

ABSTRACT

MIXDORF, Cynthia D. The contributions of the Wisconsin Special Olympics Program in the development of physical fitness and sport skill competencies for the mentally retarded population. M. S. in Physical Education for the Handicapped, 1980. p. 120 (Dr. Lane A. Goodwin)

The focus of this study was to determine the effectiveness of the athletic preparation, in terms of physical fitness and sport skill competencies for the mentally retarded participants in Wisconsin Special Olympics (WSO). The specific problems were to identify the effectiveness of WSO athletic preparation, the qualifications of personnel involved in athletic preparation and the priority placed on athletic preparation by the State and Area levels. Standards were developed as a basis for meeting the criteria for each of the five hypotheses. Data was gathered through surveys of the WSO Coaches and Area Coordinators, a personal interview of the State Program Coordinator and a review of public financial documentation. The questionnaire responses were tabulated in terms of tally and percentages. Results of the study indicated that the athletic preparation provided through WSO does not meet the minimal standards related to necessary training time for the development of physical fitness and sport skill competencies. It was further identified that the majority of WSO Coaches do not meet the minimal standards established for effective coaching qualifications. In addition, available evidence does not indicate that WSO at the Area and State level regards athletic preparation as a high priority within the total organization.

THE CONTRIBUTIONS OF THE
WISCONSIN SPECIAL OLYMPICS PROGRAM
IN THE DEVELOPMENT OF PHYSICAL FITNESS
AND SPORT SKILL COMPETENCIES
FOR THE MENTALLY RETARDED POPULATION

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Cynthia D. Mixdorf
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School of Health, Physical Education and Recreation
La Crosse, Wisconsin 54601

Candidate: Cynthia D. Mixdorf

I recommend acceptance of this seminar paper in partial
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Lane A. Goodwin
Seminar Paper Advisor

This seminar paper is approved for the School of Health, Physical
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Date

Glenn M. Smith
Dean, School of Health, Physical
Education and Recreation

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Wisconsin Special Olympics Program.	2
Statement of the Problem.	3
Statement of the Subproblem	4
Need for the Study.	4
Definition of Terms	5
Statement of the Hypothesis	6
Assumptions	7
Delimitations	8
Limitations	8
II. REVIEW OF RELATED LITERATURE.	9
Physical Fitness Development.	9
Motor and Sport Skill Development	17
Effects of Teacher Type	23
Special Olympic Training Guidelines	25
Summary	27
III. METHODS	29
Subject Selection	29
Development of Instruments.	30
Procedures.	31
Analysis of Data.	36
IV. RESULTS AND DISCUSSION.	38
Subjects.	38
Years of Involvement in a Coaching Capacity Through Wisconsin Special Olympics.	39
Area Representation	39
Extent of Individual Area Representation.	40
Results	41
Status of Wisconsin Special Olympics Training Programs During Fiscal Year 1980.	42
Coaches Qualifications.	60
State and Area Support of Local Training Programs for Coaches and Athletes.	64
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	70
Summary of the Problem.	70
Summary of the Hypotheses	70
Summary of Methods.	71
Summary of Results.	72

Table of Contents (Continued)

CHAPTER	PAGE
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS (Continued)	
Conclusions . . . . .	.74
Recommendations . . . . .	.74
REFERENCES . . . . .	.76
APPENDIX A. . . . .	.80
APPENDIX B. . . . .	.82
APPENDIX C. . . . .	.84
APPENDIX D. . . . .	.88
APPENDIX E. . . . .	.89
APPENDIX F. . . . .	.90
APPENDIX G. . . . .	.92
APPENDIX H. . . . .	.93
APPENDIX I. . . . .	.94
APPENDIX J. . . . .	.102
APPENDIX K. . . . .	.110
APPENDIX L. . . . .	.114
APPENDIX M. . . . .	.119

TABLE OF TABLES

TABLE	PAGE
1. Years of Involvement as a Wisconsin Special Olympics Coach.	39
2. Area Representation of Respondents to Coaches Survey.	40
3. Extent of Individual Area Representation.	41
4. Local Program Size.	42
5. Total Bowling Training Program Duration	44
6. Weekly Training Sessions.	44
7. Individual Training Sessions.	45
8. Total Basketball Training Program Duration.	46
9. Weekly Training Sessions.	46
10. Individual Training Sessions.	47
11. Total Volleyball Training Program Duration.	48
12. Weekly Training Sessions.	48
13. Individual Training Sessions.	49
14. Total Swimming and Diving Training Program Duration.	50
15. Weekly Training Sessions.	50
16. Individual Training Sessions.	51
17. Total Track and Field Training Program Duration.	52
18. Weekly Training Sessions.	52
19. Individual Training Sessions.	53
20. Time Duration of Basketball/Run-Dribble-Shoot Training Programs Meeting Established Standards . .	54

Table of Tables (Continued)

TABLE	PAGE
21. Location of Training Programs.	55
22. Time Duration of Swimming and Diving Training Programs Meeting Established Standards	56
23. Location of Training Programs.	57
24. Time Duration of Track and Field Training Programs Meeting Established Standards	58
25. Location of Training Programs.	58
26. Location of Training Programs Meeting Established Standards.	60
27. Occupational Status of Coaches	61
28. Highest Level of Training in Special Education . .	62
29. Highest Level of Training in Coaching or Related Field.	62
30. Status of Volunteers	63
31. Educational Background of Qualified Coaches. . . .	64
32. Focus of Area Coordinators Conferences	65
33. Primary Emphasis of Area Level Coaches Clinics . .	67
34. Local Affiliation Representation at Area Sponsored Clinics.	67

CHAPTER I

INTRODUCTION

The Special Olympics Program is an international program of physical fitness, sports training, and athletic competition for mentally retarded adults and children (Shriver, 1978). In 1963, this international program was in its embryonic state. Developed as a cooperative effort of the Joseph P. Kennedy Foundation and the American Association for Health, Physical Education and Recreation, the purpose was to provide a physical fitness program for mentally retarded individuals and to present awards for their achievements. The first Special Olympics competition was held in Chicago in 1968 with 1,000 participants. By 1970, Special Olympics existed in all 50 states and Canada involving an excess of 50,000 athletes. Currently, the program has expanded to include 44 foreign countries and involves over one million athletes (Shriver, 1978).

Shriver (1978) has defined the purpose of Special Olympics as

...contributes to the physical, social and psychological development of mentally retarded participants. Through successful experiences in sports, they gain confidence and build a positive self image associated with success rather than failure. Success on the playing field often carries over into the classroom, the home and the job.
(p. 1)

Participant eligibility is limited to individuals with I.Q. scores of 75 or below. The minimum age for a participant is eight and there is no upper age limit. Individuals who are active parti-

Participants of intramural or extramural programs are ineligible for Special Olympics.

The Special Olympics program is a nonprofit organization and is therefore highly dependent on volunteer assistance. Over 250,000 volunteers supply the manpower for Special Olympics serving in various capacities, such as coaches, chaperones, meet officials, and fund raisers (Shriver, 1978).

There are fourteen official sports offered through the Special Olympics program. These sports include track and field, swimming, diving, gymnastics, ice-skating, basketball, volleyball, soccer, floor-hockey, polo-hockey, bowling, frisbee-disc, Alpine and Nordic skiing, and wheel chair events. Many other Olympic sports are offered as demonstration sports in Special Olympics. Competition is homogeneously grouped according to age and ability of the athlete. Theoretically, this allows even the most unskilled athlete to advance to state and international competition.

Wisconsin Special Olympics Program

In 1969, the Special Olympics program was introduced to the State of Wisconsin. It was developed to promote the physical, psychological and social development of mentally retarded participants through year-round athletic education, training, and competition. During fiscal year 1980, approximately 7,000 athletes were involved in Special Olympics in the State of Wisconsin (Kennedy, 1980). The Wisconsin Special Olympics Program, under the auspices of the International Special Olympics Program, follows the

established guidelines and regulations regarding athlete eligibility, competition, program administration, and funding, with a few minor adjustments.

Regarding competition, athletes must initially compete at local area meets and those who qualify with a first or second place finish in their division are eligible for state competition. Only the sports of bowling, basketball, volleyball, swimming, diving, frisbee-disc, and track and field are offered for state competition. The 2½ day state competition is held bi-annually, and is theoretically the culminating event of numerous hours of hard work and practice on the part of the athlete.

Kennedy (1979) has stated that:

Preparation and training are crucial to Special Olympics. Almost all local, area, chapter, and national Special Olympics Programs offer year-round training programs designed to improve the participants' physical fitness and competence in various sports. (p. 1)

Training sessions for Special Olympics are coordinated by a volunteer coach.

The Special Olympics coach is a volunteer who works with mentally retarded individuals to 'help them become physically fit, to inspire them with the desire to compete, achieve, and lead more meaningful lives as a result of acquiring skills in a variety of activities and taking part in sports.' The coaches receive assistance through local coaching clinics, coaching manuals, the local Special Olympics programs and community resources. (Kennedy, 1979, p. 8)

Statement of the Problem

The purpose of this study was to identify the contribution of the Wisconsin Special Olympics Program to the development of

physical fitness and sport skill competencies of the mentally retarded population.

Statement of the Subproblem

1. To compare the Wisconsin Special Olympics training program in meeting the unique needs of physical fitness development for mentally retarded individuals with the minimal requirements for physical fitness development identified in the review of literature.

2. To compare the Wisconsin Special Olympics training program in meeting the unique needs of sport skill competencies development for mentally retarded individuals with the minimal requirements for sport skill competencies identified in the review of literature.

3. To identify the educational qualifications of the personnel responsible for the training of Special Olympics athletes.

4. To identify the extent of Area and State level emphasis in the Wisconsin Special Olympics training programs for coaches and athletes.

Need for the Study

Physical development for the mentally retarded population has been identified as one of the major objectives of the Wisconsin Special Olympics Programs. It was, therefore, important to outline to what degree this objective is being accomplished. It was evidenced in numerous studies that there are definite physiological and training principles which must be applied in order for physical fitness and sport skill development to occur. According to the

State Executive Director of the Wisconsin Special Olympics Program, no previous studies regarding training programs have occurred in the State of Wisconsin (Appendix A). Therefore, a study in this area was deemed necessary.

Definition of Terms

Mental Retardation: "Refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period" (Sherrill, 1976, p. 460).

Physical Fitness:

The ability to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy to engage in leisure time pursuits and to meet the above average physical stresses encountered in emergency situations. (Clarke, 1979, p. 28)

Sport Skill Competencies: Successful performance of those motor tasks that are highly associated to skills utilized for sports.

Wisconsin Special Olympics Coach: The individual, working on a volunteer basis, that is ultimately responsible for the majority of the athletes' training for Wisconsin Special Olympics competition including sport skills instruction and physical fitness development.

Wisconsin Special Olympics Area Coordinator: The individual that is responsible for coordinating Area Special Olympics meets and providing local affiliations with necessary information for conducting local Special Olympics Programs.

Special Olympics Athlete: An athlete meeting the criteria of the Special Olympics program for competition who participates in

one or more of the Special Olympics sport programs.

Muscular Strength: "Refers to the maximum tension that muscles can develop in a single contraction" (Clarke, 1979, p. 28).

Muscular Endurance: "Quality to persist in localized muscle group activity for extended periods" (Johnson & Stolberg, 1971, p. 10).

Cardio-Respiratory Endurance: Continuous moderate contractions of the large muscle groups during which adjustments are necessary of the circulatory and respiratory systems.

Flexibility: "The ability to move body parts through their full range of motion at their joints" (Kuntzleman, 1970, p. 187).

Overload: A systematic prescription for exercise overdose (Lersten, 1971).

Progression: Continuous application of the overload principle as physiological changes occur (Lersten, 1971).

Regularity: Recurring at uniform intervals (Lersten, 1971).

Warm-up: "Rapid increase in performance level during a specific period of time" (Dunham, 1969, p. 41).

Reminiscence: "Improvement from last trial of the previous session to first trial of following session" (Dunham, 1969, p. 41).

Retention: "Retaining of a particular level of skill from one testing to another" (Dunham, 1969, p. 41).

Statement of the Hypothesis

1. Seventy-five percent of the Wisconsin Special Olympics Programs are not designed to meet the unique needs of physical fitness and sport skill competencies development for the mentally

retarded population when compared to established standards in the related literature.

2. Seventy-five percent of the Wisconsin Special Olympics training programs are not designed to meet the minimal requirements of physical fitness development when compared to established standards in the related literature.

3. Seventy-five percent of the Wisconsin Special Olympics training programs are not designed to meet the minimal requirements of sport skill competencies development when compared to the established standards in the related literature.

4. Seventy-five percent of the Wisconsin Special Olympics personnel involved in the training programs will not meet minimal qualifications for coaching and teaching the mentally retarded population when compared to the established standards in the related literature.

5. Wisconsin Special Olympics at the Area and State level do not identify training programs for Coaches and Athletes as a priority within the total program.

Assumptions

The researcher has made the following assumptions:

1. The questionnaires were honestly answered by all respondents.
2. The questionnaires were reliable and valid in gathering the data.
3. The Coaches and Area Coordinators who did not return the questionnaire did not significantly affect the results of the survey.

4. All Coaches developed training programs in accordance with Special Olympics training guidelines.

5. Wisconsin Special Olympics training sessions were organized to allow maximum activity time for all involved athletes with appropriately planned activities for development of specific sport skills and physical fitness.

Delimitations

1. Responses to the survey instruments were limited to Head Coaches and Area Coordinators in the State of Wisconsin.

Limitations

1. The results of the survey were dependent on the number of questionnaires completed and returned.

2. The Coaches' questionnaire was developed to determine training program quality in terms of the amount of time spent in athletic preparation. No effort has been made to analyze statistical significance of training program content.

3. There was no assurance that all returned questionnaires were fully completed.

4. There was no assurance that the individual questions were interpreted as developed by the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into five major sections entitled: (1) Physical Fitness Development; (2) Motor and Sport Skill Development; (3) Effects of Teacher Type; (4) Special Olympics Training Guidelines; and (5) Summary.

Physical Fitness Development

Physical fitness is a positive and dynamic quality extending on a continuum from death to abundant life. It is related to ability to meet the demands of the environment, specifically, to preserve, to withstand stress, to resist fatigue, and to possess the energy for an abundant life. Physical fitness is minimal in the seriously ill and is maximal in the highly conditioned person. While the energy demands of daily tasks vary for individuals, some position between these poles is satisfactory for most people. (Clarke, 1979, p. 28)

In order to maintain and/or improve physical fitness in an individual, it is necessary to identify the components of physical fitness as separate entities as well as a totality.

