. 14-16.*

Section C  
Teaching the Skills of the Sport

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Figure 3

Bench Press



1. Take Bar Down Slowly
2. Keep Bar Under Control



1. Pause at Chest
2. Wait for "Press"
3. Do Not Bounce or Heave Bar



1. Press to Arms' Length
2. Do Not Move Feet, Head, or Buttocks



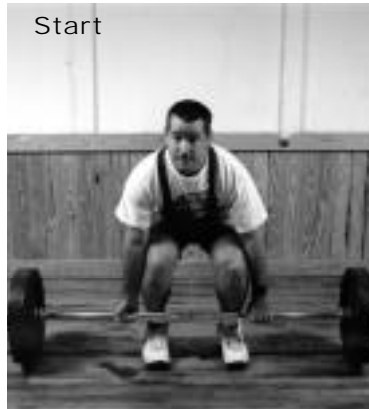
1. Hold for "Rack"
2. Rack the Weight

Section C  
Teaching the Skills of the Sport

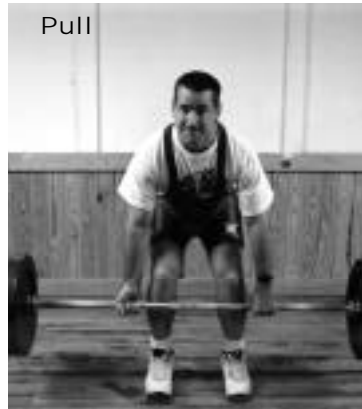
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Figure 4

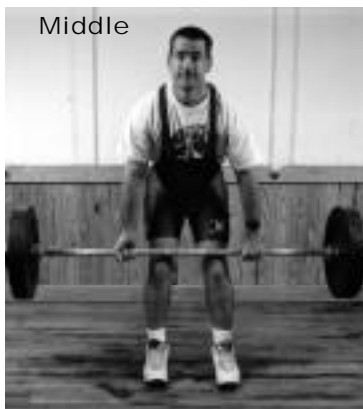
Deadlift



1. Bar in Close to Shins
2. Alternate Grip on Bar
3. Head and Chest High
4. Back Flat
5. Pull in Close



1. Keep Bar Close
2. Keep Back Flat



1. Slide Bar Gently up Thighs
2. Do Not Rest or Bury Bar on Thighs
3. Do Not Hitch



1. Shoulders Back
2. Legs Straight
3. Stand Erect
4. Hold for "Down"
5. Return Bar to Platform Under Control



### Supplementary Exercises

Perform those assistance exercises that affect the weaker areas of the body and those that stabilize and provide balance, thus limiting the possibility of injury. The most effective supplementary exercises include the following:

Supplementary Exercises	Muscle Groups Affected	Competition Lift Affected
Bent Knee Sit-ups	Abdominal	Squat, Deadlift
Barbell Curl	Bicep	Bench Press (stability)
Seated Press	Shoulder, Tricep	Bench Press
Bent Over Row	Upper & Lower Back	Deadlift, Bench Press, Squat
Incline Bench Press	Chest, Shoulder	Bench Press
Upright Row	Shoulder, Tricep, Trapezoid	Bench Press, Deadlift
Lat Pulldown	Upper Back	Squat, Bench Press, Deadlift
Close Grip Bench Press	Tricep, Shoulder, Chest	Bench Press
Triceps Pushdowns	Tricep	Bench Press
Leg Press	Thigh	Squat, Deadlift
Leg Extensions	Front Thigh	Squat, Deadlift
Leg Curls	Rear Thigh	Squat, Deadlift
Stiff Leg Deadlift	Lower Back, Thigh, Biceps	Squat, Deadlift
Triceps Extension	Tricep	Bench Press

Supplementary exercises should be performed from 2-3 sets of 8-10 repetitions each. It may be effective to change supplementary exercises as frequently as every four to eight weeks to maintain the athlete's enthusiasm and response to training. From the last week to two weeks before competition, all supplementary exercises can be dropped.

The supplementary exercises and how to perform them are shown in **Figure 5**.

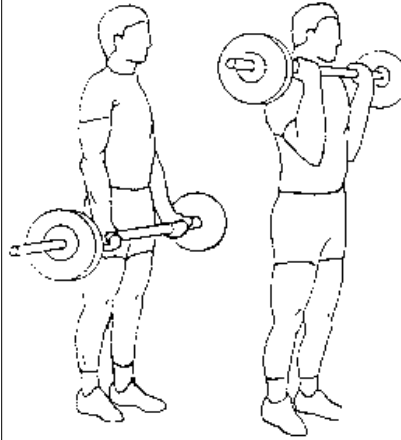
Figure 5

Supplementary Exercises



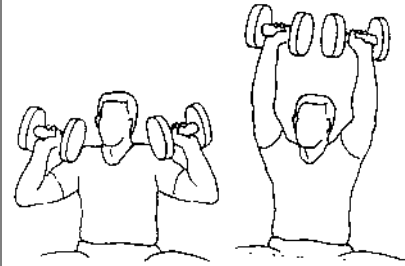
Bent Knee Sit-ups

From a lying position with knees bent, bring the chin to the upper chest and bring the shoulders upward and toward the knees. When the upper body touches the legs, slowly lower the upper body to the starting position and, without bouncing, begin again.



Barbell Curl

Stand with feet about shoulder width and with a flat back. Grasp the barbell with a palms-up grip with the arms fully extended. Curl the barbell slowly upward with the elbows stationary until the forearms touch the biceps. Slowly return the barbell to the starting post and, without any swinging or body assist, begin again. This lift may also be done with dumbbells.

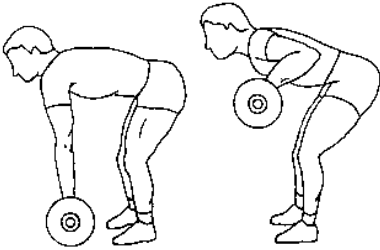


Seated Press

From a seated position, with barbell or dumbbells at shoulder level and palms facing forward, press the weight overhead until the arms are fully extended. Lower the weight to the starting position and begin again.

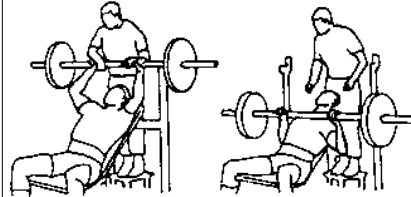
Figure 5

Supplementary Exercises — *continued*



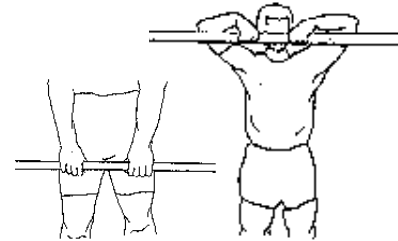
Bent Over Row

Stand in a bent over position, with back flat, feet shoulder width, and knees slightly bent. Holding the barbell with an overhand, shoulder width grip, bring the bar slowly to the chest. Slowly lower the barbell to the starting position and start again.



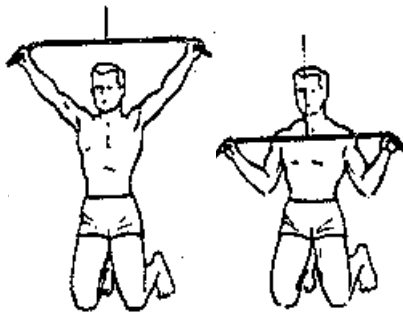
Incline Bench Press

Lying on the incline press bench, with feet flat on floor and hands on the barbell at about shoulder width, begin the lift with a spotter closely following the bar. Slowly take the bar from the rack and bring it to the chest. Without a pause or a bounce, push the bar to full extension and start again.



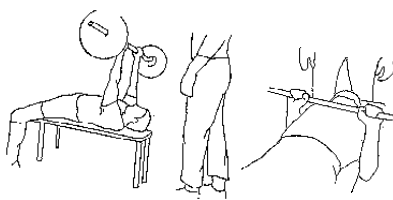
Upright Row

Stand in an erect position with hands in an overhand grip holding the barbell at slightly less than shoulder width against the thighs. Lift the bar upward with a flat back, and without assisting with legs, along the abdomen and chest toward chin. Lower the bar slowly and under control and start again.



Lat Pulldown

From a kneeling or seated position, and leaning slightly back, grasp the lat bar with a wide grip and arms straight and slowly pull the bar to the upper chest. Slowly return the bar to the starting position and start again. More weight can be used if the legs are held down.



Close Grip Bench Press

Lying on a flat bench, with feet flat on floor and hands on the barbell at closer than shoulder width, begin the lift with a spotter closely following the bar. Slowly take the bar from the rack and bring it to the chest. Without a pause or bounce, push the bar to full extension and start again.

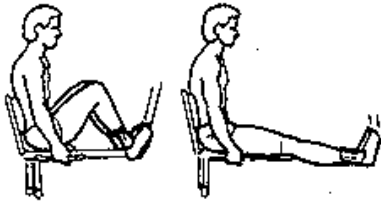


Triceps Pushdowns

Standing with the lat bar or a tricep bar grasped with an overhand grip, slowly press down to full extension, keeping elbows slightly forward and close to the sides. Slowly return the bar to starting position and start again.

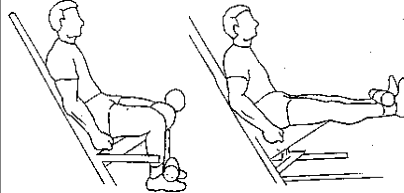
Figure 5

Supplementary Exercises — *continued*



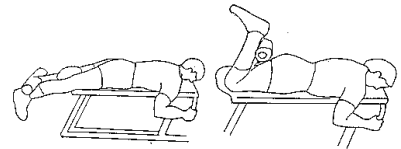
Leg Press

In a seated position with feet on press plate/s, slowly press to full extension of the legs. Slowly return the weight to starting position and, without bouncing, start again.



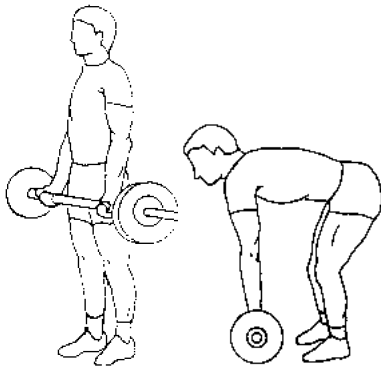
Leg Extensions

In a seated position, slowly extend legs to a straight position. Slowly return to the starting position and, without bouncing, start again.



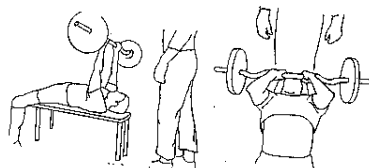
Leg Curls

In a lying position with the back of the ankle pressing against the padded roller, slowly curl the legs to a contracted position. Lower slowly to start position and, without bouncing, start again.



Stiff Leg Deadlift

Stand in an erect position, with back flat, feet shoulder width, and knees slightly bent. Holding the barbell with an alternating shoulder width grip, slowly lower the bar to just above the floor while keeping the back flat and knees only slightly bent. Without bouncing at the lowest point of the lift, and keeping the back flat and knees only slightly bent, return to the starting position and start again.



Triceps Extension

Lying on a flat bench, with feet flat on the floor, arms extended above the face, and hands on the barbell at closer than shoulder width, begin the lift with a spotter closely following the bar. Slowly take the bar from the rack or spotter and, keeping the elbows high, lower the bar to a position close to the chin. Push the bar to a fully extended position and start again.

### Weekly Workout Schedule

A variety of workouts is effective. The following are two suggested weekly workout schedules:

Four-Day Option			
Monday	Tuesday	Thursday	Friday
Heavy Squat	Heavy Bench Press	Light Squat	Light Bench Press
Stiff Leg Deadlift (light)	*Close Grip Bench Press	Deadlift	Close Grip Bench Press
Leg Press	Incline Bench Press	Leg Curl	*Upright Rows
Lat Pulldown	Overhead Press (front)	Bent Over Row	Barbell Curl
Sit-ups	Barbell Curl	*Stiff Leg Deadlift	Tricep Extension
	Sit-ups	Sit-ups	Sit-ups

Three-Day Option		
Monday	Wednesday	Friday
Heavy Squat	Deadlifts	Light Squats
Leg Press	*Stiff Leg Deadlift	*Leg Extensions
Leg Curls	Bent Over Rows	Leg Curls
Light Bench Press	Close Grip Bench Press	Heavy Bench Press
*Lat Pulldowns	*Tricep Extensions	Incline Bench Press
Tricep Pushdowns	Dumbbell Overhead Press	Lat Pulldowns
*Upright Rows	Dumbbell Curls	Seated Rows
Sit-ups	Sit-ups	Sit-ups

*Note: Precede all workouts with a full warm-up and stretching session.*

*\*Denotes exercises that can be dropped if:*

- 1) athlete is a beginner,*
- 2) time is not available to complete entire routine,*
- 3) faster recovery is necessary.*

### Developing a Season Plan

A powerlifting training program can extend throughout the entire year. The athlete can compete in Special Olympics competitions at the local and regional levels before advancing to the state level. If desirable, an athlete may also choose to compete in an open international or United States Powerlifting Federation competition.

It is important that the athlete use a system that provides for maximum gain and success throughout the training year. During the training cycle of 8-12 weeks, PERIODIZATION allows for accomplishing this goal. PERIODIZATION refers to the change in the total number of repetitions (volume) and the amount of weight used to increase either muscle size, strength, or power. PERIODIZATION also refers to the frequency of training.

Early in the training cycle, the athlete should train more for muscle development or size (8 to 15 repetitions and lighter weight). This increase in muscle size provides the foundation for the strength and power training to follow. Later in the training cycle, the athlete should train more for strength (4 to 7 repetitions and medium weight). The athlete finally trains for power (1 to 3 repetitions and heavy weight) as he or she prepares for competition. Power training should only be used to *peak for competitions* and for *no more than four weeks*.

An example of Periodization follows with top sets illustrated below:

The chart below incorporates an 11-week training cycle and illustrates the sets and repetitions along with the highest set for the heavy day for each training week. Note that other warm-up and workload sets are provided in pounds in **Figure 6** on the following page. Additionally, in the chart, sets and repetitions are included for the light day. Weights lifted for the light day can be estimated by using 80 percent of that week's heavy day as the top set and **Figure 6** to estimate warm-ups and other workload sets.

**NOTE: Off-season powerlifting training should use repetitions and sets similar to weeks one through seven. This training should be repeated until 11 weeks prior to the main competition. A two-day-a-week routine may be best during high intensity sport activity. This would combine days of the four-day routine and drop some exercises.**

		Meet										
Week		1	2	3	4	5	6	7	8	9	10	11
Heavy	(Sets)	1	3	3	1	3	3	3	3	2	1	3
Day	(Reps)	10	10	10	5	5	5	5	3	3	3	1
		*								**	***	
Weight:	(pounds)	160	165	170	220	225	230	235	255	260	240	300
(Option 1)	(Kilos)	73	75	77	100	103	105	107	116	118	109	136
		*								**	***	
Weight:	(pounds)	225	235	245	295	305	315	325	345	355	330	400
(Option 2)	(Kilos)	103	107	112	135	139	144	148	157	162	150	182
Light	(Sets)	3	3	3	3	3	3	3	3	3	3	0
Day****	(Reps)	10	10	10	8	8	8	8	6	6	6	0

\* 55% of goal weight (third attempt)

\*\* 96% (including the repetitions) of goal weight (third attempt)

\*\*\* 90% (including the repetitions) of goal weight (third attempt)

\*\*\*\* Top set(s) should be one set of 80% of heavy day top sets for 8 to 10 repetitions

If an athlete competes in a second competition in less than the full 11 weeks, encourage the athlete to take a week off. Start back on the chart with the appropriate number of sets and repetitions based on number of weeks remaining.

Options 1 and 2 (above/previous) provide for different amounts of weight increase each week (5 lbs./2.5 kg vs. 10 lbs./5 kg). Generally, the more weight lifted, the more the athlete can increase his/her top set per week. Goals for competition (third attempt) should be set by using the single repetition maximum established prior to the competition cycle. Each goal should be increased by 3 percent, 5 percent, or even 10 percent over the athlete's previous best. Some athletes may respond better to only one top set while others may respond better to three top sets.