Clarke (1979) has identified three major areas of physical fitness: muscular strength, muscular endurance, and circulatory-respiratory endurance. Each of these components are highly inter-related with the other components; however, each is a distinctive feature and contributes an essential element to the functioning of the human being.

Muscular strength, as defined by Clarke (1979) "refers to

maximum tension that muscles can develop in a single contraction" (p. 28). In a study designed to identify pertinent factors in the development of muscular strength, Hellebrandt (1956) concluded that muscle strength will increase as a result of work against a heavy resistance. It is important to note that the amount of resistance used must be sufficient to cause stress to the muscle. He further stated that the amount of work done per unit of time is of utmost importance in the development of strength and can be accomplished in one of two ways: (1) by varying the amount of resistance, or (2) the number of repetitions within a time unit.

Lersten (1974) supports Hellebrandt by stating that there are two major methods utilized for increasing muscular strength: (1) heavy resistance with a minimum amount of repetitions, and (2) moderate resistance with increased repetitions.

The second component of physical fitness is that of muscular endurance. Johnson and Stolberg (1971) have defined muscular endurance as "the quality to persist in localized muscle group activity for extended periods" (p. 10). Kuntzleman (1970) has stated that muscle strength and muscle endurance are very closely related. The extent of the muscle's strength will compliment the muscle's endurance by allowing for more efficient contraction during exercise. Muscular endurance may be increased through isotonic and isometric contractions.

The third component of physical fitness is cardio-respiratory endurance which is defined as continuous, moderate, contractions of the large muscle groups during which adjustments are necessary of

the circulatory and respiratory systems. Lersten (1974) has determined that cardio-respiratory endurance is dependent upon the amount of oxygen intake, effective processing of oxygen, and minimizing of harmful products of work metabolism, such as lactic acid.

The fourth and final component of physical fitness is flexibility and is defined by Kuntzleman (1970) as "the ability to move body parts through their full range of motion at the joints" (p. 187). Though not considered a major component of physical fitness, there are three important reasons for flexibility maintenance: (1) it prevents damage to muscle fibers; (2) it decreases the possibility of joint injury; and (3) it increases sports performance and efficient body movement.

Research has outlined three specific physiological principles which are necessary for the development of over-all physical fitness. The first principle is "overload," described as a systematic prescription for exercise overdoes (Lersten, 1974). The bodily systems respond to the level of work intensity. If the workload remains light, the systems will be sustained at that level. In order for progression to occur, the overload principle must be in effect. To produce cardio-respiratory overload, consideration must be given to the rate of performance, the number of repetitions, the length of rest, and the total work done. For muscle overload, consideration is given to the force of the contraction, the length of the contraction, and the rate of the contraction (Lersten, 1974).

The research has identified several basic training guidelines for the development of physical fitness. For overall conditioning

for the health-fitness-training-effect, the best methods, in order of effectiveness are: (1) noninterrupted rhythmical exercises, such as running, swimming, and cycling; (2) vigorous sports, such as handball, squash, and basketball; (3) less vigorous sports, such as golf and tennis. Weight-training, isometric training, and commercially promoted exercise programs are of no value for overall cardio-respiratory conditioning (Siedentop, 1972).

In a position statement by the American College of Sports Medicine (1978) on the quantity and quality of physical conditioning for cardio-respiratory fitness, the following points were made:

1. The frequency of the exercise program must be three to five times weekly.

2. The intensity level must be 60 to 90 percent of maximum heart-rate reserve or 50 to 85 percent maximum oxygen intake.

3. The duration of continuous aerobic activity must be maintained for 15 to 60 minutes. The duration is dependent on intensity. Low to moderate activity of longer duration is recommended for the nonathletic adult.

4. The mode of activity should be one that utilizes large muscle groups, can be maintained continuously, and is rhythmic and aerobic by nature, such as running, cycling, or rowing.

5. Total body weight and fat weight are reduced in endurance training programs, whereas lean body weight remains constant.

6. Exercise must be continued on a regular basis. Significant reduction in work capacity occurs after two weeks of no training.

7. Endurance activities involving running and jumping involve

a higher risk for injuries than nonweight bearing activities.

8. Women tend to adapt to training programs the same as men.
9. Age does not affect endurance training.
10. Weight-training cannot be considered an endurance activity.
11. Endurance training conducted less than two days per week, at less than 50 percent maximum oxygen intake, and for a time duration less than ten minutes is inadequate.

As a direct supportive statement to the American College of Sports Medicine Position Statement, Siedentop (1972) states that five or ten minutes of calisthenics is largely worthless as contributing to health-fitness. There is no evidence to support that doing push-ups, sit-ups, or jumping-jacks causes a meaningful increase in health-fitness or in the ability to perform in specific sports activities.

Finally, Lersten (1974) states that "in general, physiological efficiency will enhance the development of skill" (p. 54). This is primarily true if the skill involves energy for continuous performance. In addition, physical conditioning is important so that the development of sport skills and the ability to practice is not limited by fatigue.

In the attempt to program effectively for physical fitness development of the mentally retarded population, consideration must be given to certain generalizations of the physical characteristics of this population which will have an impact on their physical fitness status and developmental capacities. Hayden (1964) has stated:

On the average, retarded children have only half the strength of nonretarded children. On an endurance task they fatigue 30 percent faster. The boys carry 25 percent and the girls 46 percent more fat than their nonretarded counterparts. (p. 3).

Both Stein (1962) and Fait (1967) agree that some of the characteristics of the mentally retarded population include poor motor coordination and body mechanics, low vitality, lack of ability to concentrate, difficulty in following directions, social immaturity, and poor functioning of the sense receptors and proprioceptors. They do appear to deviate less, however, in the psychomotor area than in social and educational efficiency.

Sherrill (1976) has stated that retarded children and youth often lag several years behind normal peers of the same chronological age. This is due, in part, not so much to innate physical inferiorities, but to the lack of quality physical education programs. Cratty (1974) has attempted to outline relative causes underlying lack of physical fitness for retarded children. Some of the reasons include social rejection by normal peers, lessened opportunities to participate in vigorous games, complex rules of many sports, feelings of failure, and lack of appropriate recreation facilities.

Based on the generalizations offered by the experts pertaining to physical characteristics and capabilities, researchers have attempted to provide guidelines for the improvement of physical fitness for the mentally retarded population.

Cognizant of the general inferiority of exceptional children, especially in physical fitness, practitioners need to initiate programs at a level commensurate with

the child's ability and through systematic and progressive programming, take the child to the limits of his or her capabilities. There is some evidence to suggest that this can be accomplished best by an individually oriented program. (Loovis, 1978, p. 168)

Hayden (1964) has concluded that cardio-respiratory improvement for the mentally retarded population will not improve with less than 10 to 15 minutes of sustained vigorous activity conducted three to five times each week. He notes that improvements are lost fairly rapidly when exercise is neglected and it is only through months of repetition and practice that skills are developed. Cratty (1974) supports Hayden by stating that physical fitness activities should be conducted for at least a minimum of three times weekly for 15 minutes per session. He also notes that the child must be motivated by the exercise or activity in order to improve. If exercising is perceived as work, the child will not overload, thus hindering progression. The better the child perceives his level of sport competencies, the greater the likelihood for him to participate in vigorous activity. This will be more conducive to the child overloading and thus improving his physical fitness level rather than through the performance of vigorous exercises alone.

Numerous studies have been conducted as an attempt to identify program implications for the development of physical fitness in the mentally retarded population. A forerunner in research was Oliver, who, in his 1958 study, concluded that following a daily 10 week program of two hours per day of staggered instructional time, there was a significant improvement in physical abilities and mental characteristics. He attributed the improvement of mental

characteristics to the individual's feelings of achievement, self-worth, confidence, and good feeling inherent to physical fitness. It is important to note that he recommends that more time be allowed for physical activity and that greater demands and expectations be placed on mentally retarded children.

In a similar study, Corder (1966) concluded that following a four week, daily training program of one hour per day, educable mentally retarded (EMR) boys involved in an experimental group of highly structured fitness activities improved in all seven areas of the American Association of Health, Physical Education and Recreation (AAHPER) Youth Fitness Test and surpassed the boys in the control group who participated in free play.

Funk (1971) found results similar to Corder in his study of trainable mentally retarded (TMR) children. Through a program of daily planned activities, children in the experimental group evidenced significant gains in agility and abdominal strength over children in the control group. No significant improvement was noted in arm strength; however, it was felt that the activities presented were not geared to improvement in that area.

Rarick, Widdop, and Broadhead have concluded through their study in 1970 that a low positive relationship exists between tests of physical ability and measures of intelligence. Two additional studies have supported their conclusion. Broadhead (1975) tested the strength of normal and EMR boys and concluded that the EMR boys were inferior in strength. Like the normal child, however, strength for the EMR child improved with age. A second study conducted by

Solomon and Pangle (1967) assessed EMR boys on three items of the AAHPER Youth Fitness Test and determined that the subjects were deficient when compared to the norms for the normal population within respective age categories. Following a daily eight week program of 45 minutes per session, posttesting revealed no significant difference from the normal population in arm strength and running speed. Significant superiority over the normal population was evidenced in the area of abdominal strength. It is interesting to note that a six week follow-up assessment of the subjects showed no significant decrease, which is contradictory to all that is known about physiology of exercise.

Motor and Sport Skill Development

"In early childhood, mental and physical activities play a major role in intellectual development. To a large extent, so called higher forms of behavior develop out of, and have their roots in, motor learning" (Stein, 1963, p. 231). It has long been recognized that development of the motor area for the mentally retarded should be a primary objective of education.

The available evidence indicates that there is a high correlation between I.Q. and motor performance (Broadhead & Rarick, 1978; Rarick, et al., 1970). In a comparison study of superior, normal, and sub-normal intelligence, Klucinski (1945) determined that the superior and normal intelligence students were superior in learning 22 tumbling exercises over the subnormal students. In a small sample, Turnquist and Marzolf (1954) compared performance of the normal and

EMR students on the Lincoln Oseretasky Test of Motor Proficiency. The results of their study indicated a significant difference in performance in 25 of the 65 test items. The normal sample was superior in 20 of the items, and in 5 of the items, the EMR sample was superior. In a comparison of EMR children and normal children, Howe (1959) chose 11 motor tasks which were free of dependence on intelligence, were easy to demonstrate and were simple to perform. Results of his study showed that the normal children performed higher on all measures.

In a descriptive study, Francis and Rarick (1960) determined that elementary aged EMR students were lagging two to four years behind normal peers on the AAHPER Youth Fitness Test. In addition, it was noted that TMR students lagged approximately five years behind normal peers in motor ability. Bundschuh, Williams, Hollingworth, Gooch, & Shirer (1972) substantiate the findings of Francis in their study involving teaching swimming to EMR and TMR children. The results of their study showed superior performance of the EMR student on both the pretest and posttest.

Malpass (1972) attempted to determine significant differences in motor performance of normal children, institutionalized EMR children and noninstitutionalized EMR children. Results of his study indicate no significant differences between institutionalized and noninstitutionalized EMR students in motor performance. There was, however, a highly significant difference between the normal sample and both of the EMR groups.

Performance status of the mentally retarded individual is

inferior to that of normal individuals as suggested by numerous studies (Broadhead & Rarick, 1978; Francis & Rarick, 1960; Kulcinski, 1945; Malpass, 1960; Turnquist & Marzolf, 1954). Broadhead and Rarick (1978) have attempted to outline some of the causal factors responsible for low motor performance. The factors include: (1) disproportionate height/weight ratio; (2) physical disorders, sensory impairments, and personality disorders; (3) low self concepts, low expectations by peers, family, and teachers; and (4) lack of opportunity for and quality of physical education programs. In addition, it was determined through a comparative familia study that EMR children from large, low economic status families had superior skills in comparison with EMR children from smaller families in which the economic status was above average. A possible explanation for this is that the child is perceived to fit into the neighborhood situation more normally in lower economic neighborhoods (Broadhead & Rarick, 1978).

Although mentally retarded individuals often lag behind their normal peers in motor development, the lag should not necessarily be associated with mental retardation as a condition. In his 1965 study, Stein has cited evidence of improvement of physical fitness performance on the AAHPER Youth Fitness Test to near normal levels following an intensified daily program of physical fitness. Oliver (1971) states that learning curves are similar for the normal and retarded populations, although the methods of providing learning experiences may need to be altered.

There is little doubt that structured, intensified programs of

physical education can significantly improve the motor performance of the mentally retarded individual (Chasey & Wyrick, 1971; Geddes, 1968; Gold, 1976; Howe, 1959; Johnson & Stolberg, 1971; Ross, 1969).

In a small sample study, Geddes (1968) reported a significant improvement in leg power following a three month, 30 minute daily program of special physical education activities. She noted no significant difference in dynamic balance, agility, or fine manual motor coordination.

Ross (1969) supports Geddes' findings in her study of a comparative analysis of EMR students participating in a six month program, meeting three times per week for 20 to 25 minutes versus what is termed as a 'normal physical education program' of the same time duration. Utilizing the Basic Skills Test and the Brace Items Test as assessment tools, she concluded that the performance of the experimental group surpassed the control group on both tests and that the control group showed no significant difference from pretest to posttest.

Chasey and Wyrick's study (1971) further substantiates the need for structured continuous programming in motor skills for the mentally retarded. The results of a pre-posttest treatment utilizing the Oseretsky Motor Development Scale indicated significant gains in motor skill following a daily treatment schedule of 15 weeks in duration, one hour each session. In addition, Bundschuh et al. (1972) concluded that swimming skills of EMR and TMR subjects improved following a 20 day program with an instructional period of one hour each session. He also noted that the swimming proficiency of

the EMR students surpassed the TMR students.

Utilizing the I CAN instructional system, Vogel (1974) concluded that elementary aged TMR students could show good skill level improvement of four fundamental skills in time periods of one to three hours of instructional time.

Finally, two significant studies identify the results of intensified motor programming for the severe (SMR) and profound (PMR) population. Gold, in his 1976 study, utilized a complex form of task analysis for teaching a complex assembly task to multi-handicapped TMR, SMR, and PMR subjects. The mean number of trials for learning the task was 59.95 and the mean number of completed assemblies per hour was 12.38. Webb (1969) utilized sensory motor training for a duration of five to ten months with an institutionalized PMR sample. It was concluded that approximately 50 percent of the subjects improved in general awareness, 66 percent improved in reaching and grasping skills, and all subjects improved in movement patterns.

As the evidence has indicated, structured instructional practice sessions will improve the motor performance of the mentally retarded individual. In light of this, however, specific practice considerations must be recognized.

Oliver (1971) has stated that the learning curves of motor skills are similar for normal and retarded populations although the methods of providing learning experiences may need to be altered.