The above pattern of PERIODIZATION can be repeated after at least a one-week layoff of training following the competition. The number of cycles of this pattern is determined by the number of competitions

during a year. Entering too many competitions within the year may result in injury or burnout.

**Figure 6** illustrates a recommended weight progression sequence for each of the primary lifts. Generally, the heavier the weight, the more warm-up sets are required. It is important for athletes to not perform too many warm-up sets as this may fatigue the athlete before he or she reaches the top set or sets. Also note that with lighter weights, the athlete may use multiple sets of the same weight for top sets. As the athlete becomes more advanced, the weight progression is more like the sequence in **Figure 6** with the last three sets being the workload sets and the highest workload sets using not more than the goal weight set for that workout.

**Figure 7** illustrates a weight training record chart. It is important that a record is kept of all workouts so that the athletes' training can be planned and documented. It is recommended that the chart be filled out in pencil so that changes can be made to the chart if necessary.

Figure 6  
Warm-up and Load Progression Chart (expressed in pounds. For kilos multiply pounds x 2.2.)

Warm-up (lb)			Workload			Warm-up (lb)			Workload			
75	85	95	105	115	125	135	225	275	325	355	375	
75	90	105	115	125	135	135	225	275	335	365	385	
85	95	110	125	135	145	135	225	315	345	375	395	
85	105	115	135	145	155	135	225	315	355	385	405	
95	110	125	140	155	165	135	225	315	365	395	415	
95	115	130	145	160	175	135	225	315	375	405	425	
95	125	140	155	170	185	135	225	315	385	415	435	
95	135	150	165	180	195	135	225	315	385	415	445	
135	145	160	175	190	205	135	225	315	385	425	455	
135	155	170	185	200	215	135	225	315	405	435	465	
135	155	180	195	210	225	135	225	315	405	445	475	
135	155	185	195	215	235	135	225	315	365	425	455	485
135	155	185	205	225	245	135	225	315	365	435	465	495
135	155	185	215	235	255	135	225	315	365	445	475	505
135	155	185	225	245	265	135	225	315	405	455	485	515
135	155	195	235	255	275	135	225	315	405	465	495	525
135	185	225	245	265	285	135	225	315	405	465	505	535
135	185	225	255	275	295	135	225	315	405	475	515	545
135	185	225	265	285	305	135	225	315	405	485	525	555
135	185	225	275	295	315	135	225	315	405	485	525	565
135	185	245	285	305	325	135	225	315	405	495	535	575
135	225	255	295	315	335	135	225	315	405	495	545	585
135	225	255	305	325	345	135	225	315	405	495	555	595
135	225	275	315	335	355	135	225	315	405	495	565	605
135	225	275	325	345	365							

Adapted from Pauletto (1986)





## Weight Room Safety

**W**ithout a doubt, one of the most important considerations for operating a weight training facility is that of **safety!** A key element to a successful strength and conditioning program is the safe use and care of equipment. Not only the health and welfare of the athlete are at stake, but also the legal liabilities of those operating the facility. It is the responsibility of the strength and conditioning coach and weight room administrators to ensure that the following guidelines are enforced.

### Cleanliness

Cleanliness is an important factor that is overlooked in many weight rooms. All weights are to be put away! This includes dumbbells that are often left for “someone else to put away.” Weights are to be returned after each exercise, not after the entire workout is completed. Tripping over scattered weights can be a serious hazard in the weight room. Jackets, gym bags, and other clothing belong in the locker room. They are not to be draped over the squat rack, tossed onto a nearby bench, or piled in a heap in the corner. Use chalk sparingly, and clean up any chalk from the floor and equipment after every workout.

### Conduct

The first and most important rule is appropriate conduct! The weight room is not a playground! Someone could be seriously injured or expensive equipment could be broken. This rule cannot be stressed enough. It is also important to respect the rights of others using or owning the facility. Casual observers (friends, etc.) can be a distraction in the weight room. They often get in the way of other athletes, especially during busy times.

## Safety Responsibilities

### Equipment/Facility Care Responsibilities

Maintenance of the equipment is a never-ending job. Here is a safety checklist to help maintain the facility:

- Regularly lubricate the equipment with a light-weight oil or silicone lubricant to add to its life. If oil is used on lifting bars, make sure to wipe off any excess. Weights may slip off despite having a collar in place.
- Check for potentially loose nuts and bolts, broken welds, worn pulleys, and frayed cables daily and repair as needed.
- Check wall or floor-mounted equipment for stability and tighten regularly.
- Replace broken barbell plates and weight stack plates. Welding broken plates may increase the weight of the plate, and the welds do not always hold.
- Replace worn or torn covers or padding. (Most fabric stores carry heavy vinyl materials and high-density foam padding.) The cover and padding can be cut to fit the bench and fastened in place with a staple-gun.
- Check Olympic bars for loose end pieces constantly and keep tight. This also must be done with dumbbells that are bolted together. If these come apart, serious injury can occur.
- Check platforms and flooring that may have been damaged from regular pounding for they could collapse. Underlying support boards and surface materials should be replaced as needed.
- Use mild soap and water to clean padded areas with which the athletes come in contact regularly. This helps to keep the equipment clean and to prevent bacterial growth.

### Responsibilities of the Lifting Athlete

Each powerlifting coach should make sure that all athletes know the rules and responsibilities for lifting and spotting. Each athlete should be aware of the following:

- Know the proper use of all the equipment and how to adjust the equipment correctly.
- Dress properly, including wearing a shirt, sweat pants or tight-fitting stretch shorts, and shoes.
- Wear a lifting belt when squatting or deadlifting.
- Always use spotters for squatting, bench pressing, and other lifts where injury could occur without a spotter. The old adage “better safe than sorry” applies here.
- Always use collars when plates are on the bar.
- Use safety equipment when available, especially when no spotter is available. (For example, these include step-down squat racks, safety racks for squatting and benching, etc.)
- Use proper lifting form. This will help prevent injuries.
- Know the limits. No one should try to lift beyond his or her capabilities, a common problem with beginning athletes.

- Stay with the bar on a missed lift. Do not let go of the bar and walk off, leaving the spotters hanging on. Finish the lift and stay with the bar until it is safely back in the racks.
- Do not drop weights (dumbbells and machine weight stacks included)! Remember, if you can lift it, you can set it down. If you have a problem with the lift, get a spotter. This may be especially important with dumbbell exercises. Dropped weights can cause injury to athletes and spotters, damage floors, and even damage the weights.

#### Responsibilities of the Coach/Spotter

The coach should train athletes to be constantly aware of potential problems. The athletes must be able to use the equipment and the weight room in a proper way to promote personal safety. It is the coach's responsibility to instruct and supervise athletes for proper spotting techniques and methods. The athlete depends on his spotter for safety. Therefore, it is very important that the spotters know what they are doing. Some of the items listed below are the responsibility of the coach as well as the spotter:

- Grip the bar with the "thumbs around" grip, thus locking the bar safely in the palms of the hands during the bench press. Without a safety grip, the bar could slide out of the lifter's hands and cause serious injury.
- Load the barbell properly. The correct weight is loaded when both ends of the bar are equally loaded, the plates are pushed all the way onto the bar, and collars are used, especially with heavy weight. A good rule of thumb is to put the hollow sides of the plates toward the middle of the bar, assuring an even distribution of weight across the bar.
- Insert pins completely when using machines with weight stacks.
- Do not have the athlete work out next to a mirror. It doesn't take much of a tap with a weight to break a mirror.
- Allow athletes to lift without distraction.
- Report problems with the equipment immediately to the weight room supervisor.
- BE ALERT! No daydreaming is allowed. Keep your mind on the task at hand.
- Be sure there are enough spotters. As a spotter,

if you are not sure that you can handle a missed lift by yourself, then get more help.

- Know how many repetitions the athlete will attempt.
- Determine in advance the signals to be used with the athlete. Often the athlete is barely coherent when he grunts out a call for assistance.
- Help the lifter return the bar to the rack when the athlete has completed a lift or when he signals for assistance in a failed lift. (Use of a lift off by the spotter is up to the individual athlete.)
- Know the proper technique for lifting the bar from the rack.
- Have a solid stance. Be prepared for anything.
- Use two hands to spot or assist, particularly when spotting the bench press. If you are using only one hand or one finger, it is difficult to assist if the athlete suddenly needs help.
- Watch the athlete's form. Be his or her best critic.
- Encourage the athlete. Be a cheerleader.
- If you have just finished a set, allow enough time to catch your breath and regain your energy before trying to spot someone else.
- Know how to spot dumbbell exercises. (It is often best to assist by gently pushing on the athlete's elbows.) If the athlete gives out completely, be ready to grab the dumbbells. Keep the surrounding area clear of dumbbells and other obstructions.
- Do not rest your hand on the bar support when spotting the bench press. If the athlete decides to return the bar to the rack suddenly and without notice, the spotter's fingers may get caught between the bar and the rack.
- Do not allow the athlete to lift more than has been programmed for that athlete's workout. Overloading the athlete beyond his or her capabilities can be dangerous.

Safety in the weight room is not to be taken lightly. As a powerlifting coach, you are responsible for instructing your athletes in the proper use and care of the equipment and the facility. Become familiar with these guidelines and help promote safety in the weight room.

For the athlete, the primary measure of success in powerlifting is the continued increase in the amount lifted in the squat, bench press, and deadlift. The fol-

lowing aspects should be considered to reach this goal. This information is also relevant to the athlete interested in primarily increasing strength and musculature.

### Body's Response to Weight Training

The athlete should experience an increase in strength, power, or size from training with weights. However, overtraining and even injury can occur if the athlete attempts to lift too much weight too fast. Therefore, it is important for the coach to understand the principles of weight training while effectively planning the athlete's training cycle.

As shown in **Figure 8**, the body responds to weight training (stress) as it does to any hard activity. The figure shows the response to weight training as a wave. The body and muscles first hit a slump and become weaker. If training has not been too light or too heavy, the body and muscles adapt to the stress and become stronger and/or bigger.

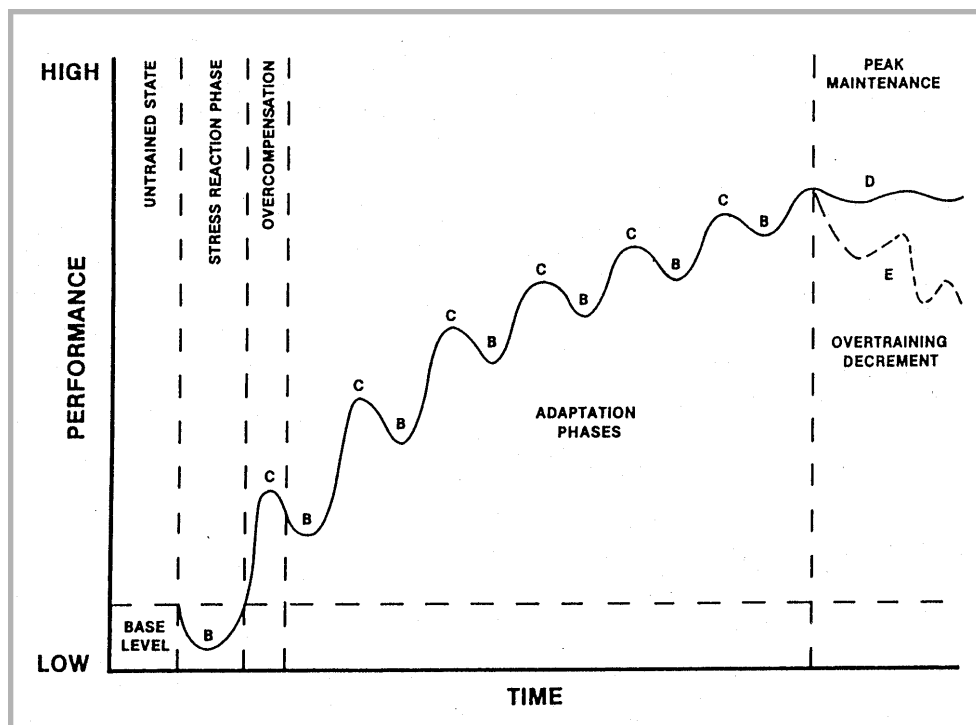
Generally, the body adapts to higher repetitions of eight to 15 by increasing muscle size with some increase in strength. Repetitions of four to seven tend to build strength with some increase in muscle size. Repetitions of one to three tend to produce power and strength gains with very little increase in muscle size.

Each of these objectives has a place in an athlete's training. Trying to achieve all of these at the same time will often cause overtraining. Periodization, discussed on page 28, is a way to effectively mix these objectives.

### Training with an Adequate Workload

The athlete should periodically increase the weight lifted so that muscle adaptation and thus muscle strength, power, or size occurs. This should not be at the expense of poor form, overtraining, or possible injury. A good rule of thumb is to be able to increase the weight of top sets (heaviest sets) at least 2.5 kg (5 lbs.) to 5 kg (10 lbs.) on each lift each week. The most effective strength training weight ranges from about 80 percent to 95 or 96 percent of the next competition's training goal. A training period or cycle should begin with the lower weight and increase to a higher weight as the athlete is closer to competition. When setting goals for a training cycle, it is important to realize that athletes may make increases in some lifts from 20 percent to 38 percent when the athlete is learning the lifts. After an athlete has trained for six months to a year, he or she may only be able to increase from 3 percent to 10 percent over the previous goal. It is best to be conservative when setting goals.

Figure 8 - Stress Adaptation Curve



An individual can maintain a basic level of physiological balance (homeostasis) with daily activity. Training results in an acute decrement in performance during the stress reaction phase (B). However, the body adapts by overcompensating, elevating levels of performance (C).

Performance improvements are dramatic in the early training stages, with more modest increases as training continues. Proper training techniques and planning allow athletes to maintain performances within 2 percent of their personal best over extended periods of the competitive cycle (D).

Excessive training volumes and/or intensities with insufficient rest or unloading will cause a decrement in performance known as overtraining (E).

Adapted from H. Selye's *The Stress of Life*.

## Nutrition

The fluid balance in an athlete's body is very important as imbalance can cause cramping, dehydration, dizziness, and nausea. Excessive loss of fluid in sweat can be accompanied by a reduction in electrolytes, mainly sodium with some calcium and potassium. To prevent any problems from inadequate fluid balance, athletes should drink cold water regularly during training and competition. To maintain blood sugar levels, athletes should be encouraged to eat a moderate-sized meal of primarily carbohydrates with some protein two to three hours before a workout or meet. A small carbohydrate snack may be eaten about an hour before exercise. If it is close to a workout and an athlete feels hungry, 8-16 fl oz of juice or sports drink is generally adequate to maintain blood sugar levels. During extended workouts or meets, fruits or other light snacks can be used to maintain blood sugar levels. The athlete should be discouraged from excessive drinking or eating during a workout or meet, as bloating and cramps can occur.

## Basic Skills and Progressions

### Assessment of Each Athlete's Current Skill Level

At the beginning of the training season or cycle, an athlete's current skill level should be assessed before he or she starts a program. Components of this assessment should include the following:

#### Strength

- A baseline of strength performance needs to be established. One repetition maximum in each of the three powerlifts (bench press, squat, deadlift) should be performed. This should be performed in small increases of 2.5 to 10 kg. This enables athletes to reach one repetition maximum without strain or failure. Test by working up to the athlete's maximum unassisted best lift after a warm-up.

#### Balance

- Can the athlete maintain posture and balance while lifting the weight during warm-ups and finally with one repetition maximum?

#### Flexibility

- Can the athlete squat without bending too far forward due to inflexible calves and Achilles tendons?
- Is the athlete able to squat below parallel?
- Can the athlete maintain correct posture (back flat—not rounded) in the start and completion of a deadlift?

## Response to Coaching

- Does the athlete respond to simple commands like “squat,” “rack,” and “down”?

This assessment will be very important in helping the athlete achieve success. Each of the above factors may take additional effort to correct deficiencies in performances and to reach peak potential. Strength and balance improve with training of the primary and secondary lifts. Flexibility should improve with regular stretching before and after each training session.

## Steps to Teaching Each Skill

Proper form is critical to receive maximum benefit from each primary and secondary exercise and to improve efficiency of lifts. Good form and technique are essential for preventing injuries. Because of particular body type or physical limitations, form may vary to a degree between athletes.

All lifts should be done slowly with the athlete under control through the entire range of motion. Rapid lifts used during the concentric or positive part of the exercise should be limited and should only be done by advanced athletes approaching competition. This type of training should not be done at the expense of proper form or whenever pain or discomfort is felt by the athlete.

## Squat

This is probably the most difficult of the three powerlifts for Special Olympics athletes to master. However, with patience and repetition, most athletes can perform this lift. This exercise contributes to the overall strength of the athlete more than any other exercise. Even if the athlete is not going to compete in the lift, the squat should be included in training because of its many benefits. It is often beneficial to have the athlete develop a base level of muscle tone through the use of easier-to-learn exercises (leg press, leg extension, and leg curl) prior to squatting. When the athlete has developed this base, it is important to work on the form with no weight before actually squatting with the Olympic bar and plates, no matter how light. Repetition is the key here! Find the proper stance for the athlete through trying both the narrow and wide stances. Because of the relative inflexibility at the calf and Achilles tendon, many athletes will not be able to squat with any degree of control with less than a shoulder-width stance. Use a wider stance with toes out, buttocks and knees back to allow the lower leg to be vertical with the ground, chest high, back straight, and chin up. This is easier for the athlete to learn and is more mechanically efficient.

As a way to teach the squat, instruct the athlete to start with hands straight ahead to improve balance. Also, the use of a mirror in front of the athlete while learning to squat can be beneficial.

The powerlifting athlete should train for the squat the same way the athlete would compete in a squat competition. The signal “squat” at the beginning of the lift and “rack” at the completion of the lift allow the athlete to become completely familiar with the signals of the movement.

The athlete should take a deep breath when the signal to squat is given. With the individual’s most efficient stance and grip, the athlete should step back from the rack and squat down to where the upper level of the thighs are parallel to the floor. Without stopping, the athlete should rise to a full erect position. The athlete should exhale as he or she rises. Before returning the weight to the rack, the athlete must have both knees locked straight and wait for the signal to “rack” the weight.

The coach’s use of touch control and holding the athlete by the belt and shoulder can be effective in getting him or her into proper position and form. This should only be done in the early stages of learning the lift. If the athlete becomes dependent on a touch control or assistance, this will affect his or her performance in competition where touch and assistance are not allowed.

It is very important that the athlete wear a belt while squatting. Make sure the athlete does not bounce at the bottom of the movement.

When doing repetitions, the use of the “squat” command is appropriate at each repetition. However, the “rack” command is used only after the completion of the last repetition. The athlete should pause between every two repetitions so as to master the technique of the squat lift.

The spotter should stand behind the athlete. No assistance should be given to the athlete by the spotter unless it is for the purpose of teaching the technique or helping an athlete who cannot complete the lift.

***Medical Restriction: An athlete with Down syndrome who has been diagnosed with Atlanto-axial Instability may not participate in the back squat lift in powerlifting. For additional information and the procedure for waiver of this restriction, please refer to page 5.***

### Bench Press

Correct form should be practiced every time the bench press is practiced. A slow and controlled lift with the buttocks on the bench and a pause at the chest will ensure correct form is used in competition. Athletes should be familiar with the command to “press” when

the bar is motionless at the chest and to “rack” the weight at completion of the lift. A variety of grips can be used in the bench press with the wide grip being the most common. This maximizes the use of the large chest muscles. With this grip and other grips, an attempt should be made to push the bar back at an angle in a straight line until completion, with arms locked at full extension. To maximize the effectiveness of this lift, a legal arch of the back may be maintained with the buttocks and shoulders pulled together, chest height maximized, and weight distributed between the shoulders and feet. Chest height is enhanced by holding as much air in the chest as possible during the lowering and raising of the bar. The athlete should exhale as he or she is locking the weight out at full extension. A closer grip may be used for those athletes with very strong triceps and shoulders to specifically isolate these muscle groups. Under no circumstances should the weight be bounced off the chest or the buttocks be lifted from the bench during the lift.

As with the squat, the athlete should learn to perform the bench press with little or no initial resistance. A stick can be used to simulate the bar while the athlete performs a high number of repetitions. For the athlete to learn where the bar should rest, the coach may touch the athlete’s chest at the sternum to illustrate where the athlete should bring the bar down.

Additionally, the coach may place a hand at the point where the bar will be locked out to give the athlete a target for completing the lift.

### Deadlift

Correct form should also be practiced in the deadlift. Using a straight back and pushing with the legs as much as possible will reduce the possibility of injury and provide for greater performance. The athlete should be familiar with the command “down” at the completion of the lift when the torso is erect, shoulders are in line with the torso, and the knees are straight. Also, athletes must not drop or slam the weight to the platform. Either the narrow or wide (sumo) stance may be used. Generally, the narrow stance with hands outside the legs is more appropriate for tall athletes. The sumo stance with hands inside the legs works better for the short athlete who has strong legs. Athletes with wide shoulders and narrow hips generally perform better with a narrow stance. Either stance can be used effectively by keeping the bar against the legs. Baby powder can also be used on the thighs to lubricate the upward movement. It is very important that this lift be done slowly with the head back, without bouncing or hitching the bar up the legs, and without rounding the back. The athlete must be taught to deadlift with head up, buttocks down, and back straight. A stick may be used to simulate a bar while

establishing proper technique. During the initial learning stage, the coach should hold the athlete's shoulders back and push down on the back of the athlete's belt to reinforce good form as weight is added.

The coach may stand in front of the athlete to help the athlete position the feet, place the athlete's hands on the bar, and position the head in an upward position. The coach should not assist the athlete with the lift, except during the learning phase or if the athlete is having extreme difficulty.

### Overtraining

After four to six weeks of steady, hard lifting, the athlete could experience extreme soreness or loss of energy. If this condition extends beyond 48 hours after a heavy bench press, deadlift, or squat workout, overtraining may have occurred. This often happens if the work volume or total number of repetitions completed in a workout exceeds the body's ability to recuperate. This may also occur if the increase in kilos or pounds lifted from workout to workout is excessive. Overtraining most commonly occurs during the low repetition (three repetitions or fewer) portion of the cycle when the weight lifted exceeds 90 percent of the previous maximum single completed. Should overtraining be experienced, a short active rest phase should be included. This will require the athlete to drop back to 70 or 75 percent of his or her best single lift where overtraining is felt. A complete rest week should be included at least every 12 to 15 weeks.

### Proper Attitude

Motivation to continue with regular workouts and to exert the muscles to higher levels of performance plays a large part in the success of an athlete. Self-confidence is developed as success is achieved during both the training and competition phases. A positive attitude in the athlete is enhanced by the positive attitude shown by the coach. If the coach brings his bad day to the training session, the athlete will sense this and may not perform as well. Setting attainable goals along with providing regular praise and rewards will also enhance the athlete's positive attitude and lead toward regular success. This does not mean praise and rewards should be handed out indiscriminately. The athlete should earn this through showing effort.

Additionally, the abilities to visualize the lift and concentrate on the execution are improved as the athlete practices them and becomes more proficient. Both athlete and coach should be aware of the value these mental exercises play in lifting success.

### Teaching Suggestions for Coaching Special Olympics Powerlifting Athletes

□ Repetition is essential for the Special Olympics athlete to learn each of the powerlifts. Repeat correct form as often as possible. Break up the lift into separate movements if necessary. Remember walking is a pretty complex series of movements and much more difficult than squatting, deadlifting, or bench pressing. Most of your athletes learned to walk with repetition, and they can learn to lift correctly with repetition. Make sure to use no weight or very light weight when teaching correct form.

□ It may be necessary to develop a base level of muscle tone and strength in athletes who are deficient in these areas. This may require use of machines to develop muscle tone and strength before moving on to the more complex exercises with free weights. Never hurry the athlete toward competition. It may take four to five months of progressive training before the athlete is ready for competition.

□ Always have a workout plan that is periodically adjusted. The plan is important and provides the structure and goals that athletes need. Set regular objectives that, when achieved, earn rewards for the athletes. Make sure you do not make these objectives too easily attained. Athletes know whether they earned the reward.

□ Make sure that athletes warm up and stretch before every workout; also make sure proper equipment and appropriate clothing are worn. A belt and loose-fitting or stretch clothing that prevent the body from cooling too rapidly are important. Also, shoes that provide good solid support are a necessity. Do not allow athletes to wear gloves. They cannot wear gloves in contests and they will hinder the conditioning of their hands.

□ When training your athletes, develop very simple verbal and appropriate tactile (touching) cues. Develop a series of tactile and verbal cues that can be used to get the athlete "set" for the lift. Examples include touching the chin in the squat and deadlift to keep the head up along with pulling back gently on the belt to keep the hips back. When instructing an athlete in the deadlift, an effective way to prevent the athlete from rounding the bar is to place one hand on the shoulder and pull back while pushing in with the other hand on the lower back. To get the athlete to put the bar at the correct location on the chest in the bench press, touch the place on the chest where the athlete should place the bar. During training sessions, you may be effective using the verbal cue "stop" when the bar is at chest and again when the athlete's arms are at full extension so the athlete will learn to wait for the referee's signals ("press" and "rack" at these two positions).

When setting opening attempts at competitions, be conservative. Always have your athlete open with a weight that he or she can lift for at least four to five repetitions with good form.

**Note: If an athlete has not been stopping the bar at the chest or going parallel in the squat, he or she may not be able to lift in competition anywhere near what he or she has been doing with poor form. Know the rules!**

Have your athletes warm up with plenty of time before competition. Don't warm up with too heavy a weight. Stretch and warm up with three to four sets of descending repetitions (that is, 8, 6, 3, 1) and only up to a weight that is easy and doesn't minimize effort from the athlete's opening attempt.

For training athletes or coaching at meets, do not hesitate to ask for help from experienced powerlifting athletes in your area. They should be glad to help and will make you a much more effective coach.

Always have a good attitude in the gym or at competitions. Remember, your powerlifting athletes need to feel successful, but they also need to have fun!

## Individual Competition Events Preparations

### Assessment and Matching Athletes and Events

Most Special Olympics athletes can compete in all three powerlifting events. However, some athletes may, because of physical limitations, be restricted to one or two of the events.

Athletes who have not trained in any one of the three powerlifting events for at least eight weeks should not be entered in that particular event. Athletes who have limited flexibility or balance problems in the squat or deadlift that have not been overcome in the eight-week training cycle should not be entered in these competition events. Athletes who cannot perform a lift according to the rules should not be entered in that event. Coaches should not assume the athletes will improve under the stressful environment of competition. It is not fair to the athletes and may result in failure.

If athletes show a tendency to drop or let go of the bar, they should not be entered in the bench press. This rarely occurs in competition but could be dangerous to the athlete.

The athlete must be able to perform a single repetition of a lift with competition equipment and clothing and within the rules.

Excessive variation in form, adherence to rules, signals, and even attitude can be indications of something being wrong. The coach must make the decision as to whether the athlete is prepared or not.

## Combining Component Skills/Events into Competition Readiness

The best way to fully assess the readiness of athletes is to have them perform all competition lifts approximately seven days before the competition. This should be at no more than 90 percent to 93 percent of goal weight (third attempt) to maximize performance at the competition. It is best to have others who understand the rules of competition evaluate the athlete. Minor adjustments in form and competition-day preparation can be made at this time. Make sure that only the competition lifts are performed along with the same number of warm-up sets and repetitions that the athlete will use at the competition.

## Competition Readiness Checklist

A checklist of specific rule requirements should be developed for each lift used in the training cycle during the last three to four weeks. This checklist should be reviewed periodically during the training season.

### General

- Did the athlete bring the proper equipment: Shoes, belt, shirt, wraps, warm-up, and lifting suit?
- Did the athlete follow directions?

### Squat

- Did the athlete set up under the bar properly?
- Did the athlete wait for the signal to squat before attempting the lift?
- Did the athlete descend with the weight without moving the hands on the bar or trying to press the weight overhead?
- Did the athlete descend below parallel without excessive forward lean or loss of balance?
- Did the athlete start up with the weight without bouncing or stopping at the bottom?
- Did the athlete maintain control and balance during the ascent?
- Did the athlete use proper form without assistance during the ascent?
- Did the athlete return to the upright position under control and with good form?
- Did the athlete wait for the rack signal before returning the bar to the rack?
- Did the athlete maintain foot placement throughout the lift?

### Bench Press

- Did the athlete take the bar to the chest with good control (can include assistance by spotter or coach)?
- Did the athlete wait for the “press” signal before pressing the weight upward?
- Did the athlete extend the bar upward with even extension of the arms, no movement of the feet or body, and under control?
- Did the athlete lock out the bar with full extension of both arms?
- Did the athlete wait for the “rack” signal before placing the bar into the rack?

### Deadlift

- Did the athlete begin the lift without excessive movement of feet?
- Did the athlete begin the lift with buttocks down, head and chest up?
- Was this correct position maintained throughout the lift?
- Did the athlete pull the weight without supporting the bar on the thighs and without hitching?
- Did the athlete perform the lift without the bar stopping or dropping one side?
- Did the athlete complete the lift and wait for the “down” signal when shoulders were in line with the torso?
- Did the athlete return the bar to the platform under control and without dropping it?

### Home Training

Training at home is sometimes necessary or preferred for athletes. Training at home should incorporate the same safety, skill progression, coaching, and training concepts as presented earlier in the text. If these concepts are adhered to, training at home can be a good alternative to training at a gym or health club.

The athlete can maximize training effectiveness while minimizing cost of equipment by purchasing or building a few key pieces of equipment. A power rack and bench can be purchased or built, and with a good set of weights, you have the essentials of a complete powertraining program.

The power rack is a simple boxlike structure that allows the athlete to squat, bench press, and deadlift with only an adjustable bench as an accessory. The power rack includes four vertical posts that are spaced slightly closer together than the inside collars of an Olympic bar and are about 15” to 25” apart between front and back posts. Bracing between the side and

back vertical supports at the top and bottom of the rack should assure that the rack is sturdy and safe. Each post should have holes drilled at approximately two-inch intervals to allow for hooks to support the lifting bar at different heights. These holes should also provide for safety bars that will be set to catch the athlete at a level just below parallel if necessary.

The power rack can be welded from two-inch by two-inch square tubular steel (at least 11 gauge metal) or made from four-by-four pressure treated lumber. In either case, it is very important that the rack be well braced, with very little give or sway. In addition to sturdy bracing at its top and bottom, the rack should be attached to the floor or wall if possible.

A bench that can be adjusted for flat or incline benching is the only accessory needed for training at home other than a good set of Olympic weights. The bench should be sturdy with a strong support mechanism that will be used when doing incline benches.

All exercises except the dumbbell exercises, pull-downs, leg curls and extensions, and the leg press can be performed with the power rack and bench. A purchase of a couple pairs of used dumbbells can be added to the equipment as needed.

Because of the specific nature of each powerlift, from its specialized equipment, muscle energy use, and balance, cross-training during the competition season is not advisable. However, cross-training may be a healthy diversion during the off-season. Other sports played during the off-season can benefit greatly from the strength and power the athlete has gained from powerlifting.

### Strength Training Application to Other Special Olympics Sports

The training in this guide is applicable to strength and conditioning programs for other sports. The muscularity, strength, and power gained before, and, to a degree, during, the competitive season for any Special Olympics sport can greatly enhance an athlete’s performance. The power training program as covered earlier in this manual can provide very real increases in performance for athletes participating in other Special Olympics sports. Generally, the training routine for weeks one through seven, as indicated on page 26 of this manual, with a reduced number of exercises, will best fit the strength and conditioning needs for other sports. Strength and conditioning training should be reduced to as little as two days per week (a condensed four-day option as found on page 26) during the competition season, and weight and repetitions should be moderate. A torso rotation exercise should be added for most sports when this movement contributes significantly to performance. Some sports such as soccer require less upper body strength and allow for fewer upper body exercises. However, a good full body workout is important for all athletes.



### Care for Common Minor Injuries

It is the coach's job to maintain as safe an environment as possible. It is strongly recommended that coaches have certification in cardiopulmonary resuscitation and first aid. Athlete medical forms should be reviewed before the start of practice and be on hand at all training and competition. There should be a plan for emergencies. Using the Safety checklists (pages 12, 31) will help to prevent injury by assuring adequate supervision, equipment, facility, warm-up, and stretching.

When an injury does occur, **STAY CALM**, and administer only basic first aid. When in doubt or when more care is needed, consult the athlete's family and/or a physician.