Performance is often best the first few times or trials a skill is attempted. Practice periods should be short

with frequent changes of activity to reduce frustration and regression in the performance of a skill. Repetition and review of skills are needed more often than in the regular classes. (Stein, 1962, p. 30)

Solomon and Pangle (1967) disagree with Stein by stating that the initial performance level of a retardate who is asked to attempt a new task will be something less than his true ability level.

Dunham (1969) has stated that it can be expected that the mentally retarded child will perform below true ability level initially, but will improve greatly with practice. Retention, reminiscence, and warm-up is observed in normal and retarded children but more often in normal children (Ellis, Pryor, & Barnett, 1960). Because of this, a distributed type of practice as opposed to massed practice should be employed (Hayden, 1964).

Fait (1967) has contended that the retarded population is capable of learning group games and team sports if they are instructed slowly and carefully. Play activities should be carefully directed and organized and new skills must be extensively broken down when introduced and practiced.

Dunham (1969) has stated that the mentally retarded population desires competition; however, they often handle it poorly, becoming discouraged and hostile when they lose. The Joint Committee on Physical Fitness, Recreation and Sports Medicine (1974) has determined that in developing a program, distinctions must be made between individual and team sports and between competitive and noncompetitive athletics. Every child needs a continuing program of physical maintenance; however, competition breeds failure. The retarded

child has more success with individual and dual sports, and therefore, suggested athletic activities should consist of track and field, basic skills, swimming, hiking, camping, archery, soccer, trampoline, bicycling, folk-dancing, and boating (Joint Committee of Physical Education, Recreation and Sports Medicine, 1974).

Oliver (1971) has determined that it is easier to teach sport skills to the mentally retarded population in isolation rather than in application of a game situation. However, with sufficient practice, a correct approach and a great amount of enthusiasm on the part of the teacher, many retarded children are capable of high degrees of skill on a game field and in other areas of physical activity.

Effects of Teacher Type

The motor and physical fitness characteristics of the mentally retarded individual have been noted in the two previous sections of this chapter, as have programming implications. Available evidence on the effects of teacher type in programming for physical fitness and motor development for the mentally retarded is limited.

Two significant studies of the normal population indicate that the physical education specialist is more effective in promoting motor skill development than the classroom teacher (Workman, 1968; Zimmerman, 1959). In each of the studies, the physical education specialist was significantly more effective on nearly all measures. In comparison, Ross (1960) determined that there were no significant differences between the classroom teacher and the physical education

specialist on three dependent measures; however, the classroom teacher was significantly more effective on one measure.

Vogel (1974), in his dissertation, compared teacher type effectiveness of elementary TMR students on four fundamental skills utilizing the I CAN system of diagnostic-prescriptive activity programming. He ascertained that in two of the four skills, the special education classroom teacher surpassed the physical education specialist in effectiveness. These skills included the overhand throw and the catch. On one skill measure, the run, the physical education specialist was more effective, and there was no significant difference of teacher type effectiveness on the underhand roll. Through a personal telephone interview (June 27, 1980), Dr. Vogel elaborated on his findings by stating a possible explanation for the classroom teacher surpassing the physical education specialist in effectiveness on two of the four measures. He stated that this was due in part to the classroom teacher's extensive contact with the students throughout the experimental time. They were more intimately involved with the child's total educational needs and thus the teaching methodology was specific for each student. In addition, the classroom teachers were supplied with an extensive amount of instructional material for the skill areas to be covered and therefore needed to only extract the material and apply appropriate instructional methods for each student.

The American Alliance of Health, Physical Education, and Recreation and Dance (1980) has developed Adapted Physical Education Guidelines to identify competencies necessary for individuals

responsible for servicing the handicapped population. These competencies are outlined under three general educational areas including biological foundations, sociological foundations, and psychological foundations. Distinctions are made between the competencies necessary for the physical education specialist and the adapted physical education specialist with practical considerations for problems inherent in the variety of handicapping conditions that the adapted specialist deals with.

Special Olympic Training Guidelines

A multitude of brochures, pamphlets, mini books, posters, and films on Special Olympics have been developed for distribution by the Joseph P. Kennedy, Jr., Foundation. The majority of the information, however, does not seem to be relevant as instructional material specific to athletic preparation. Manuals have been developed to provide rules of various sports and management techniques for conducting clinics and sporting events, but the information available to coaches regarding physical fitness development and sport skill development, as well as on-going quality training schedules, is limited.

Two sources which seem to be of the the most value to the Special Olympics Coach to serve as guidelines for athletic preparation are the Special Olympics Instructional Manual (Stein & Klapholz, 1972) and the Special Olympics Training Plan and Activities Calendar. The Instructional Manual is divided into chapters entitled: (1) To the Coach; (2) Fitness and Conditioning; (3) Track and Field; (4) Volley-

ball; and (5) Swimming. The Training Plan and Activities Calendar provides the coach with a few hints regarding content of a daily program for physical fitness and sport skill competencies development, and it also serves as a motivational chart for the athlete.

The Instructional Manual outlines nine areas of physical fitness: (1) bending and stretching; (2) flexibility; (3) arm/shoulder endurance; (4) abdominal endurance; (5) balance; (6) power/speed; (7) agility; (8) coordination; and (9) cardio-respiratory endurance. It is suggested that every practice session include at least 10 minutes for conditioning. Five degrees of graded exercise examples are listed for the development of each area of physical fitness. The Training Plan and Activities Calendar outlines a suggested workout of 28 minutes in length. Included in this workout is three minutes for warm-up, five minutes for heart builders, ten minutes for skill builders, and five minutes for warm-downs. It is suggested that athletes practice at least three times per week. The first session should last 20 minutes with an increase of practice time up to one hour as endurance and skill levels improve. "Athletes should work hard enough to at least huff, sweat and feel a little tired" (Shriver, undated).

Guidelines for skill development of the three listed sports areas are outlined in the Instructional Manual. In addition, information is provided regarding circuit and interval training and fun activities. No information regarding guidelines for skill development for the other 11 official Special Olympics Sports is available as a reference to the coaches.

Summary

In the preceding sections of this chapter, the literature has identified implications for programming for physical fitness and motor development for the mentally retarded population. Numerous studies suggest that there is a positive correlation between I.Q., physical fitness, and motor ability (Broadhead & Rarick, 1978; Bundschuh, 1972; Francis et al., 1960; Hayden, 1964; Howe, 1959; Kulcinski, 1945; Malpass, 1972; Rarick et al., 1970; Turnquist & Marzolf, 1954). Additionally, studies have indicated that motor performance and physical fitness of the mentally retarded population can be improved through appropriately planned activity programs regardless of the functioning level of the individuals (Broadhead, 1967; Bundschuh, 1972; Chasey, 1971; Corder, 1966; Funk, 1971; Geddes, 1968; Gold, 1972; Johnson & Stolberg, 1969; Oliver, 1958; Ross, 1969; Webb, 1974). Limited information has been collected regarding how improvement of physical fitness and sport skill competencies can be facilitated effectively in terms of program content. Research has indicated guidelines for instructional time necessary to affect change in motor ability and physical fitness.

The majority of research studies have indicated that an effective training program must be an on-going program operating for several consecutive weeks. Training sessions should be distributed throughout the week with individual session length of 30 to 90 minutes (Chasey, 1971; Funk, 1971; Geddes, 1968; Oliver, 1958; Ross, 1969; Solomon & Pangle, 1967).

Historically, it has been accepted that the physical education specialist is the most effective teacher type for developing physical fitness and sport skill competencies (Workman, 1968; Zimmerman, 1959). Vogel (1974) has concluded however, that, given proper instructional guidelines, the special educator can be as effective as the physical education specialist in developing motor skills in the TMR population. It is apparent though, that effectiveness of the special educator is dependent on the depth and type of training received.

A review of the instructional materials developed by Special Olympics, Inc. as resource materials to the coaches appears to be limited. Instructional material relating to the development of sport skill competencies is available for three of the 14 official Special Olympics Sports. This material seems adequate as an instructional device to the coaches, yet it does not lend itself, specifically, to any of the other sports involved in the Special Olympics Program.

CHAPTER III

METHODS

Identification of the contribution of the Wisconsin Special Olympics Program to the development of physical fitness and sport skill competencies for the mentally retarded population was determined primarily through surveys of the Wisconsin Special Olympics Coaches and Area Coordinators, as well as through information obtained from the State Special Olympics Program Coordinator. This information was compared with standards established from a review of the related literature, and a level of criteria was established. This resulted in conclusions regarding the effectiveness of training programs for the development of physical fitness and sport skill competencies for Wisconsin Special Olympics participants.

Subject Selection

The subjects involved in the study were Wisconsin Special Olympics Coaches, Area Coordinators, and the State Program Coordinator. The Coaches were individuals working on a volunteer basis who were ultimately responsible for the majority of the athletes' training for Wisconsin Special Olympics competition, including instruction in physical fitness and sport skill competencies. The Area Coordinators were salaried individuals acting as liaisons between the local affiliations and the State Office and were responsible for the coordination of the Area level competitions. The Area

Coordinators were appointed by their local Areas and approved for the position by the Wisconsin Special Olympics Executive Director. To supplement the information obtained by the surveys, the State Special Olympics Program Coordinator was personally interviewed in order to gain a perspective of the State Office's position on the issues addressed in the survey to the Coaches and Area Coordinators (Telephone Interview, July 14, 1980).

Development of Instruments

Two questionnaires were constructed for distribution to the Coaches and Area Coordinators. Both instruments were developed as descriptive survey designs with predetermined answer choices. Appropriate questions were included on each questionnaire to elicit information regarding (1) the amount of time spent on athletic preparation for Wisconsin Special Olympics competition, (2) qualifications of Coaches and other volunteers involved in the athletic training programs, and (3) the extent of State and Area level support to the Coaches and local training programs.

The Coaches' questionnaire (Appendix B) consisted of 44 questions, and the Area Coordinators' questionnaire (Appendix C) consisted of 20 questions. Each questionnaire was developed under the guidance of Dr. Lane A. Goodwin, Ph.D., Department of Physical Education-Handicapped, at the University of Wisconsin - La Crosse. The suggestions of Dr. Goodwin were utilized to assure overall content inclusiveness and validity of the questionnaire, as well as individual question clarity.

Procedures

Initially, the Executive Director of the Wisconsin Special Olympics was contacted to request permission to conduct the study. The general focus of the study was discussed at that time which included the major objectives of the study and the subjects to be involved. The need for a study of this type was based on the lack of previous research conducted in this area. Full support and cooperation from the State Office was given (Appendix A).

Development of standards. The first hypothesis, regarded as the major hypothesis of the study, relates to the state-wide Special Olympics Program contribution to the development of physical fitness and sport skill competencies for the mentally retarded. It was assumed that in order to make a contribution to the development of physical fitness and sport skill competencies, hypotheses two, three, four, and five must be rejected. Therefore, it was appropriate to state that this standard was contingent upon the rejection of the other hypotheses.

The second hypothesis relates to the amount of time necessary for the development of physical fitness to occur in the mentally retarded population. The standard was established through a review of the literature. The majority of studies conducted in this area (Corder, 1966; Funk, 1971; Oliver, 1958; Solomon & Pangle, 1967) indicate that a training program must be on-going in nature with a diffused practice schedule. Therefore, for the purpose of this study, the minimal amount of time spent on athletic preparation in order for the development of physical fitness to improve significantly

was established as being at least seven weeks in duration, three times per week, for a period of 45 to 90 minutes each session.

The third hypothesis relates to the amount of time necessary for the development of sport skill competencies to occur for the mentally retarded population. This standard was also developed through a review of the literature. It was revealed in the literature that only through highly structured activity programs, operating consecutively for several weeks, are motor and sport skills for the mentally retarded population developed. Studies relating to appropriate time duration for significant improvement in motor and sport skills parallel studies identified for the development of physical fitness (Chasey & Wyrick, 1971; Geddes, 1968; Howe, 1959; Ross, 1969; Vogel, 1974). Therefore, it was appropriate to assume that the amount of time necessary for the development of sport skill competencies would be seven or more weeks in duration, three times per week, for a period of 45 to 90 minutes each session.

The fourth hypothesis relates to the educational qualifications of the Coaches and other responsible personnel involved in athletic preparation for Wisconsin Special Olympics competition. Once more, the standard was developed as a result of the review of the literature and, additionally, through accepted practices in education. The American Alliance of Health, Physical Education, Recreation and Dance (1980) has outlined educational criteria for instructing the handicapped and disabled population in physical education. Other studies regarding effectiveness of teacher type with normal populations (Workman, 1968; Zimmerman, 1959) and with the retarded

population (Vogel, 1974) suggest that effectiveness of motor learning is dependent upon teacher preparation. Based on this information, and for the purpose of this study, it was determined that the highest level of qualifications for a Wisconsin Special Olympics Coach is an adapted physical education background at the graduate level. Considered to be equally qualified in teacher type effectiveness were physical education specialists with some professional preparation in special education as well as special education classroom teachers with additional professional preparation in physical education. Although not considered to be as qualified as the adapted physical education specialist, both are considered to be acceptable teacher types for the role of Wisconsin Special Olympics Coach. All other educational and occupational backgrounds were considered inadequate qualifications for coaching the Wisconsin Special Olympics. No other professional preparation areas have been considered as possessing adequate qualifications for the role of Wisconsin Special Olympics Coach due to the lack of available studies to substantiate qualifications.

The fifth hypothesis relates to the priority given to the training of Coaches and Athletes at the State and Area levels. The established standard was based on the amount and type of resources made available to the coaches for the promotion of quality athletic training programs as well as the number of clinics or workshops provided to the Coaches to expand their background in teaching sport skills to the mentally retarded. For the purpose of this study, it was felt that the minimum effort on the part of the State and Area

levels was to provide one clinic or workshop per year dealing with each of the five sport areas offered for State competition. In addition, monetary and other resources should be available to the local affiliations for the promotion of quality, on-going training programs. Therefore, available documentation should illustrate that the majority of the efforts of the Wisconsin Special Olympics Organization directly benefit the Athletes.

Development of criteria. In order to accept or reject the hypotheses, it was necessary to develop criteria for meeting the established standards. For each of the first four hypotheses, it was determined that 75 percent of the appropriate responses required to meet the standards was significant for hypothesis rejection. This criteria was developed as a result of investigations of previous studies. The criteria for the fifth hypothesis was identified as at least one half of the Areas meeting the established standards for Coaches' clinics and workshops. An additional aspect in the establishment of this standard is that a majority of the monetary resources generated through the Wisconsin Special Olympics Organization must be shown as directly benefitting the Athletes.