Treating Strains, Contusions, Minor Bumps, and Bruises

- R - Rest; stop any pain-causing activity.
- I - Ice for 24-36 hours after the injury.
- C - Compress with elastic bandage if needed.
- E - Elevate to avoid edema and subsequent swelling.

Conditions Requiring Medical Attention

- Significant swelling or dislocation of an extremity
- Obvious deformity of an arm or leg
- Severe pain
- Inability to bear weight on a lower extremity
- Lacerations with or without fractures
- Significant swelling of a joint, i.e., elbow, wrist, knee, ankle
- Loss of sensation in an extremity

Conditions Mandating That Only Experienced Medical Personnel Move the Athlete

- Loss of consciousness
- Neck or back injury with loss of sensation or motor power in arms or legs
- Head injury with disorientation and/or visual changes
- A possible broken bone (i.e., arm or leg)

Initial Measures for Cardiac Arrest

- Establishing unresponsiveness
- Calling out for assistance
- Positioning the victim

Rehabilitation/Treatment for Chronic Injuries

#### **Blisters**

- Keep pressure off new blisters using a felt "doughnut."
- Where the skin is torn use extreme care.
- Keep area clean and cut skin halfway around the perimeter without removing the skin.
- Apply the dressing.
- When underlying tissue toughens, cut away the remaining flap of skin.

#### **Abrasions and Contusions (Floor Burns and Deeper Bruises)**

- Keep area clean.
- Expose area to the air when possible.
- Keep area dry.
- Encourage gentle activity.

**Chronic Knee Pain, Thigh Muscle Overload, Tendonitis, Stress Fractures, and Ligament Strain.** Follow the doctor's directions, which will generally include:

- Rest for five to seven days.
- Ice for pain.
- Stretch related muscles to strengthen them.
- Move gently, stopping at the point of pain.
- Exercise to strengthen afflicted area as it heals.

### Medical Emergency Awareness

The Special Olympics coach will recruit athletes and complete and submit all required medical and registration materials by established deadlines. The following checklist will ensure that coaches and volunteers are prepared to deal with a medical emergency at an event or training site.

1. Coaches and chaperones should be aware of athletes' pre-existing medical problems, such as diabetes, epilepsy, or allergic reaction to a bee sting.
2. Coaches and chaperones should have ready access to the Athlete/Parent Release Forms, which give permission for medical treatment in case of emergency.
3. Coaches and chaperones should have these waivers on hand at each of the training sessions and competitions.
4. A well-stocked first-aid kit also should be on hand at the training sessions and competitions.
5. Coaches should know how to use the materials in the first-aid kit.
6. If a medical emergency occurs at a training site, coaches should know the location of the nearest telephone to call for assistance. If that phone is in a locked room, the coach should have a key or know if a custodian is on duty and where to find him or her. Ask if someone nearby has a cellular phone.
7. Should a medical emergency occur at an event or training site, there should be an adequate number of assistant coaches or volunteers available to stay with other team members while medical emergency procedures are taken.
8. Should a medical emergency occur at a competition or event, each coach and volunteer should know the emergency plan: whom to contact, location of contact, method of communication, and follow-up procedures. An emergency plan should be developed and included in the pre-event training of each volunteer.
9. Coaches or chaperones should have a list of the names and phone numbers of the parents or teachers to call in the event of a serious injury.
10. Locate the nearest hospital to the training or competition site. Determine if that is where an ambulance will most likely take the injured athlete.

#### Information to Give to the Emergency Operator

1. Caller's name
2. Name of site and location of intersecting streets
3. Injured person's location at the site
4. Type of injury

## Taking Athletes to a Competition

### Planning Ahead

**W**hen planning for a powerlifting competition, it is important to consider the following:

**Travel Time and Mode**– Plan to leave early enough so that athletes can arrive and stretch at least two hours before the competition. Clearly explain and provide information and directions as to when and where the weigh-in and competition are located before departure.

**Sleep**– Make sure the athletes have the opportunity and are encouraged to sleep at least eight hours the night before you leave.

**Nutrition**– Promote healthy eating habits by limiting fried foods and junk food on the way to the competition.

### What to Do at the Competition Site

After arriving at the competition site, ensure that the following actions are taken:

- Feed athletes shortly after arrival and weigh-in at the competition site. Encourage athletes to rest after eating.

**Determine the following:**

1. What session and time the athlete lifts
2. Where the warm-up area is
3. If the equipment, platform, or environment is different from what the athlete is accustomed to
4. If any adjustments are needed.

- Start stretching 45 minutes prior to the competition.
- Start warm-ups 30 minutes prior to the competition session. The athlete's last warm-up should be taken no later than 10 minutes prior to the first attempt.
- Encourage the athlete to sit down and relax after warming up and while waiting to lift. Pay close attention to the lifting order and prepare the athlete for each attempt.
- Do not allow the athlete to eat large amounts between events. Foods that digest quickly and provide energy over the entire competition such as bananas, grapes, and apples are preferable to meats and fatty foods, which are difficult for the athlete to digest.

## Conducting Powerlifting Meets for Special Olympics

For a powerlifting competition to be a fun and rewarding experience for Special Olympics athletes, a good facility with proper equipment, experienced personnel, and officials is critical. It is very important that Powerlifting Federation members are invited and recruited to assist with the meet. They can provide the resources, personnel, and officials that can assure a successful meet.

### Main Lifting Area

This should be no fewer than 2,000 square feet; this may vary according to the number of athletes, spectators, and whether using one or two platforms.

Additionally, to make powerlifting competitions exciting and well attended, they should be in a facility that can be easily located, provides a positive experience, and helps to highlight the athletes' performance. A facility with a stage, such as a performing arts center, is the ideal.

### Warm-up Area

This should be at least 400 square feet; this may vary according to the number of contestants. Good access to the lifting area is a must. Provide speakers or runners to announce on which platform and area the athlete is competing.

Both areas should be air conditioned in hot months and heated in cold months. Seating for 100 to 200 people should be provided.

**Figure 9** (page 44) illustrates a suggested powerlifting venue layout.

**Figure 10** (page 45) illustrates an expeditor card.

**Figure 11** (page 46) illustrates a scorecard. Both expeditor cards and scorecards are used for competition operations.

### Divisioning in Special Olympics

In Special Olympics, every athlete must have a reasonable chance to win. Whenever possible, athletes are divided into age groups and segregated by sex. However, especially in smaller competitions and at either end of the skills continuum that is not always possible. Follow these steps to division competitors in individual sports:

**Step 1**– Separate men and women.

**Step 2**– Divide by age groups.

- 8-11
- 12-15
- 16-21
- 22 and over (This group can be further divided if there are enough athletes.)

**Step 3**– Divide athletes by abilities according to the Sports Skills Assessment scores and/or entry times for specific distances.

**Step 4**– Obtain subjective information from the coach.

**Step 5**– If an athlete does not fit into a division based upon this format, combine age groups to form a division that will accurately reflect the entire range of competitors within that age group.

**Step 6**– If an athlete does not fit into a division based upon this format, combine males and females of similar age and ability.

**Step 7**– If an athlete still does not fit into a division based upon this format, add the athlete to the next best (faster or higher) division. Even though the athlete may not have a reasonable chance to win, this at least permits the athlete to compete.

**Step 8**– If an athlete is the fastest in the event by far, and prevents any reasonable competition, make a single division heat and award that athlete first place in his or her run.

### Managing a Small Competition

Increasing competition opportunities for athletes is one of the coach's responsibilities. In many communities, all athletes may compete at an end-of-the-season local event. However, only a small percentage of athletes may go on to the highest level of competition offered by the program. Competition is a way to measure progress and demonstrate skills mastered. One opportunity per year is not enough.

A small competition is a good way to assess the athletes and it is also fun for everyone. It can be just a race between two teams or a small individual skill (for example, uphill techniques) tournament of local athletes. Every coach will not be able to run a large venue, but every coach can manage a small competition and should.

### Judging

The rules for the squat, the bench press, and the deadlift should be closely followed. There will be one chief referee stationed at the weight end of the bench and two referees located to each side of the athlete. All referees will be off the platform. A light system with red and white lights is recommended. The chief referee's switch activates the entire system to reduce judging bias. Two of the three referees must indicate that the lift was good for it to be acceptable. If a proper lighting system is unavailable, red and white flags should be used. The thumbs up/down signal is not acceptable.

### Attempts

Each athlete may have three attempts to successfully lift the weight. The athlete will have one minute to begin the lift after his or her name is called. The coach must provide to the score table the athlete's next weight to be attempted no later than one minute after the athlete has left the platform. An athlete may never decrease the weight from one attempt to the next.

## Sample Announcer Script

### Opening the Competition

“Welcome to the \_\_\_\_\_ Special Olympics Powerlifting Competition.

Today we have \_\_\_\_ athletes competing in the \_\_\_\_\_(include the lifts: squat, bench press and deadlift as appropriate for this competition).

The first lift contested will be the squat (or bench press if the squat is not included in the competition) followed by the bench press and the deadlift).

Each lifter will be given three attempts at each lift. Today, we will be using a system called the rounds system. The rounds system requires each lifter to make a first attempt, and after all lifters have made their first attempt, each lifter will then make a second attempt. Finally, lifters will make a third attempt using the same system. Lifters then move to the next lift using the same rounds system.

You will see today the results of many weeks of hard training and tons of weight lifted. The strength, courage, and success you see today will be truly impressive.”

### Competition Start and Progression

Present the athletes by weight class, division, and team.

Begin the competition by announcing the lifters:

“In the squat/bench press/deadlift, the first lifter is \_\_\_\_\_. (If time is not a concern and you have the information, announce each lifter’s weight class, division, team, and best lift.)

On deck is \_\_\_\_\_.

In the hole is \_\_\_\_\_.

The lift is \_\_\_\_\_(either good or not good).”

Repeat this for each lifter.

If this is a two-platform competition, add\_\_\_\_ “On platform A or on Platform B\_\_\_\_\_”

# Section F Additional Resources

Figure 9  
Powerlifting Meet Layout

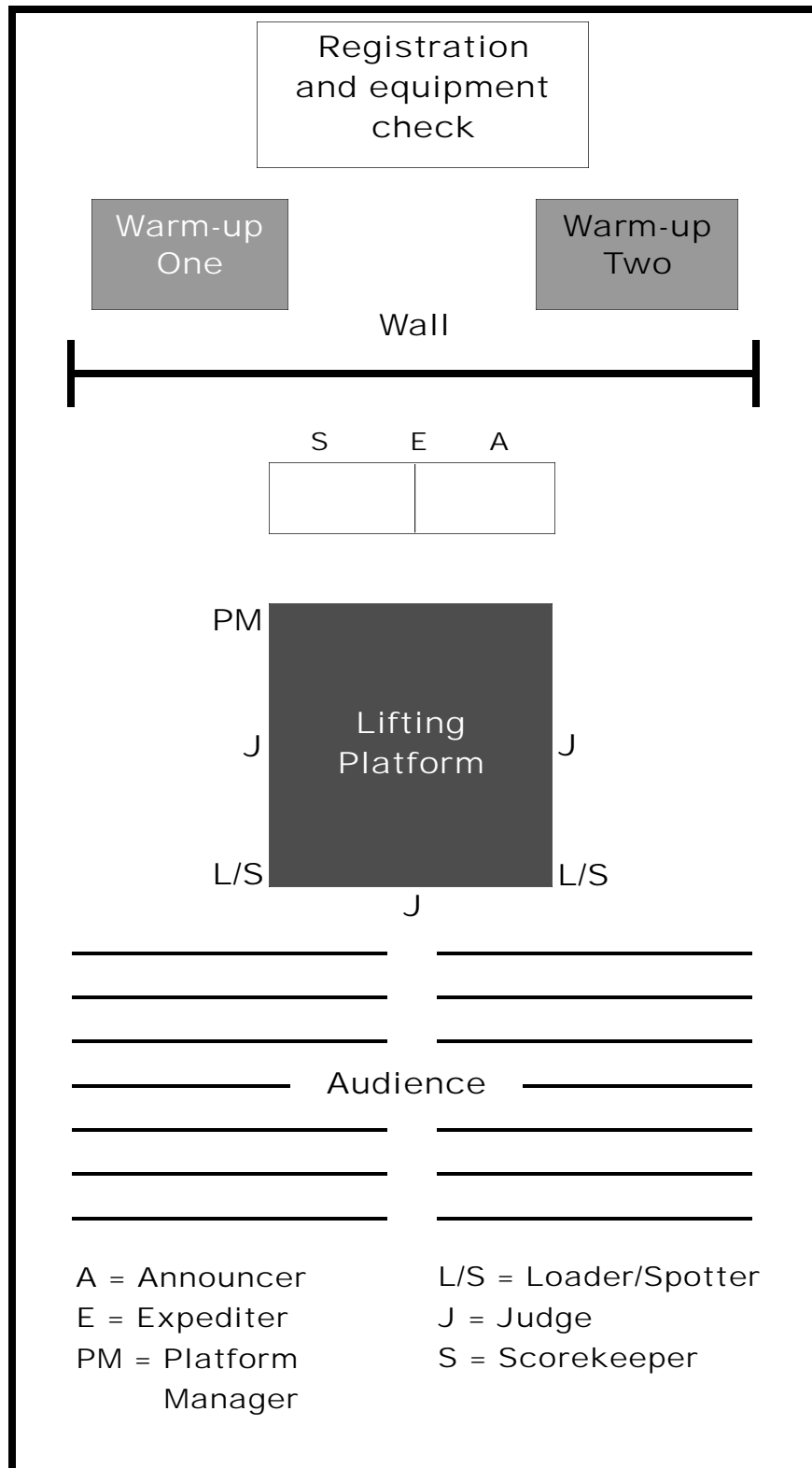


Figure 10  
Expediter Card

Lifter's Name: \_\_\_\_\_

Team: \_\_\_\_\_ Coach: \_\_\_\_\_

Actual body weight: \_\_\_\_\_ Age: \_\_\_\_\_

Weight Class: \_\_\_\_\_ Division:            Junior/Senior            Men/Women

Circle One:    Bench Press Only            Deadlift Only            Combination (Bench Press & Deadlift)

Squat:    Yes/No    Optional lift; for advanced lifters only

	1	2	3
Squat			
Bench Press			
Deadlift			

\*Anatomical handicaps: Yes/No    Modifications approved: Yes/No

Type of Modification: \_\_\_\_\_

Expediter Card

Lifter's Name: \_\_\_\_\_

Team: \_\_\_\_\_ Coach: \_\_\_\_\_

Actual body weight: \_\_\_\_\_ Age: \_\_\_\_\_

Weight Class: \_\_\_\_\_ Division:            Junior/Senior            Men/Women

Circle One:    Bench Press Only            Deadlift Only            Combination (Bench Press & Deadlift)

Squat:    Yes/No    Optional lift; for advanced lifters only

	1	2	3
Squat			
Bench Press			
Deadlift			

\*Anatomical handicaps: Yes/No    Modifications approved: Yes/No

Type of Modification: \_\_\_\_\_

Figure 11  
 Scorecard: Special Olympics Powerlifting

<b>Special Olympics Powerlifting Scorecard</b>											
<b>Name</b>	<b>Team</b>	<b>Bodyweight</b>	<b>Squat</b>	<b>Bench</b>	<b>Deadlift</b>	<b>Total</b>	<b>Place</b>				
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
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21											
22											
23											
24											
25											



### The Wilks Formula

Robert Wilks, the Australian Powerlifting Federation’s Coaching Coordinator, has devised a new formula scale to determine the best lifter or lift among powerlifters of different weights. As of January 1, 1997, this new “Wilks Formula” replaced the old Shwarz (men’s) and Malone (women’s) Formulas at all IPF competitions.

To use this formula, find the lifter’s body weight coefficient number from the list by looking down the left hand column and at the tenth of a kilo across the top. (e.g., 69.3 kg has a coefficient of .7522. Multiply this number by the individual lift or total. The lifter with the highest resulting score is the “best lifter.”)