Distribution and collection of questionnaires. The initial distribution of the Coaches' questionnaire occurred at a scheduled Coaches' meeting during the Wisconsin Special Olympics State Summer Games held in Stevens Point on June 6, 1980. One hundred twenty-six questionnaires were distributed at that time. An adequate amount of

time was allowed for completion of the questionnaire. All questionnaires were completed during the meeting and returned immediately thereafter. A list of Coaches who were not in attendance at the 1980 Summer Games was obtained from the State Office. A total of 47 questionnaires were mailed on June 20, 1980 to those remaining Coaches with a request to respond within ten days.

The questionnaire developed for the Area Coordinators was mailed to the 11 Area Coordinators on June 8, 1980. The Area Coordinators were requested to respond within ten days, and a follow-up letter and an additional copy of the questionnaire was mailed on June 28, 1980 to those Area Coordinators who had failed to return the questionnaire at that time (Appendix D). As of July 8, 1980, 141 of the Coaches' questionnaires and 9 of the Area Coordinators' questionnaires had been returned.

Personal interview. On June 14, 1980, the Wisconsin Special Olympics State Office was contacted to obtain information dealing with the following: (1) the State's level of expectation for the time duration necessary for Athletic preparation, (2) the State's level of emphasis on Athlete preparation, (3) the State's level of emphasis on Coach preparation, (4) the State's qualification expectations for Coaches and Area Coordinators, and (5) past monetary distribution of funds generated by the Wisconsin Special Olympics Organization. Judy Gustafson, State Program Coordinator, acted as spokesperson for the State Office.

Review of public document. On July 19, 1980, a copy of the most recent Wisconsin Special Olympics Annual Budget Audit (fiscal year 1979) was received from the State Department of Regulation and Licensing.

Analysis of Data

Analysis of data was performed by the researcher with the assistance of the seminar advisor. The questionnaire responses were tabulated with the aid of the Hewlett-Packard 3000 series 2 computer at the Computer Center at the University of Wisconsin - La Crosse. Questionnaire responses were represented in terms of tally and percentage based on total return.

Special questions directed to the State Program Coordinator were compared to the review of the literature and similar responses given by Coaches and Area Coordinators. The review of the public document was compared with the responses given by the State Program Coordinator, Area Coordinators, and Coaches to reflect the priority level given to local training programs at the State and Area levels.

CHAPTER IV
RESULTS AND DISCUSSION

The purpose of this study was to identify the contribution of the Wisconsin Special Olympics Program to the development of physical fitness and sport skill competencies for the mentally retarded population. More specifically, the study was designed to test the hypothesis relating to the total time allotted for athletic preparation, coaches qualifications, and State and Area level support of local training programs.

The results of this study were determined by surveys of the Wisconsin Special Olympics Coaches and Area Coordinators, a personal interview of the Wisconsin Special Olympics Program Coordinator and through a review of the most recent (fiscal year 1979) annual budget audit of the Wisconsin Special Olympics.

The questionnaire designed for Wisconsin Special Olympics Coaches was returned by 85.46 percent of the Coaches registered in Wisconsin Special Olympics for fiscal year 1980. The total number of respondents was 141 out of the 165 Coaches within the State of Wisconsin.

The questionnaire designed for Wisconsin Special Olympics Area Coordinators was returned by 81.81 percent of the Wisconsin Special Olympics Area Coordinators. The total number of respondents was 9 out of the 11 Area Coordinators.

Written responses from both the Coaches and Area Coordinators

surveys were recorded and compiled according to the following topics:

1. Alternate Special Olympics Training Sites (Appendix E).
2. Alternate employment status of Wisconsin Special Olympics Coaches (Appendix F).
3. Topics of clinics designed for Wisconsin Special Olympics Coaches (Appendix G).
4. Status of volunteers involved in athletic preparation (Appendix H).

The major findings of the Coaches survey are summarized by total tally responses in Table A (Appendix I) and by percentages in Table B (Appendix J). The major findings of the Area Coordinators survey are summarized by total tally responses in Table C (Appendix K) and by percentages (Appendix L).

Subjects

The respondents to the Coaches' survey were among those Coaches registered through Wisconsin Special Olympics for fiscal year 1980. The respondents to the Area Coordinators survey were among those individuals listed as serving in the capacity Area Coordinator for fiscal 1980. In addition, the Wisconsin Special Olympics Program Coordinator was interviewed by telephone.

A representation of 85.46 percent of the Wisconsin Special Olympics Coaches participated in this study. Of those respondents, 96.16 percent identified themselves as Head Coaches based on the given definition. The remaining 3.84 percent responded that the coaching of Special Olympics was included as part of their job

description, and therefore they were not volunteers.

Years of Involvement in a Coaching Capacity Through Wisconsin Special Olympics

A plurality (36.88 percent) of Coaches responding to the questionnaire indicated that involvement in the 1980 Wisconsin Special Olympics Program was their first year in a coaching capacity (Table 1).

TABLE 1

Years of Involvement as a
Wisconsin Special Olympics Coach

<u>Years of Involvement</u>	<u>Percentage (%)</u>
1 Year	36.88
2-3 Years	28.37
4-5 Years	15.60
More than 5 Years	17.73
No Response	1.43

Area Representation

Response to the Coaches questionnaire was representative of all Areas (Table 2).

TABLE 2
Area Representation of Respondents
to Coaches Survey

Area	Percentage (%)
1 (Northwest Area)	5.67
2 (North Central Area)	6.38
3 (Indianhead Area)	17.02
4 (Fox Valley and Northeastern Area)	12.77
5 (Kettle Moraine Area)	7.09
6 (South Central Area)	16.31
7 (Southern Area)	4.96
8 (Greater Milwaukee Area)	9.22
9 (Southwestern Area)	10.64
10 (Southeastern Area)	5.67
No Area Affiliation Specified	4.26

Extent of Individual Area Representation

All areas were represented in the survey of a majority of coaches of registered programs. The greatest percentages of return, based on the number of registered programs for each Area and the number of respondents to the Coaches' survey, were from Areas 7, 10, 5, and 9 (Table 3). There appears to be some confusion regarding Area affiliation as evidenced by an excess of responses to the survey to the

number of registered programs for Area 5, 7, and 10.

TABLE 3
Extent of Individual Area Representation

Area	Programs Registered	Number of Respondents	Percentage (%)
1	9	8	88.88
2	10	9	90.00
3	29	24	82.76
4	30	18	60.00
5	9	10	111.11
6	30	23	76.66
7	5	7	140.00
8	22	13	59.09
9	15	15	100.00
10	6	8	133.00

Results

The responses from the surveys were represented by percentages. Information extracted from the surveys, the personal interview and review of financial documentation included information pertaining to the status of the following:

1. Wisconsin Special Olympics training programs during fiscal year 1980.
2. Occupational and Educational background of Wisconsin Special Olympics Athletic preparation personnel.
3. State and Area level support of local training programs for Coaches and Athletes.

Status of Wisconsin Special Olympics Training Programs During Fiscal
Year 1980

Local program size. The majority of local programs consist of less than 50 athletes. The responses regarding program size were closely clustered among the first three answer choices given (Table 4).

TABLE 4

Local Program Size

Number of Athletes Involved in Program	Percentage (%)
1-10	29.79
10-20	26.95
20-50	28.37
50-100	10.64
100-200	4.26

Extent of time involved in athletic preparation for official Wisconsin Special Olympics sports. Responses to the Coaches' survey regarding the five official Wisconsin Special Olympics sports offered for State competition were utilized to identify the amount of time spent for athletic preparation including the development of physical fitness and sport skill competencies.

Each individual sport area was analyzed separately to identify the number of training programs in that sport area offered state-wide. In addition, the total number of sport training programs across areas was tallied. An attempt was made to identify the amount of time spent for athletic preparation for competition for each sport area and for all sport areas as a whole.

Bowling. Currently, 70.21 percent of the respondents indicated that bowling was offered through their local affiliation as a competitive sport. Additionally, 67.38 percent of the respondents indicated that they provided a training program to prepare the athletes for bowling competition. The majority of the programs seemed to be ongoing in nature; however, most of the programs limited practice sessions to one day per week. Tables 5 through 7 illustrate the amount of time devoted to athletic preparation for competition in bowling. It is appropriate to note that bowling cannot be considered conducive to physical fitness development according to the literature (American College of Sports Medicine-Position Statement, 1978; Siedentop, 1972).

TABLE 5

Total Bowling Training Program Duration

Number of Weeks Spent on Training	Percentage (%)
1-2 weeks	2.84
3-4 weeks	14.18
5-6 weeks	8.51
7 weeks or more	41.84
Not Applicable	32.62

TABLE 6

Weekly Training Sessions

Number of Sessions Held Per Week	Percentage (%)
1 time	58.16
2 times	6.38
3 times	.71
More than 3 times	.71
Not Applicable	33.33
No Response	.71

TABLE 7
Individual Training Sessions

Length of Session	Percentage (%)
½ hour	2.13
1 hour	25.53
1½ hour	20.57
2 hours or more	18.44
Not Applicable	32.62
No Response	.71

Basketball/Run-Dribble-Shoot. Currently, 42.55 percent of the respondents indicated that basketball and/or Run-Dribble-Shoot was offered through their local affiliation as a competitive sport. Additionally, 41.13 percent of the respondents indicated that they provided a training program to prepare the athlete in basketball skills. Tables 8 through 10 illustrate the amount of time devoted to athletic preparation for basketball/Run-Dribble-Shoot competition.

TABLE 8

Total Basketball Training Program Duration

Number of Weeks Spent on Training	Percentage (%)
1-2 weeks	3.55
3-4 weeks	6.38
5-6 weeks	11.35
7 weeks or more	19.86
Not Applicable	58.87

TABLE 9

Weekly Training Sessions

Number of Sessions Held Per Week	Percentage (%)
1 time	19.15
2 times	7.80
3 times	9.93
More than 3 times	4.26
Not Applicable	58.87

TABLE 10
Individual Training Sessions

<u>Length of Session</u>	<u>Percentage (%)</u>
½ hour	12.06
1 hour	13.48
1½ hour	8.51
2 hours or more	7.09
Not Applicable	58.87

Volleyball. The least popular sport area offered for statewide competition seems to be volleyball. Of all the respondents, 9.22 percent indicate that they have athletes involved in volleyball competition. Additionally, only 8.51 percent of the respondents indicated that they provide a training program to prepare their athletes for volleyball competition. Tables 11 through 13 illustrate the amount of time devoted to athletic preparation for volleyball competition.

TABLE 11

Total Volleyball Training Program Duration

<u>Number of Weeks Spent on Training</u>	<u>Percentage (%)</u>
1-2 weeks	0
3-4 weeks	4.26
5-6 weeks	1.42
7 weeks or more	2.84
Not Applicable	91.49

TABLE 12

Weekly Training Sessions

<u>Number of Sessions Held Per Week</u>	<u>Percentage (%)</u>
1 time	3.55
2 times	2.84
3 times	2.13
More than 3 times	0
Not Applicable	91.49

TABLE 13
Individual Training Sessions

Length of Session	Percentage (%)
½ hour	2.13
1 hour	4.96
1½ hour	1.42
2 hours or more	0
Not Applicable	91.49

Swimming and diving. Currently, 39.72 percent of the respondents indicated that swimming and diving was offered through their local affiliation as a competitive sport. Additionally, 39.01 percent of the respondents indicated that they provide a training program to prepare the involved athletes for competition. Tables 14 through 16 indicate the amount of time spent on athletic preparation for swimming and diving.

TABLE 14

Total Swimming and Diving Training
Program Duration

<u>Number of Weeks Spent on Training</u>	<u>Percentage (%)</u>
1-2 weeks	2.13
3-4 weeks	1.42
5-6 weeks	7.80
7 weeks or more	27.66
Not Applicable	60.28
No Response	.71

TABLE 15

Weekly Training Sessions

<u>Number of Sessions Held Per Week</u>	<u>Percentage (%)</u>
1 time	23.40
2 times	8.51
3 times	4.96
More than 3 times	1.42
Not Applicable	60.99
No Response	.71

TABLE 16
Individual Training Sessions

Length of Session	Percentage (%)
½ hour	6.38
1 hour	23.40
1½ hour	5.67
2 hours or more	2.84
Not Applicable	60.99
No Response	.71

Track and field. Track and field is by far the most popular sport offered through Wisconsin Special Olympics. During the past year, 94.33 percent of the respondents indicated that they had athletes involved in track and field competition. Of those, all local affiliations indicated that they provided a training program to prepare athletes for competition. Tables 17 through 19 indicate the amount of time spent on athletic preparation for track and field.

TABLE 17

Total Track and Field Training
Program Duration

Number of Weeks Spent on Training	Percentage (%)
1-2 weeks	4.96
3-4 weeks	14.18
5-6 weeks	29.08
7 weeks or more	46.10
Not Applicable	5.67

TABLE 18

Weekly Training Sessions

Number of Sessions Held Per Week	Percentage (%)
1 time	21.28
2 times	30.50
3 times	21.28
More than 3 times	21.28
Not Applicable	5.67

TABLE 19
Individual Training Sessions

Length of Sessions	Percentage (%)
½ hour	26.24
1 hour	44.68
1½ hour	17.02
2 hours or more	5.67
Not Applicable	5.67
No Response	.71

Training programs meeting the established standards. Question items on the Coaches' questionnaire relating to total training program duration, number of weekly training sessions, and individual training session length were intercorrelated. This intercorrelation determined if the established standards for the development of physical fitness and sport skill competencies were met for each specific sport area and for the total Special Olympics Programs.

BOWLING

It was identified that none of the 95 statewide bowling training programs met the established standard for the development of physical fitness and sport skill competencies. A plurality (41.84 percent) of the programs are ongoing in nature, however, most programs (58.16

percent) provide individual training sessions only once per week.

BASKETBALL/RUN-DRIBBLE-SHOOT

It was identified that 5 (8.62 percent) of the 58 statewide basketball/Run-Dribble-Shoot training programs met the established standards for the development of physical fitness and sport skill competencies. Of those programs meeting the standards, 60 percent indicated that the majority of athletic preparation took place through school physical education programs, 20 percent indicated that the majority of athletic preparation took place through independently schedules Special Olympics practice sessions and 20 percent indicated that the majority of athletic preparation took place at an alternate practice site. Tables 20 and 21 indicate the total training time and location of training programs for the basketball/Run-Dribble-Shoot programs meeting the established standards.

TABLE 20

Time Duration of Basketball/Run-Dribble-Shoot Training Programs Meeting Established Standards

Number of Training Programs	Training Time	Percentage (%)
2	7 wks or more, 3 x wkly, 1 hr	40%
3	7 wks or more, more than 3 x wkly, 1 hr	60%
0	7 wks or more, 3 x wkly, 1½ hr	0%
0	7 wks or more, more than 3 x wkly, 1½ hr	0%

TABLE 21

Location of Training Programs

Location of Training Programs	Percentage (%)
Independently scheduled Special Olympics Practices	20%
School physical education programs	60%
Local ARC* or community sponsored recreation activities	0%
Alternative practice site	20%

* Association for Retarded Citizens

VOLLEYBALL

It was identified that 1 (8.33 percent) of the 12 statewide volleyball training programs met the established standards for the development of physical fitness and sport skill competencies. The identified program provided an ongoing practice schedule of seven weeks or more in duration, three times weekly for an hour each session. It was indicated that the majority of the training took place during the school physical education program.

SWIMMING AND DIVING

It was identified that 4 (7.27 percent) of the 55 statewide swimming and diving training programs met the established standards for the development of physical fitness and sport skill competencies

in a swimming and diving program. Of those programs meeting the standards, 50 percent indicated that the majority of athletic preparation took place through school physical education programs, 25 percent indicated that the majority of practice took place through independently scheduled Special Olympics practice sessions and 25 percent indicated that the majority of athletic preparation took place at an alternate practice site. Tables 22 and 23 indicate the total training time and location of training programs for the swimming and diving programs meeting the established standards.

TABLE 22

Time Duration of Swimming and Diving
Training Programs
Meeting Established Standards

Number of Training Programs	Training Time	Percentage (%)
3	7 wks or more, 3 x wkly, 1 hr	75%
1	7 wks or more, more than 3 x wkly, 1 hr	25%
0	7 wks or more, 3 x wkly, 1½ hr	0%
0	7 wks or more, more than 3 x wkly, 1½ hr	0%

TABLE 23

Location of Training Programs

Location of Training Programs	Percentage (%)
Independently scheduled Special Olympics Practices	25%
School physical education programs	50%
Local ARC* or community sponsored recreation activities	0%
Alternative practice sites	25%

* Association for Retarded Citizens

TRACK AND FIELD

It was identified that 22 (16.54 percent) of the 133 statewide track and field training programs meet the established standards for the development of physical fitness and sport skill competencies. Of those programs meeting the standards, 54.54 percent indicated that the majority of athletic preparation took place through school physical education programs, 27.27 percent indicated that the majority of athletic preparation took place through independently scheduled Special Olympics practice sessions and 18.18 percent indicated that the majority of athletic preparation took place at an alternate practice site. Tables 24 and 25 indicate the total training time and location of training programs for track and field programs meeting the established standards.

TABLE 24

Time Duration of Track and Field
Training Programs
Meeting Established Standards

Number of Training Programs	Training Time	Percentage (%)
7	7 wks or more, 3 x wkly, 1 hr	31.81
10	7 wks or more, more than 3 x wkly, 1 hr	45.46
3	7 wks or more, 3 x wkly, 1½ hr	13.64
2	7 wks or more, more than 3 x wkly, 1½ hr	9.09

TABLE 25

Location of Training Programs

Location of Training Programs	Percentage (%)
Independently scheduled Special Olympics Practices	27.27
School physical education programs	54.54
Local ARC* or community sponsored recreation activities	0
Other	18.18

* Association for Retarded Citizens

Summary of Wisconsin Special Olympics Training Program

effectiveness. The Wisconsin Special Olympics Program Coordinator indicated that athletic preparation should be ongoing throughout the year with practice sessions scheduled two to four times weekly for a minimum of one hour and a maximum of two hours (Appendix M). It was identified through the Coaches survey that 353 training programs are provided statewide for Wisconsin Special Olympics competition. Of those available programs, 32 (9.06 percent) meet the established standards for the development of physical fitness and sport skill competencies.

The Coaches have indicated that in a majority (53.12 percent) of the training programs meeting the established standards, most of the training takes place through school physical education programs. The next most prevalent site for training (25 percent) is through independently scheduled Special Olympics Practice sessions. Finally, 21.87 percent of the training programs meeting the established standards have indicated the majority of training sessions are held at alternate training sites. Table 26 outlines a composite of those programs meeting the established standards.

TABLE 26

Location of Training Programs
Meeting Established Standards

Training Program Location	Percentage (%)
Independently scheduled Special Olympics Practices	25.00
School physical education programs	53.12
Local ARC* or community recreation sponsored activities	0
Other	21.87

* Association for Retarded Citizens

Coaches Qualifications

The Wisconsin Special Olympics Program has not established criteria for becoming a Coach. Any volunteer can become a Coach; however, it is recommended that they have knowledge and experience in sports training for special populations. It is also recommended that those coaches lacking expertise in sports training seek assistance of individuals with training in physical education or adapted physical education (Appendix M).

Occupational status of coaches. Responses to the Coaches' questionnaire indicate that a plurality (36.88 percent) of Wisconsin Special Olympics Coaches are Special Education teachers. Table 27 indicates the occupational status of Wisconsin Special Olympics Coaches. Alternate occupations of coaches are listed in Appendix F.

TABLE 27
Occupational Status of Coaches

<u>Occupation</u>	<u>Percentage (%)</u>
Special Education Teacher	36.88
Physical Education Teacher	13.48
Recreation Therapist	12.06
School Administrator	1.42
Social Worker	1.42
School Psychologist	.71
Not Employed	2.84
Other	29.79
No Response	1.41

Educational background of coaches. The majority of respondents to the Coaches' questionnaire (64.41 percent) indicated that they had background at the Bachelor's level in Special Education. A plurality of the respondents (34.77 percent) indicated that they had no background in physical education, coaching or related field. A specific breakdown of the educational backgrounds of the Coaches is illustrated in Tables 28 and 29.

TABLE 28

Highest Level of Training in Special Education

<u>Highest Level of Training</u>	<u>Percentage (%)</u>
Graduate Degree in Special Education or Related Field	13.48
Undergraduate Degree in Special Education or Related Field	62.41
Completed 1-3 courses at University Level in Special Education	9.22
Attended Workshops or Clinics sponsored by Special Olympics	6.38
None	6.38
No Response	2.13

TABLE 29

Highest Level of Training in Coaching or Related Field

<u>Highest Level of Training</u>	<u>Percentage (%)</u>
Undergraduate Degree in Special Education, Coaching, or Related Field	12.06
Concentration or Minor in Coaching	2.84
Completed 1-3 courses at University Level in Coaching	16.31
Attended Workshops and Clinics Sponsored by Special Olympics	31.91
None	34.77
No Response	2.13

Status of volunteers involved in athletic preparation. In addition to the occupational and educational backgrounds of the Coaches, the backgrounds of the volunteers who participated in athletic preparation were also examined. A plurality (31.91 percent) of volunteers consisted of other professionals including recreational therapists, physical education teachers, occupational therapists, etc. Table 30 illustrates the specific breakdown of the status of volunteers. Those indicating a combination of backgrounds of volunteers are listed in Appendix H.

TABLE 30

Status of Volunteers

<u>Status</u>	<u>Percentage (%)</u>
High school students	9.93
College students	9.92
Parents of athletes	4.26
Other professionals	31.91
Combination/other	31.91
Not Applicable	8.51
No Response	4.96

Coaching qualifications meeting the established standards. The educational backgrounds of the Wisconsin Special Olympics Coaches were analyzed to identify the number of Coaches meeting the established standards for coaching qualifications. Of the 141 Coaches responding to the questionnaire, 40 (28.36 percent) of Coaches possess the educational background necessary to meet the established standards for Wisconsin Special Olympics Coach. Table 31 illustrates the educational backgrounds of those Coaches meeting the established standards.

TABLE 31

Educational Background of Qualified Coaches

<u>Educational Background</u>	<u>Percentage (%)</u>
Adapted Physical Education (Graduate level)	2.5
Special Education Degree with Physical Education background	52.50
Physical Education Degree with Special Education background	45.00

State and Area Support of Local Training Programs for Coaches and Athletes

Monetary and other resources were identified to determine the priority placed on local training programs by the Areas and State levels.

State sponsored area coordinator conferences. The respondents to the Area Coordinator questionnaire indicated that one to three state sponsored conferences were held in the past year. As identified by a plurality of the Area Coordinators (44.44 percent), the major focus of the State conferences was to aid in the management of Area meets. Specifically, the Area Coordinators' perspectives of the focus of the conferences as outlined in Table 32.

TABLE 32

Focus of Area Coordinators Conferences

<u>Focus of Conferences</u>	<u>Percentage (%)</u>
As a resource for improvement of management and planning of Area meets	44.44
As a resource for development of fund raising, publicity, volunteer recruitment, etc.	0
As a resource for providing quality training programs for athletes to be disseminated to the Coaches	22.22
For the purpose of making high level decisions regarding total State and National Special Olympics Programs	0
Other	22.22
No Response	0

State sponsored coaches clinics. The State Program Coordinator stated that two statewide Coaches clinics were offered during fiscal year 1980. The subject content of the two workshops was weight training and basketball. The clinics were designed to help Coaches gain expertise in the instruction of the two sports with modifications for the mentally retarded populations. All personnel involved in the clinic's operation were volunteers and most facilities were donated. The State expenditure for the weight training clinic was \$288.51 and the expenditure for the basketball clinic was \$67.32 for a total of \$355.83. No fee was assessed to the participating Coaches (Appendix M).

Area sponsored coaches clinics. As identified through the Area Coordinators survey, most Areas (66.66 percent) offered from one to three sport clinics in the past year for local coaches. Most of the sport areas covered were pertinent to Wisconsin Special Olympics competition (Appendix G) and all indicated that the funding for the clinics was either donated or sponsored through local monies. No fee was assessed to the participants. Table 33 provides insight regarding the primary emphasis of the Coaches' clinics as identified by the Area Coordinator.

TABLE 33

Primary Emphasis of Area Level Coaches Clinics

Primary Emphasis of Clinics	Percentage (%)
Instruction of disabled and/or handicapped population	33.33
Instruction in mechanics of sports skills	22.22
Techniques of organizing affective training programs	11.11
Other	0
No Response	33.33

Responses regarding the percentage of local affiliation representation at the Area sponsored clinics varied. Responses are identified in Table 34.

TABLE 34

Local Affiliation Representation
at Area Sponsored Clinics

Local Affiliation Representation	Percentage (%)
75-100 percent	11.11
50-75 percent	11.11
25-50 percent	22.22
Less than 25 percent	22.22
No Response	33.33

Coaches awareness of and attendance to state and area sponsored sports clinics. As identified through the Coaches' questionnaire, a plurality (39.72 percent) of respondents indicated that they were aware of one to two coaches clinics in the past year; however, a majority (71.63 percent) indicated that they did not participate in any of the clinics. Of those coaches who were in attendance at the clinics, 78 percent felt that it helped them to become better coaches. The majority of respondents (56.14 percent) felt that the clinics focused on mechanics of sport skills as well as methods of instruction for the mentally retarded population. Most (86.6 percent) indicated that the clinics were free to participants although 13.4 percent indicated that a fee was involved ranging from \$4 to \$10 (Appendix J).

Monetary support of local training programs.

AREA LEVEL MONETARY SUPPORT

As previously identified, a majority of the Areas (66.66 percent) provided Clinics and/or Workshops to local coaches to aid them in the establishment of quality training programs for the Athletes. Of those Areas providing workshops, 33.33 percent indicated that the money provided to fund the clinics was derived from the Area budget. The other 66.66 percent indicated that the funding was donated from outside sources (Appendix J).

STATE LEVEL MONETARY SUPPORT

As previously identified, two sport clinics were sponsored by the State to aid local Coaches in the development of quality training programs. The State Program Coordinator has identified that the total State expenditures for both Clinics totaled \$355.83 (Appendix M).

A review of the most recent Wisconsin Special Olympics budget audit (August 1979) indicates that the functional expenses for the previous year totaled \$237,603. Functional expenses are divided into two major categories; Program Services and Supporting Services. The category of Program Services includes the subcategories of Public Relations, Local Programming, Competition/Sports Training, and Area Programming. Supporting services includes the subcategories of Management and General and Fund Raising.

The single subcategory with the highest monetary expenditure is Competition/Sports Training in which the expenditure totals \$171,317. Within this subcategory a majority (61.94 percent) of the money was allocated to support State and International Games competition.

The single subcategory within the Program Services category, with the lowest monetary expenditure is Local Programming in which the expenditure totals \$13,168. The State Program Coordinator identified that the major expenses within this category were primarily administrative including printing costs, supplies, postage, shipping, and telephone (Appendix M).

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Summary of the Problem

The purpose of this study was to identify the contributions of the Wisconsin Special Olympics program to the development of physical fitness and sport skill competencies for the mentally retarded population. No effort was made to identify Program Contributions to the social and psychological development of the participants.

Summary of the Hypotheses

One major and four secondary hypotheses were identified. The first three hypotheses relate to the quantity of time allotted for athletic preparation for the five sport areas available through State level competition, as a vehicle for the development of physical fitness and sport skill competencies for participants. The fourth hypothesis relates to the qualifications of personnel responsible for athletic preparation. The fifth hypothesis relates to the State and Area level support to the local training programs.

Criteria for acceptance or rejection of the hypotheses were developed as a result of investigations of previous studies and was based on the attainment or lack of attainment of established standards.

Summary of Methods

The subjects involved in the study included Wisconsin Special Olympics Coaches, Area Coordinators and the State Program Coordinator. Two descriptive design questionnaires were developed to survey the Coaches and Area Coordinators. Additional data was obtained through a personal interview with the State Program Coordinator and through a review of financial documentation.

All standards were developed as a result of a review of the related literature and as a basis for meeting the criteria for each of the hypotheses. The standard developed for the first hypothesis was established as being contingent upon the rejection of the other four hypotheses. The standards developed for the second and third hypotheses were related to minimal time allotments necessary during athletic preparation for effective development of physical fitness and sport skill competencies. It was identified that minimally, training programs for each sport area must be conducted for seven or more consecutive weeks, three times per week for 45 to 90 minutes each session.

The standard for the fourth hypothesis identifies a minimal educational background of either an undergraduate degree in Special Education with a background in Physical Education or an undergraduate degree in Physical Education with a background in Special Education. An Adapted Physical Education at the graduate level was identified as the most highly qualified individual for the role of Special Olympic Coach.

The standard for the fifth hypothesis was based on the amount

and type of resources made available to local affiliations for the promotion of quality training programs. It was established that one clinic or workshop per year dealing with each of the five sport areas should be available for Coaches. Additionally, the majority of the monetary and other resources should directly benefit the athletes.