Figure 12 — Wilks Formula in Pounds  
Wilks Formula for men

BWT	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
40	1.3354	1.3311	1.3268	1.3225	1.3182	1.3140	1.3098	1.3057	1.3016	1.2975
41	1.2934	1.2894	1.2854	1.2814	1.2775	1.2736	1.2697	1.2658	1.2620	1.2582
42	1.2545	1.2507	1.2470	1.2433	1.2397	1.2360	1.2324	1.2289	1.2253	1.2218
43	1.2183	1.2148	1.2113	1.2079	1.2045	1.2011	1.1978	1.1944	1.1911	1.1878
44	1.1846	1.1813	1.1781	1.1749	1.1717	1.1686	1.1654	1.1623	1.1592	1.1562
45	1.1531	1.1501	1.1471	1.1441	1.1411	1.1382	1.1352	1.1323	1.1294	1.1266
46	1.1237	1.1209	1.1181	1.1153	1.1125	1.1097	1.1070	1.1042	1.1015	1.0988
47	1.0962	1.0935	1.0909	1.0882	1.0856	1.0830	1.0805	1.0779	1.0754	1.0728
48	1.0703	1.0678	1.0653	1.0629	1.0604	1.0580	1.0556	1.0532	1.0508	1.0484
49	1.0460	1.0437	1.0413	1.0390	1.0367	1.0344	1.0321	1.0299	1.0276	1.0254
50	1.0232	1.0210	1.0188	1.0166	1.0144	1.0122	1.0101	1.0079	1.0058	1.0037
51	1.0016	0.9995	0.9975	0.9954	0.9933	0.9913	0.9893	0.9873	0.9853	0.9833
52	0.9813	0.9793	0.9773	0.9754	0.9735	0.9715	0.9696	0.9677	0.9658	0.9639
53	0.9621	0.9602	0.9583	0.9565	0.9547	0.9528	0.9510	0.9492	0.9474	0.9457
54	0.9439	0.9421	0.9404	0.9386	0.9369	0.9352	0.9334	0.9317	0.9300	0.9283
55	0.9267	0.9250	0.9233	0.9217	0.9200	0.9184	0.9168	0.9152	0.9135	0.9119
56	0.9103	0.9088	0.9072	0.9056	0.9041	0.9025	0.9010	0.8994	0.8979	0.8964
57	0.8949	0.8934	0.8919	0.8904	0.8889	0.8874	0.8859	0.8845	0.8830	0.8816
58	0.8802	0.8787	0.8773	0.8759	0.8745	0.8731	0.8717	0.8703	0.8689	0.8675
59	0.8662	0.8648	0.8635	0.8621	0.8608	0.8594	0.8581	0.8568	0.8555	0.8542
60	0.8529	0.8516	0.8503	0.8490	0.8477	0.8465	0.8452	0.8439	0.8427	0.8415
61	0.8402	0.8390	0.8378	0.8365	0.8353	0.8341	0.8329	0.8317	0.8305	0.8293
62	0.8281	0.8270	0.8258	0.8246	0.8235	0.8223	0.8212	0.8200	0.8189	0.8178
63	0.8166	0.8155	0.8144	0.8133	0.8122	0.8111	0.8100	0.8089	0.8078	0.8067
64	0.8057	0.8046	0.8035	0.8025	0.8014	0.8004	0.7993	0.7983	0.7973	0.7962
65	0.7952	0.7942	0.7932	0.7922	0.7911	0.7901	0.7891	0.7881	0.7872	0.7862
66	0.7852	0.7842	0.7832	0.7823	0.7813	0.7804	0.7794	0.7785	0.7775	0.7766
67	0.7756	0.7747	0.7738	0.7729	0.7719	0.7710	0.7701	0.7692	0.7683	0.7674
68	0.7665	0.7656	0.7647	0.7638	0.7630	0.7621	0.7612	0.7603	0.7595	0.7586
69	0.7578	0.7569	0.7561	0.7552	0.7544	0.7535	0.7527	0.7519	0.7510	0.7502
70	0.7494	0.7486	0.7478	0.7469	0.7461	0.7453	0.7445	0.7437	0.7430	0.7422
71	0.7414	0.7406	0.7398	0.7390	0.7383	0.7375	0.7367	0.7360	0.7352	0.7345
72	0.7337	0.7330	0.7322	0.7315	0.7307	0.7300	0.7293	0.7285	0.7278	0.7271
73	0.7264	0.7256	0.7249	0.7242	0.7235	0.7228	0.7221	0.7214	0.7207	0.7200
74	0.7193	0.7186	0.7179	0.7173	0.7166	0.7159	0.7152	0.7146	0.7139	0.7132
75	0.7126	0.7119	0.7112	0.7106	0.7099	0.7093	0.7086	0.7080	0.7074	0.7067
76	0.7061	0.7055	0.7048	0.7042	0.7036	0.7029	0.7023	0.7017	0.7011	0.7005
77	0.6999	0.6993	0.6987	0.6981	0.6975	0.6969	0.6963	0.6957	0.6951	0.6945
78	0.6939	0.6933	0.6927	0.6922	0.6916	0.6910	0.6905	0.6899	0.6893	0.6888
79	0.6882	0.6876	0.6871	0.6865	0.6860	0.6854	0.6849	0.6843	0.6838	0.6832

Section F  
Additional Resources

Figure 12 — Wilks Formula in Pounds  
Wilks Formula for Men *continued*

BWT	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
80	0.6827	0.6822	0.6816	0.6811	0.6806	0.6800	0.6795	0.6790	0.6785	0.6779
81	0.6774	0.6769	0.6764	0.6759	0.6754	0.6749	0.6744	0.6739	0.6734	0.6729
82	0.6724	0.6719	0.6714	0.6709	0.6704	0.6699	0.6694	0.6689	0.6685	0.6680
83	0.6675	0.6670	0.6665	0.6661	0.6656	0.6651	0.6647	0.6642	0.6637	0.6633
84	0.6628	0.6624	0.6619	0.6615	0.6610	0.6606	0.6601	0.6597	0.6592	0.6588
85	0.6583	0.6579	0.6575	0.6570	0.6566	0.6562	0.6557	0.6553	0.6549	0.6545
86	0.6540	0.6536	0.6532	0.6528	0.6523	0.6519	0.6515	0.6511	0.6507	0.6503
87	0.6499	0.6495	0.6491	0.6487	0.6483	0.6479	0.6475	0.6471	0.6467	0.6463
88	0.6459	0.6455	0.6451	0.6447	0.6444	0.6440	0.6436	0.6432	0.6428	0.6424
89	0.6421	0.6417	0.6413	0.6410	0.6406	0.6402	0.6398	0.6395	0.6391	0.6388
90	0.6384	0.6380	0.6377	0.6373	0.6370	0.6366	0.6363	0.6359	0.6356	0.6352
91	0.6349	0.6345	0.6342	0.6338	0.6335	0.6331	0.6328	0.6325	0.6321	0.6318
92	0.6315	0.6311	0.6308	0.6305	0.6301	0.6298	0.6295	0.6292	0.6288	0.6285
93	0.6282	0.6279	0.6276	0.6272	0.6269	0.6266	0.6263	0.6260	0.6257	0.6254
94	0.6250	0.6247	0.6244	0.6241	0.6238	0.6235	0.6232	0.6229	0.6226	0.6223
95	0.6220	0.6217	0.6214	0.6211	0.6209	0.6206	0.6203	0.6200	0.6197	0.6194
96	0.6191	0.6188	0.6186	0.6183	0.6180	0.6177	0.6174	0.6172	0.6169	0.6166
97	0.6163	0.6161	0.6158	0.6155	0.6152	0.6150	0.6147	0.6144	0.6142	0.6139
98	0.6136	0.6134	0.6131	0.6129	0.6126	0.6123	0.6121	0.6118	0.6116	0.6113
99	0.6111	0.6108	0.6106	0.6103	0.6101	0.6098	0.6096	0.6093	0.6091	0.6088
100	0.6086	0.6083	0.6081	0.6079	0.6076	0.6074	0.6071	0.6069	0.6067	0.6064
101	0.6062	0.6060	0.6057	0.6055	0.6053	0.6050	0.6048	0.6046	0.6044	0.6041
102	0.6039	0.6037	0.6035	0.6032	0.6030	0.6028	0.6026	0.6024	0.6021	0.6019
103	0.6017	0.6015	0.6013	0.6011	0.6009	0.6006	0.6004	0.6002	0.6000	0.5998
104	0.5996	0.5994	0.5992	0.5990	0.5988	0.5986	0.5984	0.5982	0.5980	0.5978
105	0.5976	0.5974	0.5972	0.5970	0.5968	0.5966	0.5964	0.5962	0.5960	0.5958
106	0.5956	0.5954	0.5952	0.5950	0.5948	0.5946	0.5945	0.5943	0.5941	0.5939
107	0.5937	0.5935	0.5933	0.5932	0.5930	0.5928	0.5926	0.5924	0.5923	0.5921
108	0.5919	0.5917	0.5916	0.5914	0.5912	0.5910	0.5909	0.5907	0.5905	0.5903
109	0.5902	0.5900	0.5898	0.5897	0.5895	0.5893	0.5892	0.5890	0.5888	0.5887
110	0.5885	0.5883	0.5882	0.5880	0.5878	0.5877	0.5875	0.5874	0.5872	0.5870
111	0.5869	0.5867	0.5866	0.5864	0.5863	0.5861	0.5860	0.5858	0.5856	0.5855
112	0.5853	0.5852	0.5850	0.5849	0.5847	0.5846	0.5844	0.5843	0.5841	0.5840
113	0.5839	0.5837	0.5836	0.5834	0.5833	0.5831	0.5830	0.5828	0.5827	0.5826
114	0.5824	0.5823	0.5821	0.5820	0.5819	0.5817	0.5816	0.5815	0.5813	0.5812
115	0.5811	0.5809	0.5808	0.5806	0.5805	0.5804	0.5803	0.5801	0.5800	0.5799
116	0.5797	0.5796	0.5795	0.5793	0.5792	0.5791	0.5790	0.5788	0.5787	0.5786
117	0.5785	0.5783	0.5782	0.5781	0.5780	0.5778	0.5777	0.5776	0.5775	0.5774
118	0.5772	0.5771	0.5770	0.5769	0.5768	0.5766	0.5765	0.5764	0.5763	0.5762
119	0.5761	0.5759	0.5758	0.5757	0.5756	0.5755	0.5754	0.5753	0.5751	0.5750
120	0.5749	0.5748	0.5747	0.5746	0.5745	0.5744	0.5743	0.5742	0.5740	0.5739
121	0.5738	0.5737	0.5736	0.5735	0.5734	0.5733	0.5732	0.5731	0.5730	0.5729
122	0.5728	0.5727	0.5726	0.5725	0.5724	0.5723	0.5722	0.5721	0.5720	0.5719
123	0.5718	0.5717	0.5716	0.5715	0.5714	0.5713	0.5712	0.5711	0.5710	0.5709
124	0.5708	0.5707	0.5706	0.5705	0.5704	0.5703	0.5702	0.5701	0.5700	0.5699
125	0.5698	0.5698	0.5697	0.5696	0.5695	0.5694	0.5693	0.5692	0.5691	0.5690
126	0.5689	0.5688	0.5688	0.5687	0.5686	0.5685	0.5684	0.5683	0.5682	0.5681
127	0.5681	0.5680	0.5679	0.5678	0.5677	0.5676	0.5675	0.5675	0.5674	0.5673
128	0.5672	0.5671	0.5670	0.5670	0.5669	0.5668	0.5667	0.5666	0.5665	0.5665
129	0.5664	0.5663	0.5662	0.5661	0.5661	0.5660	0.5659	0.5658	0.5658	0.5657

Figure 12 — Wilks Formula in Pounds  
Wilks Formula for Men *continued*

BWT	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
130	0.5656	0.5655	0.5654	0.5654	0.5653	0.5652	0.5651	0.5651	0.5650	0.5649
131	0.5648	0.5647	0.5647	0.5646	0.5645	0.5644	0.5644	0.5643	0.5642	0.5642
132	0.5641	0.5640	0.5639	0.5639	0.5638	0.5637	0.5636	0.5636	0.5635	0.5634
133	0.5634	0.5633	0.5632	0.5631	0.5631	0.5630	0.5629	0.5629	0.5628	0.5627
134	0.5627	0.5626	0.5625	0.5624	0.5624	0.5623	0.5622	0.5622	0.5621	0.5620
135	0.5620	0.5619	0.5618	0.5618	0.5617	0.5616	0.5616	0.5615	0.5614	0.5614
136	0.5613	0.5612	0.5612	0.5611	0.5610	0.5610	0.5609	0.5609	0.5608	0.5607
137	0.5607	0.5606	0.5605	0.5605	0.5604	0.5603	0.5603	0.5602	0.5602	0.5601
138	0.5600	0.5600	0.5599	0.5598	0.5598	0.5597	0.5597	0.5596	0.5595	0.5595
139	0.5594	0.5593	0.5593	0.5592	0.5592	0.5591	0.5590	0.5590	0.5589	0.5589
140	0.5588	0.5587	0.5587	0.5586	0.5586	0.5585	0.5584	0.5584	0.5583	0.5583
141	0.5582	0.5582	0.5581	0.5580	0.5580	0.5579	0.5579	0.5578	0.5578	0.5577
142	0.5576	0.5576	0.5575	0.5575	0.5574	0.5573	0.5573	0.5572	0.5572	0.5571
143	0.5571	0.5570	0.5570	0.5569	0.5568	0.5568	0.5567	0.5567	0.5566	0.5566
144	0.5565	0.5564	0.5564	0.5563	0.5563	0.5562	0.5562	0.5561	0.5561	0.5560
145	0.5560	0.5559	0.5558	0.5558	0.5557	0.5557	0.5556	0.5556	0.5555	0.5555
146	0.5554	0.5554	0.5553	0.5552	0.5552	0.5551	0.5551	0.5550	0.5550	0.5549
147	0.5549	0.5548	0.5548	0.5547	0.5547	0.5546	0.5546	0.5545	0.5544	0.5544
148	0.5543	0.5543	0.5542	0.5542	0.5541	0.5541	0.5540	0.5540	0.5539	0.5539
149	0.5538	0.5538	0.5537	0.5537	0.5536	0.5536	0.5535	0.5535	0.5534	0.5533
150	0.5533	0.5532	0.5532	0.5531	0.5531	0.5530	0.5530	0.5529	0.5529	0.5528
151	0.5528	0.5527	0.5527	0.5526	0.5526	0.5525	0.5525	0.5524	0.5524	0.5523
152	0.5523	0.5522	0.5522	0.5521	0.5521	0.5520	0.5520	0.5519	0.5519	0.5518
153	0.5518	0.5517	0.5516	0.5516	0.5515	0.5515	0.5514	0.5514	0.5513	0.5513
154	0.5512	0.5512	0.5511	0.5511	0.5510	0.5510	0.5509	0.5509	0.5508	0.5508
155	0.5507	0.5507	0.5506	0.5506	0.5505	0.5505	0.5504	0.5504	0.5503	0.5503
156	0.5502	0.5502	0.5501	0.5501	0.5500	0.5500	0.5499	0.5499	0.5498	0.5498
157	0.5497	0.5497	0.5496	0.5496	0.5495	0.5495	0.5494	0.5494	0.5493	0.5493
158	0.5492	0.5492	0.5491	0.5491	0.5490	0.5490	0.5489	0.5489	0.5488	0.5488
159	0.5487	0.5487	0.5486	0.5486	0.5485	0.5485	0.5484	0.5484	0.5483	0.5483
160	0.5482	0.5482	0.5481	0.5481	0.5480	0.5480	0.5479	0.5479	0.5478	0.5478
161	0.5477	0.5477	0.5476	0.5476	0.5475	0.5475	0.5474	0.5474	0.5473	0.5472
162	0.5472	0.5471	0.5471	0.5470	0.5470	0.5469	0.5469	0.5468	0.5468	0.5467
163	0.5467	0.5466	0.5466	0.5465	0.5465	0.5464	0.5464	0.5463	0.5463	0.5462
164	0.5462	0.5461	0.5461	0.5460	0.5460	0.5459	0.5459	0.5458	0.5458	0.5457
165	0.5457	0.5456	0.5456	0.5455	0.5455	0.5454	0.5454	0.5453	0.5453	0.5452
166	0.5452	0.5451	0.5451	0.5450	0.5450	0.5449	0.5449	0.5448	0.5448	0.5447
167	0.5447	0.5446	0.5446	0.5445	0.5445	0.5444	0.5444	0.5443	0.5443	0.5442
168	0.5442	0.5441	0.5441	0.5440	0.5440	0.5439	0.5439	0.5438	0.5438	0.5437
169	0.5436	0.5436	0.5435	0.5435	0.5434	0.5434	0.5433	0.5433	0.5432	0.5432
170	0.5431	0.5431	0.5430	0.5430	0.5429	0.5429	0.5428	0.5428	0.5427	0.5427
171	0.5426	0.5426	0.5425	0.5425	0.5424	0.5424	0.5423	0.5423	0.5422	0.5422
172	0.5421	0.5421	0.5420	0.5420	0.5419	0.5419	0.5418	0.5418	0.5417	0.5417
173	0.5416	0.5416	0.5415	0.5415	0.5414	0.5414	0.5413	0.5413	0.5412	0.5412
174	0.5411	0.5411	0.5410	0.5410	0.5409	0.5409	0.5408	0.5408	0.5407	0.5407
175	0.5406	0.5406	0.5405	0.5405	0.5404	0.5404	0.5403	0.5403	0.5402	0.5402
176	0.5401	0.5401	0.5400	0.5400	0.5399	0.5399	0.5398	0.5398	0.5397	0.5397
177	0.5396	0.5396	0.5395	0.5395	0.5394	0.5394	0.5393	0.5393	0.5392	0.5392
178	0.5391	0.5391	0.5390	0.5390	0.5389	0.5389	0.5388	0.5388	0.5387	0.5387
179	0.5387	0.5386	0.5386	0.5385	0.5385	0.5384	0.5384	0.5383	0.5383	0.5382

Section F  
Additional Resources

Figure 12 — Wilks Formula in Pounds  
Wilks Formula for Men *continued*

BWT	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
180	0.5382	0.5381	0.5381	0.5380	0.5380	0.5379	0.5379	0.5378	0.5378	0.5377
181	0.5377	0.5377	0.5376	0.5376	0.5375	0.5375	0.5374	0.5374	0.5373	0.5373
182	0.5372	0.5372	0.5371	0.5371	0.5371	0.5370	0.5370	0.5369	0.5369	0.5368
183	0.5368	0.5367	0.5367	0.5366	0.5366	0.5366	0.5365	0.5365	0.5364	0.5364
184	0.5363	0.5363	0.5362	0.5362	0.5362	0.5361	0.5361	0.5360	0.5360	0.5359
185	0.5359	0.5359	0.5358	0.5358	0.5357	0.5357	0.5356	0.5356	0.5356	0.5355
186	0.5355	0.5354	0.5354	0.5353	0.5353	0.5353	0.5352	0.5352	0.5351	0.5351
187	0.5351	0.5350	0.5350	0.5349	0.5349	0.5349	0.5348	0.5348	0.5347	0.5347
188	0.5347	0.5346	0.5346	0.5345	0.5345	0.5345	0.5344	0.5344	0.5344	0.5343
189	0.5343	0.5342	0.5342	0.5342	0.5341	0.5341	0.5341	0.5340	0.5340	0.5340
190	0.5339	0.5339	0.5338	0.5338	0.5338	0.5337	0.5337	0.5337	0.5336	0.5336
191	0.5336	0.5335	0.5335	0.5335	0.5334	0.5334	0.5334	0.5333	0.5333	0.5333
192	0.5332	0.5332	0.5332	0.5332	0.5331	0.5331	0.5331	0.5330	0.5330	0.5330
193	0.5329	0.5329	0.5329	0.5329	0.5328	0.5328	0.5328	0.5327	0.5327	0.5327
194	0.5327	0.5326	0.5326	0.5326	0.5326	0.5325	0.5325	0.5325	0.5325	0.5324
195	0.5324	0.5324	0.5324	0.5323	0.5323	0.5323	0.5323	0.5322	0.5322	0.5322
196	0.5322	0.5322	0.5321	0.5321	0.5321	0.5321	0.5321	0.5320	0.5320	0.5320
197	0.5320	0.5320	0.5319	0.5319	0.5319	0.5319	0.5319	0.5319	0.5318	0.5318
198	0.5318	0.5318	0.5318	0.5318	0.5318	0.5317	0.5317	0.5317	0.5317	0.5317
199	0.5317	0.5317	0.5317	0.5317	0.5316	0.5316	0.5316	0.5316	0.5316	0.5316
200	0.5316	0.5316	0.5316	0.5316	0.5316	0.5315	0.5315	0.5315	0.5315	0.5315
201	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315
202	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315
203	0.5315	0.5315	0.5315	0.5315	0.5315	0.5315	0.5316	0.5316	0.5316	0.5316
204	0.5316	0.5316	0.5316	0.5316	0.5316	0.5316	0.5316	0.5317	0.5317	0.5317
205	0.5317	0.5317	0.5317	0.5317	0.5318	0.5318	0.5318	0.5318	0.5318	0.5318

Figure 12 — Wilks Formula in Pounds  
Wilks Formula for Women

BWT	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
40	1.4936	1.4915	1.4894	1.4872	1.4851	1.4830	1.4809	1.4788	1.476	1.4745
41	1.4724	1.4702	1.4681	1.4660	1.4638	1.4617	1.4595	1.4574	1.4552	1.4531
42	1.4510	1.4488	1.4467	1.4445	1.4424	1.4402	1.4381	1.4359	1.4338	1.4316
43	1.4295	1.4273	1.4252	1.4231	1.4209	1.4188	1.4166	1.4145	1.4123	1.4102
44	1.4081	1.4059	1.4038	1.4017	1.3995	1.3974	1.3953	1.3932	1.3910	1.3889
45	1.3868	1.3847	1.3825	1.3804	1.3783	1.3762	1.3741	1.3720	1.3699	1.3678
46	1.3657	1.3636	1.3615	1.3594	1.3573	1.3553	1.3532	1.3511	1.3490	1.3470
47	1.3449	1.3428	1.3408	1.3387	1.3367	1.3346	1.3326	1.3305	1.3285	1.3265
48	1.3244	1.3224	1.3204	1.3183	1.3163	1.3143	1.3123	1.3103	1.3083	1.3063
49	1.3043	1.3023	1.3004	1.2984	1.2964	1.2944	1.2925	1.2905	1.2885	1.2866
50	1.2846	1.2827	1.2808	1.2788	1.2769	1.2750	1.2730	1.2711	1.2692	1.2673
51	1.2654	1.2635	1.2616	1.2597	1.2578	1.2560	1.2541	1.2522	1.2504	1.2485
52	1.2466	1.2448	1.2429	1.2411	1.2393	1.2374	1.2356	1.2338	1.2320	1.2302
53	1.2284	1.2266	1.2248	1.2230	1.2212	1.2194	1.2176	1.2159	1.2141	1.2123
54	1.2106	1.2088	1.2071	1.2054	1.2036	1.2019	1.2002	1.1985	1.1967	1.1950
55	1.1933	1.1916	1.1900	1.1883	1.1866	1.1849	1.1832	1.1816	1.1799	1.1783
56	1.1766	1.1750	1.1733	1.1717	1.1701	1.1684	1.1668	1.1652	1.1636	1.1620
57	1.1604	1.1588	1.1572	1.1556	1.1541	1.1525	1.1509	1.1494	1.1478	1.1463
58	1.1447	1.1432	1.1416	1.1401	1.1386	1.1371	1.1355	1.1340	1.1325	1.1310
59	1.1295	1.1281	1.1266	1.1251	1.1236	1.1221	1.1207	1.1192	1.1178	1.1163
60	1.1149	1.1134	1.1120	1.1106	1.1092	1.1078	1.1063	1.1049	1.1035	1.1021
61	1.1007	1.0994	1.0980	1.0966	1.0952	1.0939	1.0925	1.0911	1.0898	1.0884
62	1.0871	1.0858	1.0844	1.0831	1.0818	1.0805	1.0792	1.0779	1.0765	1.0753
63	1.0740	1.0727	1.0714	1.0701	1.0688	1.0676	1.0663	1.0650	1.0638	1.0625
64	1.0613	1.0601	1.0588	1.0576	1.0564	1.0551	1.0539	1.0527	1.0515	1.0503
65	1.0491	1.0479	1.0467	1.0455	1.0444	1.0432	1.0420	1.0408	1.0397	1.0385
66	1.0374	1.0362	1.0351	1.0339	1.0328	1.0317	1.0306	1.0294	1.0283	1.0272
67	1.0261	1.0250	1.0239	1.0228	1.0217	1.0206	1.0195	1.0185	1.0174	1.0163
68	1.0153	1.0142	1.0131	1.0121	1.0110	1.0100	1.0090	1.0079	1.0069	1.0059
69	1.0048	1.0038	1.0028	1.0018	1.0008	0.9998	0.9988	0.9978	0.9968	0.9958
70	0.9948	0.9939	0.9929	0.9919	0.9910	0.9900	0.9890	0.9881	0.9871	0.9862
71	0.9852	0.9843	0.9834	0.9824	0.9815	0.9806	0.9797	0.9788	0.9779	0.9769
72	0.9760	0.9751	0.9742	0.9734	0.9725	0.9716	0.9707	0.9698	0.9689	0.9681
73	0.9672	0.9663	0.9655	0.9646	0.9638	0.9629	0.9621	0.9613	0.9604	0.9596
74	0.9587	0.9579	0.9571	0.9563	0.9555	0.9547	0.9538	0.9530	0.9522	0.9514
75	0.9506	0.9498	0.9491	0.9483	0.9475	0.9467	0.9459	0.9452	0.9444	0.9436
76	0.9429	0.9421	0.9414	0.9406	0.9399	0.9391	0.9384	0.9376	0.9369	0.9362
77	0.9354	0.9347	0.9340	0.9333	0.9326	0.9318	0.9311	0.9304	0.9297	0.9290
78	0.9283	0.9276	0.9269	0.9263	0.9256	0.9249	0.9242	0.9235	0.9229	0.9222
79	0.9215	0.9209	0.9202	0.9195	0.9189	0.9182	0.9176	0.9169	0.9163	0.9156
80	0.9150	0.9144	0.9137	0.9131	0.9125	0.9119	0.9112	0.9106	0.9100	0.9094
81	0.9088	0.9082	0.9076	0.9070	0.9064	0.9058	0.9052	0.9046	0.9040	0.9034
82	0.9028	0.9023	0.9017	0.9011	0.9005	0.9000	0.8994	0.8988	0.8983	0.8977
83	0.8972	0.8966	0.8961	0.8955	0.8950	0.8944	0.8939	0.8933	0.8928	0.8923
84	0.8917	0.8912	0.8907	0.8902	0.8896	0.8891	0.8886	0.8881	0.8876	0.8871
85	0.8866	0.8861	0.8856	0.8851	0.8846	0.8841	0.8836	0.8831	0.8826	0.8821
86	0.8816	0.8811	0.8807	0.8802	0.8797	0.8792	0.8788	0.8783	0.8778	0.8774
87	0.8769	0.8765	0.8760	0.8755	0.8751	0.8746	0.8742	0.8737	0.8733	0.8729
88	0.8724	0.8720	0.8716	0.8711	0.8707	0.8703	0.8698	0.8694	0.8690	0.8686
89	0.8681	0.8677	0.8673	0.8669	0.8665	0.8661	0.8657	0.8653	0.8649	0.8645

Section F  
Additional Resources

Figure 12 — Wilks Formula in Pounds  
Wilks Formula for Women *continued*

BWT	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
90	0.8641	0.8637	0.8633	0.8629	0.8625	0.8621	0.8617	0.8613	0.8609	0.8606
91	0.8602	0.8598	0.8594	0.8590	0.8587	0.8583	0.8579	0.8576	0.8572	0.8568
92	0.8565	0.8561	0.8558	0.8554	0.8550	0.8547	0.8543	0.8540	0.8536	0.8533
93	0.8530	0.8526	0.8523	0.8519	0.8516	0.8513	0.8509	0.8506	0.8503	0.8499
94	0.8496	0.8493	0.8489	0.8486	0.8483	0.8480	0.8477	0.8473	0.8470	0.8467
95	0.8464	0.8461	0.8458	0.8455	0.8452	0.8449	0.8446	0.8443	0.8440	0.8437
96	0.8434	0.8431	0.8428	0.8425	0.8422	0.8419	0.8416	0.8413	0.8410	0.8407
97	0.8405	0.8402	0.8399	0.8396	0.8393	0.8391	0.8388	0.8385	0.8382	0.8380
98	0.8377	0.8374	0.8372	0.8369	0.8366	0.8364	0.8361	0.8359	0.8356	0.8353
99	0.8351	0.8348	0.8346	0.8343	0.8341	0.8338	0.8336	0.8333	0.8331	0.8328
100	0.8326	0.8323	0.8321	0.8319	0.8316	0.8314	0.8311	0.8309	0.8307	0.8304
101	0.8302	0.8300	0.8297	0.8295	0.8293	0.8291	0.8288	0.8286	0.8284	0.8282
102	0.8279	0.8277	0.8275	0.8273	0.8271	0.8268	0.8266	0.8264	0.8262	0.8260
103	0.8258	0.8256	0.8253	0.8251	0.8249	0.8247	0.8245	0.8243	0.8241	0.8239
104	0.8237	0.8235	0.8233	0.8231	0.8229	0.8227	0.8225	0.8223	0.8221	0.8219
105	0.8217	0.8215	0.8214	0.8212	0.8210	0.8208	0.8206	0.8204	0.8202	0.8200
106	0.8198	0.8197	0.8195	0.8193	0.8191	0.8189	0.8188	0.8186	0.8184	0.8182
107	0.8180	0.8179	0.8177	0.8175	0.8173	0.8172	0.8170	0.8168	0.8167	0.8165
108	0.8163	0.8161	0.8160	0.8158	0.8156	0.8155	0.8153	0.8152	0.8150	0.8148
109	0.8147	0.8145	0.8143	0.8142	0.8140	0.8139	0.8137	0.8135	0.8134	0.8132
110	0.8131	0.8129	0.8128	0.8126	0.8124	0.8123	0.8121	0.8120	0.8118	0.8117
111	0.8115	0.8114	0.8112	0.8111	0.8109	0.8108	0.8106	0.8105	0.8103	0.8102
112	0.8101	0.8099	0.8098	0.8096	0.8095	0.8093	0.8092	0.8090	0.8089	0.8088
113	0.8086	0.8085	0.8083	0.8082	0.8081	0.8079	0.8078	0.8077	0.8075	0.8074
114	0.8072	0.8071	0.8070	0.8068	0.8067	0.8066	0.8064	0.8063	0.8062	0.8060
115	0.8059	0.8058	0.8056	0.8055	0.8054	0.8052	0.8051	0.8050	0.8049	0.8047
116	0.8046	0.8045	0.8043	0.8042	0.8041	0.8040	0.8038	0.8037	0.8036	0.8034
117	0.8033	0.8032	0.8031	0.8029	0.8028	0.8027	0.8026	0.8024	0.8023	0.8022
118	0.8021	0.8020	0.8018	0.8017	0.8016	0.8015	0.8013	0.8012	0.8011	0.8010
119	0.8009	0.8007	0.8006	0.8005	0.8004	0.8003	0.8001	0.8000	0.7999	0.7998
120	0.7997	0.7995	0.7994	0.7993	0.7992	0.7991	0.7989	0.7988	0.7987	0.7986
121	0.7985	0.7984	0.7982	0.7981	0.7980	0.7979	0.7978	0.7977	0.7975	0.7974
122	0.7973	0.7972	0.7971	0.7970	0.7969	0.7967	0.7966	0.7965	0.7964	0.7963
123	0.7962	0.7960	0.7959	0.7958	0.7957	0.7956	0.7955	0.7954	0.7953	0.7951
124	0.7950	0.7949	0.7948	0.7947	0.7946	0.7945	0.7943	0.7942	0.7941	0.7940
125	0.7939	0.7938	0.7937	0.7936	0.7934	0.7933	0.7932	0.7931	0.7930	0.7929
126	0.7928	0.7927	0.7926	0.7924	0.7923	0.7922	0.7921	0.7920	0.7919	0.7918
127	0.7917	0.7915	0.7914	0.7913	0.7912	0.7911	0.7910	0.7909	0.7908	0.7907
128	0.7905	0.7904	0.7903	0.7902	0.7901	0.7900	0.7899	0.7898	0.7897	0.7895
129	0.7894	0.7893	0.7892	0.7891	0.7890	0.7889	0.7888	0.7887	0.7886	0.7884
130	0.7883	0.7882	0.7881	0.7880	0.7879	0.7878	0.7877	0.7876	0.7875	0.7873
131	0.7872	0.7871	0.7870	0.7869	0.7868	0.7867	0.7866	0.7865	0.7864	0.7862
132	0.7861	0.7860	0.7859	0.7858	0.7857	0.7856	0.7855	0.7854	0.7853	0.7852
133	0.7850	0.7849	0.7848	0.7847	0.7846	0.7845	0.7844	0.7843	0.7842	0.7841
134	0.7840	0.7838	0.7837	0.7836	0.7835	0.7834	0.7833	0.7832	0.7831	0.7830
135	0.7829	0.7828	0.7827	0.7825	0.7824	0.7823	0.7822	0.7821	0.7820	0.7819
136	0.7818	0.7817	0.7816	0.7815	0.7814	0.7813	0.7812	0.7811	0.7809	0.7808
137	0.7807	0.7806	0.7805	0.7804	0.7803	0.7802	0.7801	0.7800	0.7799	0.7798
138	0.7797	0.7796	0.7795	0.7794	0.7793	0.7792	0.7791	0.7790	0.7789	0.7787
139	0.7786	0.7785	0.7784	0.7783	0.7782	0.7781	0.7780	0.7779	0.7778	0.7777