The criteria for rejection of the first three hypotheses was established at 75 percent of the training programs meeting the minimal standards relating to instructional time necessary for the improvement of physical fitness and sport skill competency. The criteria for the fourth hypothesis was also established at the 75 percent level and relates to the number of Coaches meeting the minimal educational qualifications identified as necessary for optimum coaching effectiveness. The criteria for the fifth hypothesis was two fold. It was identified that at least one half of the areas must meet the established standards for Coaches' Clinics and Workshops. Additionally, it was established that at least one half of the resources generated through the Special Olympics Organization must be shown as directly benefiting the athletes.

The responses to the questionnaire were tabulated in terms of percentages and total tally with the aid of the Hewlett Packard 3000 Series 2 computer.

Summary of Results

Information extracted from the questionnaires, the personal interview, and review of financial documentation led to conclusions regarding the contributions of the Wisconsin Special Olympics Program

to the development of physical fitness and sport skill competencies for the mentally retarded population.

Based on the limitations of this study it was determined that 9.06 percent (32 of 353) of the identified training program met the established standards for the development of physical fitness and sport skill competencies. Of those programs meeting the standards, 53.12 percent of the training took place during school physical education programs.

A plurality of the Wisconsin Special Olympics Coaches, 36.88 percent, are Special Education teachers. A plurality of the Coaches, 34.77 percent, indicated that they had no background in physical education, coaching, or in a related field. A cross analysis of the educational background of coaches identified that 28.36 percent (40 of 141) of the coaches surveyed met the established standard for coaching qualifications. Of those coaches meeting the standard, 52.5 percent indicated that their primary background was in Special Education with some preparation in physical education.

It was identified that Wisconsin Special Olympics at the State level sponsored two clinics for coaches in fiscal year 1980. Most Areas, 66.60 percent, identified that they offered one to three coaches clinics in the past year. Most of the clinics, although not all, directly related to the five sport areas available for Special Olympics competition at the state level. Most of the funding for the State and Area sponsored clinics was donated from private concerns. A review of the Wisconsin Special Olympics Budget audit revealed that

the overwhelming majority of the functional expenses is allocated to administrative costs.

Conclusions

Based on the limitations of this study and the data gathered, the following conclusions were drawn:

1. The Wisconsin Special Olympics Program does not significantly contribute to the physical fitness and sport skill competencies of the mentally retarded population.
2. The majority of the Coaches and volunteers directly responsible for the athletic preparation do not have the educational background conducive to the effective development of physical fitness and sport skill competencies in the mentally retarded population.
3. The State and Area levels do not provide sufficient support to local training programs to evidence athletic preparation as a priority within the total program.

Recommendations

Based on the limitations of this study and the data gathered, the following recommendations were identified:

1. Repeat the study on a national basis.
2. Repeat the study within the State of Wisconsin at some time during the next several years to determine changes in the athletic preparation, coaching qualifications, and State support of local training programs.

3. Conduct a follow-up study to determine the quality of training programs relating to the development of physical fitness and sport skill competencies.
4. All locally affiliated training programs should be conducted as a cooperative effort between school physical education programs, day services, activity programs, etc., with an established minimal instructional time, for each sport area, required for participation in competition.
5. Inservice of Coaches relating to the mechanics of sport skills, physical fitness development, and instructional methodology for the mentally retarded population should be provided to and required of Coaches on a year round basis.
6. The State office should evidence priority of athletic preparation by allocating at least one half of the funds generated annually to the direct benefit of the local affiliations for the improvement of training programs. This should be accomplished through improved services to Coaches, which ultimately will benefit the Athletes.

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APPENDIX A



Sports & athletic training for mentally retarded citizens

2059 Atwood Avenue
Madison, Wisconsin 53704

(608) 241-1324

July 1, 1980

Cindy Mixdorf
122 Trowbridge Hall
LaCrosse, WI 54601

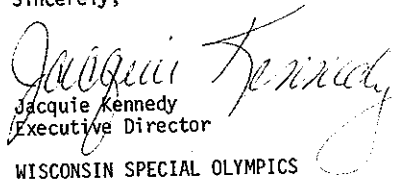
Dear Cindy:

I wish to take this opportunity to thank you for your interest in Wisconsin Special Olympics and in designing a survey for our coaches. I support the project you are working on and feel you have provided a service to us which may provide valuable information and insight into the coaching element of our program.

I would appreciate receiving a copy of your survey results and the final report you will be submitting for the project.

If we can be of any further assistance to you in this project, please feel free to call on us.

Sincerely,


Jacquie Kennedy
Executive Director
WISCONSIN SPECIAL OLYMPICS

JK:ky

Enclosures

P.S. I received the copy of your letter in response to Pam Hailey. I feel that there may have been a great deal of misinformation passed on to you, and I would like the opportunity to discuss this with you. I would appreciate it if you would give me a call.

Changes being made in the Special Olympics program are made with the idea in mind to accommodate the athletes and to enhance the quality of our program. It is our hope that the county coordination element which has been introduced will serve this purpose. I look forward to hearing from you.

Co-sponsored by The Joseph P. Kennedy, Jr. Foundation

APPENDIX B

SURVEY OF WISCONSIN SPECIAL OLYMPICS

As a graduate student in Physical Education - Handicapped and a coach of three (3) years for Special Olympics, I have chosen to do an overview of the contribution of the Wisconsin Special Olympics Program to the development of physical fitness and sports skills for the disabled and handicapped population as the topic for my seminar paper.

Your cooperation in completing the questionnaire is greatly appreciated and will help me to obtain data regarding the status of training programs and competition preparation for athletes involved in Special Olympics. Please circle the most appropriate response for all multiple choice questions and fill in the blanks where appropriate. Please limit your responses to the activities which have occurred in the past year (6/79 - 6/80). Thank you for your anticipated cooperation.

Sincerely,

Cynthia D. Mixdorf

Cynthia D. Mixdorf
Wisconsin Special Olympics Coach - School District of Kettle Moraine
Graduate Student - U.W.-LaCrosse

- 82
1. Have you been involved with Special Olympics for the past year in a coaching capacity? (For the purpose of this paper, a coach is defined as the individual, working on a volunteer basis, who is ultimately responsible for the majority of the Athlete's training for Wisconsin Special Olympics Competition including sports skills instruction and physical fitness development.)
 - A. Yes
 - B. No
 2. How long have you been involved with Wisconsin Special Olympics in a coaching capacity?
 - A. 1 year
 - B. 2-3 years
 - C. 4-5 years
 - D. More Than 5 years
 3. With which area are you affiliated?

A. 1	E. 5	I. 9
B. 2	F. 6	J. 10
C. 3	G. 7	K. 11
D. 4	H. 8	
 4. How many athletes are involved in your Special Olympics Program?

A. 1-10	D. 50-100
B. 10-20	E. 100-200
C. 20-50	
 5. Do you have any athletes involved in Bowling competition through Wisconsin Special Olympics?
 - A. Yes
 - B. No
 6. Do you offer training programs to prepare the athletes for Bowling competition?
 - A. Yes
 - B. No
 7. Approximately how long do athletes participate in a training program for Bowling?
 - A. 1-2 weeks
 - B. 3-4 weeks
 - C. 5-6 weeks
 - D. 7 weeks or more
 - E. Not applicable
 8. How many times per week are training sessions on Bowling held?
 - A. 1 time per week
 - B. 2 times per week
 - C. 3 times per week
 - D. More than 3 times per week
 - E. Not applicable
 9. Approximately how long is each training session for Bowling?
 - A. $\frac{1}{2}$ hour
 - B. 1 hour
 - C. $1\frac{1}{2}$ hour
 - D. 2 hours or more
 - E. Not applicable
 10. Do you have any athletes involved in Basketball/Run-Dribble-Shoot Competition through Wisconsin Special Olympics?
 - A. Yes
 - B. No
 11. Do you offer a training program to prepare the athletes for Basketball/Run-Dribble-Shoot competition?
 - A. Yes
 - B. No
 12. Approximately how long do athletes participate in a training program for Basketball/Run-Dribble-Shoot?
 - A. 1-2 weeks
 - B. 3-4 weeks
 - C. 5-6 weeks
 - D. 7 weeks or more
 - E. Not applicable
 13. How many times per week are training sessions for Basketball/Run-Dribble-Shoot held?
 - A. 1 time per week
 - B. 2 times per week
 - C. 3 times per week
 - D. More than 3 times per week
 - E. Not applicable
 14. Approximately how long is each training session for Basketball/Run-Dribble-Shoot?

A. $\frac{1}{2}$ hour	D. 2 hours or more
B. 1 hour	E. Not applicable
C. $1\frac{1}{2}$ hour	

15. Do you have any athletes involved in Volleyball competition through Wisconsin Special Olympics?
A. Yes
B. No
16. Do you offer a training program to prepare the athletes for Volleyball competition?
A. Yes
B. No
17. Approximately how long do athletes participate in a training program for Volleyball?
A. 1-2 weeks
B. 3-4 weeks
C. 5-6 weeks
D. 7 weeks or more
E. Not applicable
18. How many times per week are training sessions for Volleyball held?
A. 1 time per week
B. 2 times per week
C. 3 times per week
D. More than 3 times per week
E. Not applicable
19. Approximately how long is each training session for Volleyball?
A. $\frac{1}{2}$ hour
B. 1 hour
C. $1\frac{1}{2}$ hour
D. 2 hours or more
E. Not applicable
20. Do you have any athletes involved in Swimming and Diving competition through Wisconsin Special Olympics?
A. Yes
B. No
21. Do you offer a training program to prepare the athletes for Swimming and Diving competition?
A. Yes
B. No
22. Approximately how long do athletes participate in a training program for Swimming and Diving?
A. 1-2 weeks
B. 3-4 weeks
C. 5-6 weeks
D. 7 weeks or more
E. Not applicable
23. How many times per week are training sessions for Swimming and Diving held?
A. 1 time per week
B. 2 times per week
C. 3 times per week
D. More than 3 times per week
E. Not applicable
24. Approximately how long is each training session for Swimming and Diving?
A. $\frac{1}{2}$ hour
B. 1 hour
C. $1\frac{1}{2}$ hours
D. 2 hours or more
E. Not applicable
25. Do you have any athletes involved in Track and Field competition through Wisconsin Special Olympics?
A. Yes
B. No
26. Do you offer a training program to prepare the athletes for Track and Field competition?
A. Yes
B. No
27. Approximately how long do athletes participate in a training program for Track and Field?
A. 1-2 weeks
B. 3-4 weeks
C. 5-6 weeks
D. 7 weeks or more
E. Not applicable
28. How many times per week are training sessions for Track and Field held?
A. 1 time per week
B. 2 times per week
C. 3 times per week
D. More than 3 times per week
E. Not applicable
29. Approximately how long is each training session for Track and Field?
A. $\frac{1}{2}$ hour
B. 1 hour
C. $1\frac{1}{2}$ hour
D. 2 hours or more
E. Not applicable
30. Where does most of the athletic training for Special Olympics competition take place?
A. Through independently scheduled Special Olympics practice sessions
B. Through school physical education programs
C. Through local ARC or community recreation sponsored activities
D. Other _____
31. Which of the following best describes your present employment status?
A. Special Education Teacher
B. Physical Education Teacher
C. Recreation Therapist
D. School Administrator
E. Social Worker
F. School Psychologist
G. Not employed
H. Other (please specify) _____
32. Which of the following best describes your highest level of training in working with the handicapped population?
A. Completed Master's Degree or Doctorate in Special Education or related field
B. Completed Bachelor's Degree in Special Education or related field
C. Completed 1-3 courses at University level in Special Education
D. Attended workshops and clinics sponsored by Special Olympics
E. None
33. Which of the following best describes your highest level of training in coaching?
A. Completed Bachelor's Degree in Coaching, Sports Medicine, or related field
B. Completed concentration or minor in Coaching
C. Completed 1-3 courses at the University level in Coaching
D. Workshops and Clinics sponsored through Special Olympics
E. None
34. To the best of your knowledge, how many clinics or workshops for the purpose of inservicing coaches and volunteers were held in your area? (This is excluding Area general information meetings.)
A. 5 or more
B. 3-4
C. 1-2
D. None

35. Did you participate in any clinics or workshops?
A. Yes (please specify type) _____
B. No
C. Not applicable
36. What was the objective of the clinic(s)/workshop(s)?
A. To provide inservice training for working with special populations.
B. To provide inservice in how to teach sports skills
C. Combination of the above
D. Other _____
E. Not applicable
37. Did you find the clinic(s)/workshop(s) beneficial to helping you become a better coach for Special Olympics?
A. Yes
B. No
C. Not applicable
38. What was the cost for the clinic(s)/workshop(s)?
A. No fee involved
B. Specify amount _____
39. Do you have additional volunteers functioning as assistant coaches for your training program?
A. Yes
B. No
40. Approximately how many volunteers do you have working under you during training programs?
A. 1-5 volunteers
B. 5-10 volunteers
C. 10-20 volunteers
D. More than 20 volunteers
41. Which of the following best describes the majority of the volunteers?
A. High school students
B. College students
C. Parents of athletes
D. Other professionals (Rec. therapists, OT's, PT's, P.E. Teachers, etc.)
E. Combination of above (specify by letter) _____
F. Not applicable
42. Did you provide any inservice training to your volunteers/assistant coaches prior to conducting training programs for the athletes?
A. Yes
B. No
C. Not applicable
43. Which best describes the method utilized for inservicing volunteers/assistant coaches?
A. Extensive use of media and materials developed for working with Special populations and teaching sports skills provided by the Special Olympics State and/or Area Office
B. Some use of materials provided by the State and/or Area Office
C. Self-developed handouts utilized
D. Verbal information only
E. No inservice held
F. Not applicable
44. Approximately how much time was spent inservicing volunteers/assistant coaches prior to training programs?
A. 1-2 hours
B. 2-3 hours
C. 4-6 hours
D. No inservice held prior to training program
E. Not applicable

APPENDIX C

Cynthia D. Mixdorf
122 Trowbridge Hall
La Crosse, WI 54601
June 8, 1980

Dear Area Coordinator,

I am distributing the enclosed questionnaire to all Area Coordinators to gather data for my graduate seminar paper. Following the final printing of the survey, I discovered that there were a few questions that I neglected to include. I am requesting that you respond to the below listed questions, complete the enclosed questionnaire and return both back to me in the enclosed envelope. Please do not overlook the three questions on the back of the questionnaire. I would appreciate a response within ten days upon receipt.

Thank you for your anticipated cooperation.