Figure 12 — Wilks Formula in Pounds  
Wilks Formula for Women *continued*

BWT	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
140	0.7776	0.7775	0.7774	0.7773	0.7772	0.7771	0.7770	0.7769	0.7768	0.7767
141	0.7766	0.7765	0.7764	0.7763	0.7762	0.7761	0.7760	0.7759	0.7759	0.7758
142	0.7757	0.7756	0.7755	0.7754	0.7753	0.7752	0.7751	0.7750	0.7749	0.7748
143	0.7747	0.7746	0.7745	0.7744	0.7744	0.7743	0.7742	0.7741	0.7740	0.7739
144	0.7738	0.7737	0.7736	0.7736	0.7735	0.7734	0.7733	0.7732	0.7731	0.7730
145	0.7730	0.7729	0.7728	0.7727	0.7726	0.7725	0.7725	0.7724	0.7723	0.7722
146	0.7721	0.7721	0.7720	0.7719	0.7718	0.7717	0.7717	0.7716	0.7715	0.7714
147	0.7714	0.7713	0.7712	0.7712	0.7711	0.7710	0.7709	0.7709	0.7708	0.7707
148	0.7707	0.7706	0.7705	0.7705	0.7704	0.7703	0.7703	0.7702	0.7702	0.7701
149	0.7700	0.7700	0.7699	0.7699	0.7698	0.7698	0.7697	0.7696	0.7696	0.7695
150	0.7695	0.7694	0.7694	0.7693	0.7693	0.7692	0.7692	0.7691	0.7691	0.7691

### Equipment Requirements

- Folding tables – There should be enough room for announcer, scorekeepers, and expeditors.
- Lifting platform(s) – should be eight feet by eight feet with two to four sheets of plywood over wrestling mats or other soft surface if on basketball gym-type floor. Rubber conveyor belt or similar surface can be used under weights for deadlift. Surface should be of a nonslip material.
- Squat racks and powerlifting benches – should have wide stands and meet International Powerlifting Federation standards; one for each platform and one for each warm-up platform.
- Warm-up platforms – should have two warm-up platforms per competition lifting platform and two sheets of plywood per warm-up platform.
- Blackboard and television monitors for posting lifts being attempted (requires camera or computer input).
- Microphone and public address system.
- Extension cords.
- Expediter cards and score sheets. (See **Figures 10 and 11.**)
- Calculator.
- Wilks Formula Tables for men and women (See **Figure 12.**)
- Weight racks (two per platform).
- Olympic weights (per platform).
  - (16) 20 kg (45 lb.) plates
  - (6) 10 kg (25 lb.) plates
  - (8) 5 kg (10 lb.) plates
  - (6) 2.5 kg (5 lb.) plates
  - (4) 1.25 kg (2.5 lb.) plates
- Bars (not chrome) with good knurling (one per lifting and warm-up platform) and collars.
- Two wire brushes.
- Chalk, at least five pieces.
- Extra lifting belts for athletes who may not have one.
- Strap for wheelchair athletes to hold them on the bench.
- Disinfectant, rubber gloves, and rags for contamination control of lifting bar surface.

### Personnel Requirements

- Announcer – Announces each lifter and results; this adds color to the event.
- Expediter(s) – one per platform on each side of announcer (manages expeditor cards).
- Scorekeeper(s) – one per platform (keeps score sheets with input from expeditor).
- Referees – three per platform, one chief referee who faces the platform and one referee on each side of the platform (should be IPF or National Governing Body qualified).
- Loaders/Spotters – 2 per platform (need to be able to load quickly and spot closely).
- Platform Managers – 1 per platform (manages bar-loading and other platform operations).
- Other personnel for warm-up area, security, volunteers, etc.

### Conducting the Competition

- Weigh-ins should be conducted at least two hours before meet. Athletes should give opening attempts to officials at this time.
- Rules briefing for athletes should be at least 15 minutes before lifting begins.
- Meet setup should be ready the night before the competition.
- For competition safety and to minimize injury, close spotting is required during the squat and the bench press. The head referee will pay attention to bad form and/or an incorrectly performed lift.
- If a majority of on-site officials at a Special Olympics competition feels that an athlete's continued participation poses a health and safety risk for the athlete, the officials may remove the athlete from further competition.

Divisions should follow the Special Olympics Rule Book. Divisioning should be by gender (male or female), age, individual weight class (or combined weight classes, if possible), and event(s). At higher levels of competition where accurate records of athletes' previous competitions are available, divisioning by ability may be necessary. For example, if you have 10 male lifters in the age group and in the 148-pound weight class, pre-divisioning this group by rank or into an A and B division with five athletes in each division may be appropriate. For further clarification, please refer to Article 1, Section V of the *Official Special Olympics Summer Sports Rules*.



Figure 13  
Time Estimate Table

Number of lifters	Competition Time						Awards Time				Breaks	Total Time to Run Meet (E/F+J+K)
	A Squat	B Bench	C Dead	D Total Time in Minutes (A+B+C)	E Total Time in Hours (D÷60)	F Total Time w/ 2 Platforms (D÷60)	G Awards for 2 lifts & Total (In Min.)	H Awards for 3 lifts & Total (In Min.)	I Awards for Total only (In Min.)	J Total Awards Time (Hours)	K Total Break Time (Hours)	
10	60	30	30				15	20	10			
20	120	60	60				30	40	20			
30	180	90	90				45	60	30			
40	240	120	120				60	80	40			
50	300	150	150				75	100	50			
60	360	180	180				90	120	60			
70	420	210	210				105	140	70			
80	480	240	240				120	160	80			
90	540	270	270				135	180	90			
100	600	300	300				150	200	100			
110	660	330	330				165	220	110			
120	720	360	360				180	240	120			
130	780	390	390				195	260	130			
140	840	420	420				210	280	140			
150	900	450	450				225	300	150			
160	960	480	480				240	320	160			
170	1020	510	510				255	340	170			
180	1080	540	540				270	360	180			
190	1140	570	570				285	380	190			
200	1200	600	600				300	400	200			

*Squat Time = 2 minutes per lifter  
Bench & Deadlift Time = 1 minute per lifter  
Award Time = 0.5 minute per award*

## Time

The length of the meet will vary according to the number of athletes, number of platforms, number of sessions, system of expediting meet (rounds, conventional, or other variation), and the efficiency and number of platform and score table personnel. (Figure 13 is a chart that can be used to estimate how long a meet will be, based on the number of events offered, awards, and number of athletes.) The following procedures will maximize efforts and minimize time wasted:

- Limit number of sessions to one. This reduces the need to pull personnel from lifting area to conduct weigh-in. Everyone can be weighed in and ready to go by 9:30 to 10:00 at the latest.
- Use the rounds system if possible. Athletes are placed in flights of no more than 15. Each athlete in a flight will do first attempt of a particular lift, then he or she will all do second attempt, then third attempt.
- The next flight will follow this same pattern.
- If squats are included in competition, coaches should provide appropriate bar height for each athlete to the competition director.
- The platform manager should make sure height and width of racks are set and bar is properly loaded. Encourage coaches to quickly report to table with next attempt.
- The announcer must be able to move fast. It is critical to have someone experienced.
- The score table should have coefficients and rankings calculated no later than 15 minutes after the competition is finished. Scorekeepers for each platform should be calculating this as competition progresses. A score sheet should include all entries and calculations. A computer can further speed up this process.

Combining all awards for an individual athlete so he or she does not have to walk back and forth to the award stand three to four times is also a great time saver.

## Rules for Special Olympics Powerlifting

*This section only includes a brief overview of Special Olympics Powerlifting rules. For a detailed listing of the rules, refer to the Special Olympics Official Summer Sports Rule Book.*

### Squat

1. The athlete must assume an upright position with the top of the bar not more than three centimeters below the top of the anterior deltoids, the bar across the shoulders

in a horizontal position, hands gripping the bar, feet flat on the platform. The use of a wedge at the heels or toes shall be forbidden. Upon removing the bar from the racks, the athlete must move backward to establish his position. He or she shall wait in this position for the referee's signal, which shall be given as soon as the athlete is motionless and the bar is properly positioned. The referee's signal shall consist of a downward motion of the hand and the word "squat."

2. After the referee's signal, the athlete shall bend the knees and lower the body until the upper surface of the legs at the hip joint is lower than the tops of the knees. The athlete shall recover at will, without double bouncing to an upright position. With knees locked, the athlete waits for the referee's signal to replace the bar. The referee will give the signal "rack" when the lifter is absolutely motionless. The bar shall have no downward movement during the recovery. The referee's signal consists of a hand motion and the word "rack." The athlete must make a bona fide attempt to return the bar to the rack.
3. The athlete must face the front of the platform.
4. The athlete may not hold the collars, sleeves, or plates at any time during the performance of the lift. However, the side of the hand may contact the inside of the inner collars.
5. A maximum of five and a minimum of two spotters or loaders shall be mandatory. The athlete may enlist the official spotter or loaders to assist him or her in removing the bar from the racks.

A back spotter should always be used for every attempt, regardless of the weight.

6. In the event of a spotter error, a new attempt may be given to the athlete.

### Causes for Disqualification for the Squat

1. Failure to wait for the referee's signal during the lift
2. Any changes of the position of the hands on the bar
3. More than one recovery attempt or double bouncing
4. Failure to assume an upright position at the start and completion of the lift
5. Failure to bend the knees and lower the body until the upper surface of the legs at the hip joint is lower than the tops of the knees
6. Shifting the feet during the performance of the lift
7. The legs touch the elbows or upper arms
8. The spotters touch the bar before the referee's signal
9. Failure to make an attempt to return the bar to the rack

### Bench Press

1. The athlete must assume the following position on the bench, which must be maintained during the lift: the head and trunk (including buttocks) are extended on the bench with lifting shoes flat on the floor.
2. The referee's signal shall be given when the bar is absolutely motionless at the chest.
3. After the referee's signal "press," the bar is pressed vertically to straight arms' length and held motionless for the referee's signal to replace the bar. An exception may be granted if the athlete cannot fully extend the arms because of an anatomical handicap.
4. The space between the hands, measured between the forefingers, shall not exceed 81 cm.
5. For those athletes whose feet do not touch the floor, the platforms may be built up to provide firm footing. If athletes cannot maintain support of their bodies on the bench with their legs, they may be strapped to the bench.
6. A maximum of four and a minimum of two spotters or loaders shall be mandatory, and the athlete may enlist one or more of the official spotters or loaders to assist him/her in removing the bar from the rack. The bar may be given to the athlete at an arm's length or at the chest.
7. In the event of a spotter error, a new attempt may be given the athlete.

### Causes for Disqualification for the Bench Press

1. Any change of the elected lifting position during the lift
2. Raising or shifting the athlete's head, shoulders, buttocks, or legs from the bench
3. Heaving or bouncing the bar from the chest
4. Allowing the bar to descend after the referee's signal
5. Uneven extension of the arms
6. The spotters touching the bar before the referee's signal to replace the bar
7. Failure to wait for the referee's signal
8. Touching the shoulders against the uprights of the bench
9. Allowing the bar to be supported by the uprights of the bench during the lift (Striking the uprights is not cause for disqualification.)

### Deadlift

The bar must be laid horizontally in front of the athlete's feet. It should be gripped by both hands with an optional grip and lifted up with one continuous motion until the athlete is standing erect. The knees must be locked and shoulders thrust back. The referee's "down" signal is given when the bar is held motionless in the apparent finishing position.

### Causes for Disqualification for the Deadlift

1. Any downward movement of any part of the bar before it reaches the final position
2. Failure to stand erect
3. Failure to lock the knees
4. Supporting the bar on the thighs
5. Shifting the feet during the lift
6. Lowering the bar before the referee's signal "down"
7. Allowing the bar to return to the platform without maintaining control with both hands

## Glossary

**Adaptation** – Body/muscle adjust to increased workload or training stress.

**Ascent** – Raising of the bar in any lift.

**Descent** – Lowering the bar in any lift.

**Hitching** – Excessive supporting of the bar on the legs during the deadlift, usually as a ratcheting motion up the leg.

**Leverage** – The mechanical advantage or disadvantage applied during the lift by the position of the body part (upper leg, upper arm, lower back) based upon hand placements, foot placement, or joint positioning.

**Muscle Endurance** – Ability of muscle to produce work for a relatively long period of time.

**Negatives** – Exercises that focus most of the energy of the lift toward the extension of the muscle and not the contraction. An example is allowing the lifter to lift the bar in the bench press from extended position to the chest and then have spotter assist to extension. Negatives can result in soreness and injury and should be avoided.

**Overcompensation** – Tendency of body to elevate performance capability as a response to workload or increased training stress.

**Overload** – Workload exceeds that previously experienced.

**Parallel** – The point in the squat where the lifter's hip joint is even with the knee joint. To perform an acceptable lift, the lifter must go lower than parallel.

**Peaking** – Training at 90 percent or higher, usually only in the last three to four weeks prior to competition.

**Periodization** – Change in volume and intensity of workload over time.

**Power** – Strength with speed.

**Primary Lifts** – Squat, bench press, and deadlift or exercises that are basically irreplaceable for their contribution to overall strength development.

**Primary Muscles** – Largest muscles capable of producing the most work in the squat, bench press, and deadlift (thigh, chest, and back muscles) or that contribute to overall strength development (bent row, stiff leg deadlift).

**Recuperation** – Muscles return to normal state or homeostasis.

**Repetitions** – Number of consecutive movements in an exercise between rest periods.

**Wilks Formula** – Formulas that use historically based numbers by which different body weights can be reconciled or leveled to compare lifting competition results. A coefficient is calculated based upon the lifter's formula number and the amount of weight lifted. The resulting coefficient score is used to place the lifter. The Wilks Formula has one table for male lifters and one table for female lifters.

**Secondary Lifts** – All supplementary lifts other than the squat, bench press, and deadlift or that directly contribute to overall strength development (bent row, stiff leg deadlifts).

**Secondary Muscles** – Smaller muscles (sometimes called synergists) that contribute to the work produced by the primary muscles directly or help with balance or control.

**Sets** – Number of times a group of repetitions is performed.

**Spotting** – The process of closely following the movement of the athlete during the lift with hands ready to assist if necessary. Except for during the learning period or for assisting when the athlete appears unable to make the lift, the hands should not be placed upon the bar or the athlete's body.

**Strength** – Ability of muscle to produce force.

**Top Set** – Heaviest set.

### Criteria for Advancement

1. To advance to a higher level of competition in a particular year, an athlete must have participated for a minimum of eight weeks in an organized training program in the sport or sports in which he or she is entered for higher level competition. A planned regimen of training under a volunteer coach, teacher, or parent is considered an organized training program.

2. To advance to a higher level of competition, an athlete must have placed first, second, or third at the lower level of competition in the same sport. For example, an athlete may not advance to international or multinational competition in a given sport unless that athlete competed in that sport at a national or state competition and placed first, second, or third.

3. Athletes should be chosen for higher level competitions by random selection from among first, second, and third place winners from all divisions by event. Athletes selected may also enter other events in which they have not placed first, second, or third at the next lower level competition.

National or State Programs may establish additional criteria for advancement to higher level competition based upon behavior, medical, or judicial considerations. These criteria would be applied to athletes on an individual basis. Additional criteria should not conflict with any part of the Official Special Olympics Sports Rules.

4. When conditions exist that preclude all first, second, or third place winners from advancing to higher level competition (for example, a Program has 100 first, second, and third place winners in the 100-meter dash and a quota of five athletes for the 100-meter dash at the next World Games), athletes shall be selected as follows:

- a. First Priority: Athletes shall be first place winners in at least the event at the next lower level of competition. If the number of first place winners exceeds the quota, athletes shall be chosen by random selection from among all division winners.

- b. Second Priority: Athletes who were second place finishers in the event shall be chosen next by random selection from among all division winners.

- c. A team having no competition at a specific level shall be declared a winner. The team shall not receive a place award; however, the team shall be eligible to advance to the next higher level of competition.

5. An athlete shall not be barred from future competition because of prior competition (e.g., an athlete who competed in the 1995 World Games is eligible to compete in the 1999 World Games unless that athlete fails to meet some other eligibility criterion).

6. The above criteria shall be used for selecting athletes for advancement to World Games. They are strongly recommended for use in selecting athletes for advancement to other levels of competition.

7. If a Special Olympics Program, because of the size or nature of its competition, finds that these criteria are inappropriate, it can request authority to deviate from them. Such a request should be submitted along with proposed substitute selection criteria to the chairman of Special Olympics, Inc., at least 90 days before the Games or competition for which these different selection criteria will be used.

## Life Benefits of Special Olympics

Special Olympics can provide opportunities to develop other skill areas in addition to sports and fitness skills. These areas include life, social, vocational, and transitioning skills. Coaches can play an important role in the development of these important skills.

### Life Skills

#### **Money Management**

At a Special Olympics event, give athletes the opportunity to buy a meal, T-shirt, etc. Involve them in the choosing and purchasing of uniforms and equipment.

#### **Personal Grooming Habits**

Establish team guidelines. Encourage athletes to wear clean clothes, groom their hair, brush their teeth, shower after practice, wash their own uniforms, etc.

#### **Transportation Access**

Teach athletes how to ride a bus, use the subway, and ride a bicycle. Enable athletes to get out and interact with the community.

### Social Skills

#### **Negotiation**

Enable athletes to negotiate with parents and employers for changes in their family and work schedules in order to participate in a Special Olympics event.

#### **Relationship Building**

Enable athletes to interact with volunteers, peer coaches, and teammates, to get along with others, and to make new friends.

#### **Self-esteem and Worth**

Provide opportunities and reinforcement for each athlete to contribute to the group as well as to improve individual skills.

### Vocational Skills

#### **Commitment and Dedication**

Ask athletes to make a commitment to themselves and the team to attend practice and competition. Employers value reliability and dependability.

#### **Focus and Concentration**

Focusing on a specific skill in a sport relates to performing a specific skill and learning a new task on the job.

#### **Working with Others**

Teamwork learned through team sports relates to working with others in the job setting.

#### **Stamina and Fine and Gross Motor Skills**

Sports participation can improve stamina and complement fine and gross motor skills required to be successful on the job.

### Transitioning Skills

#### **Change**

Sports training improves an athlete's ability and allows him or her to progress to higher levels of sports participation. This often means adjusting to changes in training and competition sites, teammates, and rules. Athletes who play more than one sport also must make these same adjustments from sport to sport. Learning to adapt to change prepares the athlete for similar changes when moving from school to school and from the school to the workplace.

## Infusion Chart

The Infusion Chart offers examples of life, social, vocational, and transitioning skills that the athlete can also acquire by mastering the sports skills described in this Guide. There are numerous possibilities for expanding and improving the overall quality of life. Coaches should work closely with teachers and counselors to incorporate sports skills in the overall learning experience. When a teacher/coach wants to teach functional skills, he or she should use examples relative to sport experience. For example, recognition of numbers in distance races relates to mathematics. By using the Infusion Chart, the coach can assist in learning more meaningful life, social, vocational, and transitioning skills that will assist full inclusion in the community.

### Arts

- Chooses and designs a team insignia
- Makes trail signs

### Science

- Understands movement of the body and weight distribution
- Identifies the parts of the body used primarily in powerlifting

### Industrial Arts

- Takes care of equipment
- Understands weight room equipment

### Mathematics

- Keeps time
- Knows amount of weight lifted

### Home Economics

- Dresses appropriately
- Washes and dries uniforms

### Health

- Knows the basic first aid for minor injuries (scrapes and scratches)
- Practices safety skills when lifting
- Practices good nutrition habits

### Physical Education

- Performs warm-up exercises and proper stretching
- Demonstrates powerlifting skills
- Works with others—teamwork and team spirit
- Stays active on own, outside organized activity

### Reading / Language

- Uses powerlifting terminology
- Listens to instructions and follows directions
- Expresses himself/herself (team cheers, high fives)
- Understands powerlifting skill steps

### Social Studies

- Identifies and locates areas appropriate for powerlifting
- Abides by Special Olympics Powerlifting rules

## Daily Performance Record

### Purpose

The Daily Performance Record is designed for the teacher/coach to keep an accurate record of the athlete's daily performance as he or she learns the sports skills described in this guide. There are several reasons why the Daily Performance Record is valuable to the teacher/coach. The record becomes a permanent document of the athlete's progress and helps the teacher/coach establish measurable consistency in the athlete's curriculum. This is extremely important when more than one teacher/coach works with the athlete.

In addition, the record allows the teacher/coach to be flexible during the actual instructional session. He or she can break down the skills into tasks that are more specific than those indicated in this guide and, thus, meet the athlete's individual needs. Last, the record helps the teacher/coach choose proper skills and tasks, viable conditions and criteria for mastering the skills and tasks, and correct levels of instruction to suit the athlete's learning abilities in future sessions. These reasons make the Daily Performance Record an important aspect of an Individualized Educational Program.

### Using the Daily Performance Record

At the top of the record, the teacher/coach enters his or her name, the athlete's name, the sport, and the sports skills program level from which the skills are taken. If more than one teacher/coach works with the athlete, they should enter the dates that they work next to their names.

### Skills and Task Analysis

Before the instructional session begins, the teacher/coach decides what skill(s) will be taught. The teacher/coach makes this decision based on the athlete's age, the athlete's interests, and his or her mental and physical abilities. The skill should be a statement or a description of the specific terminal behavior that the athlete must perform; for example: "Grip the bar correctly." The teacher/coach enters the skill on the top line of the left-hand column.

On the second line, the teacher/coach enters the first task from the task analysis that describes teaching the skill. Each subsequent task is entered after the athlete masters the previous task. Of course, more than one sheet may be used to record all of the

tasks involved in one skill. Also, if the athlete cannot perform a prescribed task, the teacher/coach may break down the skill into even more specific tasks that will allow for the athlete's success.

### Conditions and Criteria for Mastering

After the teacher/coach enters the skill and the first task on the record, he or she then decides on the conditions and criteria by which the athlete must master the skill and the task. Conditions are special circumstances that define the manner in which the athlete must perform a skill; for example: "given a demonstration, and with assistance." The teacher/coach should always assume that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance." Therefore, the teacher/coach should not feel obligated to enter these conditions in the record next to the skill entry. However, the teacher/coach should enter conditions next to the task entry and must select conditions that suit the task being performed and the individual abilities of the athlete. The teacher/coach should arrange the tasks and conditions in such a way that as the athlete learns to perform the skill, task by task, he or she also gradually learns to perform it upon command and without assistance.

Criteria are the standards that determine how well the skill or task must be performed. A non-impaired athlete should be able to perform a skill "upon command and without assistance, 90 percent of the time" for the teacher/coach to consider that the athlete has mastered it. But in the case of the Special Olympics athlete, the teacher/coach should determine a standard that more realistically suits the athlete's mental and physical abilities, for example: "into a wider than normal target, six out of 10 times." Given the varied nature of tasks and skills, the criteria might involve many different types of standards, such as amount of time, number of repetitions, weights lifted, accuracy, distance, or speed, the latter for other sports.



### Dates of Sessions and Levels of Instruction Used

The teacher/coach may work on one task for a couple of days and may use several levels of instruction during that time to progress to the point where the athlete performs the task upon command and without assistance. To establish a consistent curriculum for the athlete, the teacher/coach must record the dates he or she works on particular tasks and must enter the levels of instruction that were used on those dates.

The levels of instruction

- **Physical Assistance (PA)**– Refers to the teacher/coach giving total manual assistance to the athlete for the entire task
- **Physical Prompt (PP)**– Refers to the teacher/coach giving partial manual assistance to the athlete at a certain stage of the task, for example: touch athlete’s chest as weight is lifted.
- **Demonstration (D)**– Involves the teacher/coach demonstrating the entire task for the athlete
- **Verbal Cue (VeC)**– Refers to a partial verbal prompt where the teacher/coach uses KEY WORDS or phrases to elicit motor response from the athlete, for example: “Follow Through”
- **Visual Cue (ViC)**– Refers to a partial visual prompt where the teacher/coach points out the key elements of the task to elicit motor responses from the athlete, for example: teacher/coach moves his or her arm as athlete should in following through

### Date Mastered

When the athlete performs the task according to the pre-set conditions and criteria, the teacher/coach enters the date the task was mastered and proceeds to a new task. Once all of the tasks are mastered and the athlete performs the entire skill upon command and without assistance, the teacher/coach enters that date in the right-hand column, across from the skill entry.



# Application for Participation in Special Olympics

Athlete ID or SS # \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
 Date of Birth \_\_\_/\_\_\_/\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

## Athlete Information

Name of Athlete \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone Number \_\_\_\_\_  
 Name of Parent or Guardian \_\_\_\_\_  
 Address (if different) \_\_\_\_\_  
 Phone Number (if different) \_\_\_\_\_

## Emergency Information

Person to Contact in Case of Emergency \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone Number \_\_\_\_\_

## Health and Accident Insurance Information

Company Name \_\_\_\_\_ Policy Number \_\_\_\_\_

## Health Information

	Circle One:		Comments:
	Yes	No	
Down syndrome	Yes	No	
Atlanto-axial Instability Evaluation by X-ray (Circle Yes for positive, Circle R for negative)	Yes	R	
History of:			
Diabetes	Yes	No	
Heart Problems/Blood Pressure Elevation	Yes	No	
Seizures	Yes	No	
Vision Problems and/or Less than 20/20 Vision in One or Both Eyes	Yes	No	
Hearing Aid/Hearing Problems	Yes	No	
Motor Impairment Requiring Special Equipment	Yes	No	
Bleeding Problem	Yes	No	
Head Injury/History of Concussion	Yes	No	
Fainting Spells	Yes	No	
Heat Illness or Cold Injury	Yes	No	
Hernia or Absence of One Testicle	Yes	No	
Recent Contagious Disease or Hepatitis	Yes	No	
Kidney Problems or Loss of Function in One Kidney	Yes	No	
Pregnancy	Yes	No	
Bone or Joint Problems	Yes	No	
Contact Lenses/Glasses	Yes	No	
Dentures/False Teeth	Yes	No	
Emotional Problems	Yes	No	
Special Diet Needs	Yes	No	
Other	Yes	No	

# Application for Participation in Special Olympics *continued*

## Medications

Medication Name \_\_\_\_\_ Amount \_\_\_\_\_ Time Taken \_\_\_\_\_ Date Prescribed \_\_\_\_\_

## Allergies to Medication

\_\_\_\_\_

## Immunizations

Tetanus YES NO

Date of last tetanus shot \_\_\_\_\_

Polio YES NO

## Signature of Person Completing Health Information

(Parent, Guardian, Adult Athlete)

\_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

Any significant change in the athlete's health should be reviewed by a physician before further participation.

## Medical Certification

NOTICE TO PHYSICIAN: If the athlete has Down syndrome, Special Olympics requires that the athlete have a full radiological examination to determine the absence of Atlanto-axial Instability before he or she may participate in sports or events, which, by their nature, may result in hyper-extension, radial flexion, or direct pressure on the neck or upper spine. The sports and events for which such a radiological examination is required are: equestrian sports, gymnastics, diving, pentathlon, butterfly stroke, diving starts in swimming, high jump, Alpine skiing, and football (soccer).

CHECK \_\_\_ I have reviewed the above health information and examined the athlete named in the application, and certify there is no medical evidence to me that would preclude the athlete's participation in Special Olympics.

This certification is valid up to three years.

Restrictions \_\_\_\_\_

SIGNATURE \_\_\_\_\_

Physician's Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

## Release to be Completed by Adult Athlete

I, \_\_\_\_\_, am at least 18 years old and have submitted the attached application for participation in Special Olympics.

I represent and warrant that, to the best of my knowledge and belief, I am physically and mentally able to participate in Special Olympics activities. I also represent that a licensed physician has reviewed the health information contained in my application and has certified, based on an independent medical examination, that there is no medical evidence that would preclude me from participating in Special Olympics. I understand that if I have Down syndrome, I cannot participate in sports or events that by their nature result in hyper-extension, radial flexion, or direct pressure on my neck or upper spine unless I have a full radiological examination that establishes the absence of Atlanto-axial Instability. I am aware that I must have this radiological examination before I can participate in equestrian sports, gymnastics, diving, pentathlon, butterfly stroke, diving starts in swimming, high jump, Alpine skiing, and soccer.

Special Olympics has my permission, both during and anytime after, to use my likeness, name, voice, or words in either television, radio, film, newspapers, magazines and/or other media, or in any other form, for the purpose of advertising or communicating the purposes and activities of Special Olympics and/or applying for funds to support those purposes and activities.

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

I, the athlete named above, have read this paper and fully understand the provisions of the release that I am signing. I understand that by signing this paper, I am saying that I agree to the provisions of this release.

Signature of Adult Athlete \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

I hereby certify that I have reviewed this release with the athlete whose signature appears above. I am satisfied based on that review that the athlete understands this release and has agreed to its terms.

Name (Print) \_\_\_\_\_

Relationship to Athlete \_\_\_\_\_

## Release to be Completed by Parent or Guardian of a Minor Athlete

I am the parent/guardian of \_\_\_\_\_, the minor athlete on whose behalf I have submitted the attached application for participation in Special Olympics activities. I hereby represent that the athlete has my permission to participate in Special Olympics activities.

I further represent and warrant that to the best of my knowledge and belief, the athlete is physically and mentally able to participate in Special Olympics. With my approval, a licensed physician has reviewed the health information contained in the application and has certified, based on an independent medical examination, that there is no medical evidence that would preclude the minor athlete from participating in Special Olympics. I understand that if the minor athlete has Down syndrome, he or she cannot participate in sports or events that by their nature may result in hyper-extension, radial flexion, or direct pressure on his or her neck or upper spine unless he or she has a full radiological examination that establishes the absence of Atlanto-axial Instability. I am aware that the minor athlete must have this radiological examination before he or she can participate in equestrian sports, gymnastics, diving, pentathlon, butterfly stroke, diving starts in swimming, high jump, Alpine skiing, and soccer.

In permitting the athlete to participate, I am specifically granting my permission, both during and anytime after, to Special Olympics to use the athlete's likeness, name, voice, or words in either television, radio, film, newspapers, magazines and/or other media, or in any other form, for the purpose of advertising or communicating the purposes and activities of Special Olympics and/or applying for funds to support those purposes and activities.

If a medical emergency should arise during the athlete's participation in any Special Olympics activities, at a time when I am not personally present so as to be consulted regarding the athlete's care, I hereby authorize Special Olympics, on my behalf, to take whatever measures are necessary to ensure that the athlete is provided with any emergency medical treatment, including hospitalization, which Special Olympics deems advisable to protect the athlete's health and well-being.

I am the parent (or guardian) of the athlete named in this application. I have read this paper and fully understand the provisions of the above release and have explained these provisions to the athlete. Through my signature on this release form, I am agreeing to the above provisions on my own behalf and on the behalf of this athlete named above.

I hereby give my permission for the athlete named above to participate in Special Olympics games, recreation programs, and physical activity programs.

Signature of Parent/Guardian \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_



*For more information contact:*  
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**Special Olympics**

*Created by the Joseph P. Kennedy, Jr. Foundation for the Benefit of Persons with Mental Retardation*