Sincerely,

Cynthia D. Mixdorf

ADDITIONAL SURVEY QUESTIONS

15. Based on an average of all local affiliations in your area, what is the maximum amount of time spent on a weekly basis for athletic preparation for the sports programs that are offered?
 - A. 0-1 week
 - B. 2-3 weeks
 - C. 4-5 weeks
 - D. 6 weeks or more
 - E. Unknown

16. Based on an average of all local affiliations in your area, what is the minimum amount of time spent on a weekly basis for athletic preparation for the sports programs that are offered?
 - A. 0-1 week
 - B. 2-3 weeks
 - C. 4-5 weeks
 - D. 6 weeks or more
 - E. Unknown

17. What would you expect to be the average amount of time necessary for a training program for a given sports program?
- A. 0-1 week
 - B. 2-3 weeks
 - C. 4-5 weeks
 - D. 6 weeks or more
18. Based on an average of all local affiliations in your area, what is the maximum amount of time spent per week for athletic preparation for the sports programs that are offered?
- A. 1 time per week
 - B. 2 times per week
 - C. 3 or more times per week
 - D. Unknown
19. Based on an average of all local affiliations in your area, what is the minimum amount of time spent per week for athletic preparation for the sports programs that are offered?
- A. 1 time per week
 - B. 2 times per week
 - C. 3 or more times per week
 - D. Unknown
20. What would you expect to be the average amount of time necessary for a training program for a given sports program?
- A. 1 time per week
 - B. 2 times per week
 - C. 3 times per week or more

SURVEY OF WISCONSIN SPECIAL OLYMPICS

As a graduate student in Physical Education-Handicapped and a coach of three years for Special Olympics, I have chosen to do an overview of the contribution of the Wisconsin Special Olympics Program to the development of physical fitness and sports skills for the disabled and handicapped population as the topic for my seminar paper.

Your cooperation in completing the questionnaire is greatly appreciated and will help me to obtain data regarding the status of training programs and competition preparation for athletes involved in Wisconsin Special Olympics. Please circle the most appropriate response for all multiple choice questions and fill in the blanks where appropriate. Please limit your responses to the activities which have occurred in the past year (6/79-6/80) only. Thank you for your anticipated cooperation.

Sincerely,

Cynthia D. Mixdorf

Cynthia D. Mixdorf
Wisconsin Special Olympics Coach - School District of Kettle Moraine
Graduate Student - U.W.-LaCrosse

- 86
1. In addition to your role as Area Coordinator for Wisconsin Special Olympics, which best describes your present employment status?
 - A. Teacher in area of Physical Education
 - B. Teacher in area of Special Education
 - C. Physical Therapist, Occupational Therapist, Recreation Therapist
 - D. School or Institution Administrator
 - E. Other (please specify) _____
 2. Before accepting the Area Coordinators position, in what other capacity have you served Special Olympics?
 - A. Coach
 - B. Chaperone to area/state games
 - C. Committee member (fund raising, publicity, etc.)
 - D. Parent of athlete
 - E. Other (please specify) _____
 3. Where did you receive most of your preparation or training in dealing with the disabled and handicapped population?
 - A. Graduate course work or field work
 - B. Undergraduate course work or field work
 - C. Inservice training, workshops, etc., provided by state Special Olympics offices.
 - D. Other (please specify) _____
 - E. None
 4. Where did you receive most of your preparation or training in the area of sports skills and coaching?
 - A. Graduate course work or field work
 - B. Undergraduate course work or field work
 - C. Inservice, training programs, workshops, etc., provided by state Special Olympics offices.
 - D. Other (please specify) _____
 - E. None
 5. In the past year, how many area coordinators' meetings sponsored by the state office did you attend?
 - A. 1
 - B. 2
 - C. 3
 - D. 4
 6. In what way were these meeting(s) most beneficial to you?
 - A. As a resource for improvement of management and planning of area meets.
 - B. As a resource for development of fund raising, publicity, volunteer recruitment, etc.
 - C. As a resource for providing quality training programs for athletes to be disseminated to the coaches.
 - D. For the purpose of making high level decisions regarding total state and national Special Olympics programs.
 - E. Other (please specify) _____
 7. In the past year, how many workshop clinics did you, as an area coordinator, host for coaches and volunteers to assist them in development of quality training programs?
 - A. 1
 - B. 2
 - C. 3
 - D. 4 or more
 8. Please list the sports areas covered in the workshop(s).
 - A. _____
 - B. _____
 - C. _____
 - D. _____
 9. How were the area workshop/clinic(s) funded?
 - A. local area monies
 - B. state monies
 - C. other (please specify) _____
 10. Were the workshop/clinic(s) free to participants?
 - A. Yes
 - B. No
 11. If the answer to the above question is "no", what was the amount of fee involved?

A. \$1-\$5	C. \$10-\$20
B. \$5-\$10	D. Over \$20

12. Which of the following describes the primary emphasis of the clinic(s)?
- A. To assist coaches and volunteers in how to instruct and coach disabled and/or handicapped populations.
 - B. To assist coaches and volunteers in the proper mechanics of the sports skills applicable to participation in Special Olympic events.
 - C. To aid coaches and volunteers in how to effectively run a training program to prepare athletes for Special Olympics competition.
 - D. Other (please specify) _____

13. In your estimation, approximately what percentage of locally affiliated programs had representation at the clinic(s)?

- A. 75-100%
- B. 50-75%
- C. 25-50%
- D. Less than 25%

14. As an Area Coordinator, please list all activities held in your area that have helped to promote quality training programs for Special Olympics athletes.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

APPENDIX D

June 28, 1980

Dear Area Coordinator,

Several weeks ago I sent to you a questionnaire regarding Wisconsin Special Olympics. As of yet, many of the area coordinators have not returned the questionnaire. If you have not already completed the questionnaire, would you please take a few minutes to do so. Your input is very valuable to the results of my study, and the completion date of said study is drawing near.

Thank you for your cooperation.

Sincerely,

Cynthia D. Mixdorf
Graduate Student-UW-La Crosse
Wisconsin Special Olympics Coach
122 Trowbridge Hall
La Crosse, Wisconsin 54601

APPENDIX E

ALTERNATE SPECIAL OLYMPIC TRAINING SITES

1. Veteran's Administration Center (2)
2. Day Service Program (2)
3. Part of Scheduled Structured Activities Program/Cooperation and
MARC Program
4. Center-Related P.E.
5. Facility
6. Recreation Department Agency
7. YMCA Night Practice
8. Workshop Recreation
9. Non-Specific Location
10. Day Care Center
11. N. H. Activity Program
12. University
13. Jogging Club
14. Health Center
15. Bowling Alley, Track Field, School Buildings
16. A. A. C. Workshop and Bowling Alley
17. Day Activity Center

APPENDIX F

ALTERNATE OCCUPATIONAL STATUS OF COACHES

1. Certified Occupational Therapy Aide (3)
2. Adapted Physical Education (3)
3. Supervisor (2)
4. Driver/Aide (2)
5. Work Activities Coordinator
6. Director-Day Activities Center
7. Volunteer
8. Work Adjustment Trainer/Supervisor
9. Instructor in D. D. Day Services Program
10. Recreation Director
11. Assistant Director of Sheltered Workshop
12. Education Therapist in Rehabilitation Workshop
13. Day Activities Center Administration
14. Client Supervisor
15. Computer Engineer
16. Independent Living Skills Coordinator
17. Sheltered Workshop Education Specialist
18. Work Activities Coordinator
19. Physical Therapist
20. Aide
21. Recreation Supervisor
22. YARCers
23. Special Education Substitute Teacher

24. Student
25. ARC Recreation Coordinator
26. Behavior Therapist
27. Leisure Time Coordinator
28. Recreation Director
29. Independent Living Skills Instructor
30. Recreation and Community Department Staff Worker
31. Manager-Work Activity Center
32. College Student
33. Occupational Therapist
34. Biologist

APPENDIX G

TOPICS OF CLINICS/WORKSHOPS FOR
SPECIAL OLYMPICS COACHES

1. Basketball
2. Track and Field, Soccer
3. Volleyball, Soccer
4. Track, Frisbee, Softball
5. Weight-training
6. Soccer, Volleyball, Basketball, Swimming

APPENDIX H

BACKGROUND OF VOLUNTEERS
INVOLVED IN TRAINING

1. High school students, Other professionals (9)
2. Non-specific (6)
3. Parents of athletes, Other professionals (5)
4. High school students, College students (4)
5. High school students, College students, Other professionals (3)
6. High school students, Parents of athletes, Other professionals (2)
7. College students, Parents of athletes (2)
8. Interested Area People (2)
9. High school students, Parents of athletes (2)
10. College students, Parents of athletes, Other professionals
11. College students, Other professionals
12. High school students, Other teachers
13. Other professionals, Middle school students
14. Other professionals, Nursing Home staff
15. Interested Individuals, Aides
16. Non-professional staff, Social Workers
17. Workshop Aides
18. Van Driver

APPENDIX I

TABLE A
TOTAL TALLY TABLE

Tally Response

	1. Have you been involved with Special Olympics for the past year in a coaching capacity? (For the purpose of this paper, a Coach is defined as the individual, working on a volunteer basis, who is ultimately responsible for the majority of the Athlete's training for Wisconsin Special Olympics Competition including sport skills instruction and physical fitness development.)
<u>137</u>	A. Yes
<u>4</u>	B. No
	2. How long have you been involved with Wisconsin Special Olympics in a coaching capacity?
<u>52</u>	A. 1 year
<u>40</u>	B. 2-3 years
<u>22</u>	C. 4-5 years
<u>25</u>	D. More than 5 years
<u>2</u>	No Response
	3. With which Area are you affiliated?
<u>8</u>	A. 1
<u>9</u>	B. 2
<u>24</u>	C. 3
<u>18</u>	D. 4
<u>10</u>	E. 5
<u>23</u>	F. 6
<u>7</u>	G. 7
<u>13</u>	H. 8
<u>15</u>	I. 9
<u>8</u>	J. 10
<u>0</u>	K. 11
<u>6</u>	No Response
	4. How many athletes are involved in your Special Olympics Program?
<u>42</u>	A. 1-10
<u>38</u>	B. 10-20
<u>40</u>	C. 20-50
<u>15</u>	D. 50-100
<u>6</u>	E. 100-200

Table A (Continued)

	5. Do you have any athletes involved in Bowling competition through Wisconsin Special Olympics?
<u>99</u>	A. Yes
<u>42</u>	B. No
	6. Do you offer training programs to prepare the athletes for Bowling competition?
<u>95</u>	A. Yes
<u>46</u>	B. No
	7. Approximately how long do athletes participate in a training program for Bowling?
<u>9</u>	A. 1-2 weeks
<u>4</u>	B. 3-4 weeks
<u>20</u>	C. 5-6 weeks
<u>12</u>	D. 7 weeks or more
<u>59</u>	E. Not applicable
	8. How many times per week are training sessions on Bowling held?
<u>82</u>	A. 1 time per week
<u>9</u>	B. 2 times per week
<u>1</u>	C. 3 times per week
<u>1</u>	D. More than 3 times per week
<u>47</u>	E. Not applicable
<u>1</u>	No Response
	9. Approximately how long is each training session for Bowling?
<u>3</u>	A. $\frac{1}{2}$ hour
<u>36</u>	B. 1 hour
<u>29</u>	C. $1\frac{1}{2}$ hour
<u>26</u>	D. 2 hours
<u>46</u>	E. Not applicable
<u>1</u>	No Response
	10. Do you have any athletes involved in Basketball/Run-Dribble-Shoot Competition through Wisconsin Special Olympics?
<u>60</u>	A. Yes
<u>81</u>	B. No
	11. Do you offer a training program to prepare the athletes for Basketball/Run-Dribble-Shoot Competition?
<u>58</u>	A. Yes
<u>83</u>	B. No

Table A (Continued)

	12. Approximately how long do athletes participate in a training program for Basketball/Run-Dribble-Shoot?
<u>5</u>	A. 1-2 weeks
<u>9</u>	B. 3-4 weeks
<u>16</u>	C. 5-6 weeks
<u>28</u>	D. 7 weeks or more
<u>83</u>	E. Not applicable
	13. How many times per week are training sessions for Basketball/Run-Dribble-Shoot held?
<u>27</u>	A. 1 time per week
<u>11</u>	B. 2 times per week
<u>14</u>	C. 3 times per week
<u>6</u>	D. More than 3 times per week
<u>8</u>	E. Not applicable
	14. Approximately how long is each training session for Basketball/Run-Dribble-Shoot?
<u>17</u>	A. $\frac{1}{2}$ hour
<u>19</u>	B. 1 hour
<u>12</u>	C. $1\frac{1}{2}$ hour
<u>10</u>	D. 2 hours or more
<u>83</u>	E. Not applicable
	15. Do you have any athletes involved in Volleyball competition through Wisconsin Special Olympics?
<u>13</u>	A. Yes
<u>128</u>	B. No
	16. Do you offer a training program to prepare the athletes for Volleyball competition?
<u>12</u>	A. Yes
<u>129</u>	B. No
	17. Approximately how long do athletes participate in a training program for Volleyball?
<u>0</u>	A. 1-2 weeks
<u>6</u>	B. 3-4 weeks
<u>2</u>	C. 5-6 weeks
<u>4</u>	D. 7 weeks or more
<u>129</u>	E. Not applicable
	18. How many times per week are training sessions for Volleyball held?
<u>5</u>	A. 1 time per week
<u>4</u>	B. 2 times per week
<u>3</u>	C. 3 times per week
<u>0</u>	D. More than 3 times per week
<u>129</u>	E. Not applicable

Table A (Continued)

	19. Approximately how long is each training session for Volleyball?
<u>3</u>	A. ½ hour
<u>7</u>	B. 1 hour
<u>2</u>	C. 1½ hour
<u>0</u>	D. 2 hours or more
<u>129</u>	E. Not applicable
	20. Do you have any athletes involved in Swimming and Diving competition through Wisconsin Special Olympics?
<u>56</u>	A. Yes
<u>84</u>	B. No
<u>1</u>	No Response
	21. Do you offer a training program to prepare the athletes for Swimming and Diving competition?
<u>55</u>	A. Yes
<u>85</u>	B. No
<u>1</u>	No Response
	22. Approximately how long do athletes participate in a training program for Swimming and Diving?
<u>3</u>	A. 1-2 weeks
<u>2</u>	B. 3-4 weeks
<u>11</u>	C. 5-6 weeks
<u>39</u>	D. 7 weeks or more
<u>85</u>	E. Not applicable
<u>1</u>	No Response
	23. How many times per week are training sessions for Swimming and Diving held?
<u>33</u>	A. 1 time per week
<u>12</u>	B. 2 times per week
<u>7</u>	C. 3 times per week
<u>2</u>	D. More than 3 times per week
<u>86</u>	E. Not applicable
<u>1</u>	No Response
	24. Approximately how long is each training session for Swimming and Diving?
<u>9</u>	A. ½ hour
<u>33</u>	B. 1 hour
<u>8</u>	C. 1½ hour
<u>4</u>	D. 2 hours or more
<u>86</u>	E. Not applicable
<u>1</u>	No Response

Table A (Continued)

<p>183 <u>8</u></p>	<p>25. Do you have any athletes involved in Track and Field competition through Wisconsin Special Olympics? A. Yes B. No</p>
<p>133 <u>8</u></p>	<p>26. Do you offer a training program to prepare the athletes for Track and Field competition? A. Yes B. No</p>
<p>7 <u>20</u> <u>41</u> <u>65</u> <u>8</u></p>	<p>27. Approximately how long do athletes participate in a training program for Track and Field? A. 1-2 weeks B. 3-4 weeks C. 5-6 weeks D. 7 weeks or more E. Not applicable</p>
<p>30 <u>43</u> <u>30</u> <u>30</u> <u>8</u></p>	<p>28. How many times per week are training sessions for Track and Field held? A. 1 time per week B. 2 times per week C. 3 times per week D. More than 3 times per week E. Not applicable</p>
<p>37 <u>63</u> <u>24</u> <u>8</u> <u>8</u> <u>1</u></p>	<p>29. Approximately how long is each training session for Track and Field? A. ½ hour B. 1 hour C. 1½ hour D. 2 hours or more E. Not applicable No Response</p>
<p>47 <u>62</u> <u>12</u> <u>16</u> <u>4</u></p>	<p>30. Where does most of the athletic training for Special Olympics competition take place? A. Through independently scheduled Special Olympics practice sessions B. Through school physical education programs C. Through local ARC or community recreation sponsored activities D. Other No Response</p>

Table A (Continued)

	31. Which of the following best describes your present employment status?
<u>52</u>	A. Special Education Teacher
<u>19</u>	B. Physical Education Teacher
<u>17</u>	C. Recreation Therapist
<u>2</u>	D. School Administrator
<u>2</u>	E. Social Worker
<u>1</u>	F. School Psychologist
<u>4</u>	G. Not employed
<u>42</u>	H. Other (please specify)
<u>2</u>	No Response
	32. Which of the following best describes your highest level of training in working with the handicapped population?
<u>19</u>	A. Completed Master's Degree or Doctorate in Special Education or related field
<u>88</u>	B. Completed Bachelor's Degree in Special Education or related field
<u>13</u>	C. Completed 1-3 courses at University level in Special Education
<u>9</u>	D. Attended workshops and clinics sponsored by Special Olympics
<u>9</u>	E. None
<u>3</u>	No Response
	33. Which of the following best describes your highest level of training in coaching?
<u>17</u>	A. Completed Bachelor's Degree in Coaching, Sports Medicine, or related field
<u>4</u>	B. Completed concentration or minor in Coaching
<u>23</u>	C. Completed 1-3 courses at the University level in Coaching
<u>45</u>	D. Workshops and Clinics sponsored through Special Olympics
<u>49</u>	E. None
<u>3</u>	No Response
	34. To the best of your knowledge, how many clinics or workshops for the purpose of inservicing coaches and volunteers were held in your area? (This is excluding Area general information meetings.)
<u>5</u>	A. 5 or more
<u>25</u>	B. 3-4
<u>56</u>	C. 1-2
<u>51</u>	D. None
<u>4</u>	No Response

Table A (Continued)

<u>40</u> <u>83</u> <u>11</u> <u>7</u>	35. Did you participate in any clinics or workshops? A. Yes (Please specify type) _____ B. No C. Not applicable No Response
<u>8</u> <u>9</u> <u>23</u> <u>1</u> <u>93</u> <u>7</u>	36. What was the objective of the clinic(s)/workshop(s)? A. To provide inservice training for working with special populations B. To provide inservice in how to teach sports skills C. Combination of the above D. Other E. Not applicable No Response
 <u>32</u> <u>9</u> <u>93</u> <u>7</u>	37. Did you find the clinic(s)/workshop(s) beneficial to helping you become a better coach for Special Olympics? A. Yes B. No C. Not applicable No Response
 <u>39</u> <u>6</u> <u>96</u>	38. What was the cost for the clinic(s)/workshop(s)? A. No fee involved B. Specify amount _____ No Response
 <u>119</u> <u>13</u> <u>9</u>	39. Do you have additional volunteers functioning as assistant coaches for your training program? A. Yes B. No No Response
 <u>99</u> <u>14</u> <u>4</u> <u>7</u> <u>17</u>	40. Approximately how many volunteers do you have working under you during training sessions? A. 1-5 volunteers B. 5-10 volunteers C. 10-20 volunteers D. More than 20 volunteers No Response

Table A (Continued)

	41. Which of the following best describes the majority of the volunteers?
<u>14</u>	A. High school students
<u>13</u>	B. College students
<u>6</u>	C. Parents of athletes
<u>45</u>	D. Other professionals (Rec. therapists, OT's, PT's, P.E. Teachers, etc.)
<u>45</u>	E. Combination of above (Specify by letter) _____
<u>12</u>	F. Not applicable
<u>7</u>	No Response
	42. Did you provide any inservice training to your volunteers/assistant coaches prior to conducting training programs for the athletes?
<u>56</u>	A. Yes
<u>66</u>	B. No
<u>11</u>	C. Not applicable
<u>8</u>	No Response
	43. Which best describes the method utilized for inservicing volunteers/assistant coaches?
<u>10</u>	A. Extensive use of media and materials developed for working with Special populations and teaching sports skills provided by the Special Olympics State and/or Area office
<u>26</u>	B. Some use of materials provided by the State and/or Area office
<u>11</u>	C. Self-developed handouts utilized
<u>22</u>	D. Verbal information only
<u>26</u>	E. No inservice held
<u>45</u>	F. Not applicable
<u>1</u>	No Response
	44. Approximately how much time was spent inservicing volunteers/assistant coaches prior to training programs?
<u>31</u>	A. 1-2 hours
<u>14</u>	B. 2-3 hours
<u>11</u>	C. 4-6 hours
<u>17</u>	D. No inservice held prior to training program
<u>45</u>	E. Not applicable
<u>23</u>	No Response

APPENDIX J

TABLE B

TOTAL PERCENT TABLE

<u>Percent</u>	<u>Response</u>
	1. Have you been involved with Special Olympics for the past year in a coaching capacity? (For the purpose of this paper, a Coach is defined as the individual, working on a volunteer basis, who is ultimately responsible for the majority of the Athlete's training for Wisconsin Special Olympics Competition including sport skills instruction and physical fitness development.)
<u>97.16</u>	A. Yes
<u>2.84</u>	B. No
	2. How long have you been involved with Wisconsin Special Olympics in a coaching capacity?
<u>36.88</u>	A. 1 year
<u>28.37</u>	B. 2-3 years
<u>15.60</u>	C. 4-5 years
<u>17.73</u>	D. More than 5 years
<u>1.42</u>	No Response
	3. With which Area are you affiliated?
<u>5.67</u>	A. 1
<u>6.38</u>	B. 2
<u>17.02</u>	C. 3
<u>12.77</u>	D. 4
<u>7.09</u>	E. 5
<u>16.31</u>	F. 6
<u>4.96</u>	G. 7
<u>9.22</u>	H. 8
<u>10.64</u>	I. 9
<u>5.67</u>	J. 10
<u>0</u>	K. 11
<u>4.26</u>	No Response
	4. How many athletes are involved in your Special Olympics Program?
<u>29.79</u>	A. 1-10
<u>26.95</u>	B. 10-20
<u>28.37</u>	C. 20-50
<u>10.64</u>	D. 50-100
<u>4.26</u>	E. 100-200

Table B (Continued)

	5. Do you have any athletes involved in Bowling competition through Wisconsin Special Olympics?
<u>70.21</u>	A. Yes
<u>29.79</u>	B. No
	6. Do you offer training programs to prepare the athletes for Bowling competition?
<u>67.38</u>	A. Yes
<u>32.62</u>	B. No
	7. Approximately how long do athletes participate in a training program for Bowling?
<u>2.84</u>	A. 1-2 weeks
<u>14.18</u>	B. 3-4 weeks
<u>8.51</u>	C. 5-6 weeks
<u>41.84</u>	D. 7 weeks or more
<u>32.62</u>	E. Not applicable
	8. How many times per week are training sessions on Bowling held?
<u>58.16</u>	A. 1 time per week
<u>6.38</u>	B. 2 times per week
<u>0.71</u>	C. 3 times per week
<u>0.71</u>	D. More than 3 times per week
<u>33.33</u>	E. Not applicable
<u>0.71</u>	No Response
	9. Approximately how long is each training session for Bowling?
<u>2.13</u>	A. ½ hour
<u>25.53</u>	B. 1 hour
<u>20.57</u>	C. 1½ hour
<u>18.44</u>	D. 2 hours
<u>32.62</u>	E. Not applicable
<u>0.71</u>	No Response
	10. Do you have any athletes involved in Basketball/Run-Dribble-Shoot Competition through Wisconsin Special Olympics?
<u>42.55</u>	A. Yes
<u>57.45</u>	B. No
	11. Do you offer a training program to prepare the athletes for Basketball/Run-Dribble-Shoot competition?
<u>41.13</u>	A. Yes
<u>58.87</u>	B. No

Table B. (Continued)

	12. Approximately how long do athletes participate in a training program for Basketball/Run-Dribble-Shoot?
<u>3.55</u>	A. 1-2 weeks
<u>6.38</u>	B. 3-4 weeks
<u>11.35</u>	C. 5-6 weeks
<u>19.86</u>	D. 7 weeks or more
<u>58.87</u>	E. Not applicable
	13. How many times per week are training sessions for Basketball/Run-Dribble-Shoot held?
<u>19.15</u>	A. 1 time per week
<u>7.80</u>	B. 2 times per week
<u>9.93</u>	C. 3 times per week
<u>4.26</u>	D. More than 3 times per week
<u>58.87</u>	E. Not applicable
	14. Approximately how long is each training session for Basketball/Run-Dribble-Shoot?
<u>12.06</u>	A. $\frac{1}{2}$ hour
<u>13.48</u>	B. 1 hour
<u>8.51</u>	C. $1\frac{1}{2}$ hour
<u>7.09</u>	D. 2 hours or more
<u>58.87</u>	E. Not applicable
	15. Do you have any athletes involved in Volleyball competition through Wisconsin Special Olympics?
<u>9.22</u>	A. Yes
<u>90.78</u>	B. No
	16. Do you offer a training program to prepare the athletes for Volleyball competition?
<u>8.51</u>	A. Yes
<u>91.49</u>	B. No
	17. Approximately how long do athletes participate in a training program for Volleyball?
<u>0</u>	A. 1-2 weeks
<u>4.26</u>	B. 3-4 weeks
<u>1.42</u>	C. 5-6 weeks
<u>2.84</u>	D. 7 weeks or more
<u>91.49</u>	E. Not applicable
	18. How many times per week are training sessions for Volleyball held?
<u>3.55</u>	A. 1 time per week
<u>2.84</u>	B. 2 times per week
<u>2.13</u>	C. 3 times per week
<u>0</u>	D. More than 3 times per week
<u>91.49</u>	E. Not applicable

Table B(Continued)

	19. Approximately how long is each training session for Volleyball?
<u>2.13</u>	A. ½ hour
<u>4.96</u>	B. 1 hour
<u>1.42</u>	C. 1½ hour
<u>0</u>	D. 2 hours or more
<u>91.49</u>	E. Not applicable
	20. Do you have any athletes involved in Swimming and Diving competition through Wisconsin Special Olympics?
<u>39.72</u>	A. Yes
<u>59.57</u>	B. No
<u>0.71</u>	No Response
	21. Do you offer a training program to prepare the athletes for Swimming and Diving competition?
<u>39.01</u>	A. Yes
<u>60.28</u>	B. No
<u>0.71</u>	No Response
	22. Approximately how long do athletes participate in a training program for Swimming and Diving?
<u>2.13</u>	A. 1-2 weeks
<u>1.42</u>	B. 3-4 weeks
<u>7.80</u>	C. 5-6 weeks
<u>27.66</u>	D. 7 weeks or more
<u>60.28</u>	E. Not applicable
<u>0.71</u>	No Response
	23. How many times per week are training sessions for Swimming and Diving held?
<u>23.40</u>	A. 1 time per week
<u>8.51</u>	B. 2 times per week
<u>4.96</u>	C. 3 times per week
<u>1.42</u>	D. More than 3 times per week
<u>60.99</u>	E. Not applicable
<u>0.71</u>	No Response
	24. Approximately how long is each training session for Swimming and Diving?
<u>6.38</u>	A. ½ hour
<u>23.40</u>	B. 1 hour
<u>5.67</u>	C. 1½ hour
<u>2.84</u>	D. 2 hours or more
<u>60.99</u>	E. Not applicable
<u>0.71</u>	No Response

Table B (Continued)

	25. Do you have any athletes involved in Track and Field competition through Wisconsin Special Olympics?
<u>94.33</u>	A. Yes
<u>5.67</u>	B. No
	26. Do you offer a training program to prepare the athletes for Track and Field competition?
<u>94.33</u>	A. Yes
<u>5.67</u>	B. No
	27. Approximately how long do athletes participate in a training program for Track and Field?
<u>4.96</u>	A. 1-2 weeks
<u>14.18</u>	B. 3-4 weeks
<u>29.08</u>	C. 5-6 weeks
<u>46.10</u>	D. 7 weeks or more
<u>5.67</u>	E. Not applicable
	28. How many times per week are training sessions for Track and Field held?
<u>21.28</u>	A. 1 time per week
<u>30.50</u>	B. 2 times per week
<u>21.28</u>	C. 3 times per week
<u>21.28</u>	D. More than 3 times per week
<u>5.67</u>	E. Not applicable
	29. Approximately how long is each training session for Track and Field?
<u>26.24</u>	A. ½ hour
<u>44.68</u>	B. 1 hour
<u>17.02</u>	C. 1½ hour
<u>5.67</u>	D. 2 hours
<u>5.67</u>	E. Not applicable
<u>0.71</u>	No Response
	30. Where does most of the athletic training for Special Olympics competition take place?
<u>33.33</u>	A. Through independently scheduled Special Olympics practice sessions
<u>43.97</u>	B. Through school physical education programs
<u>8.51</u>	C. Through local ARC or community recreation sponsored activities
<u>11.35</u>	D. Other
<u>2.84</u>	No Response

Table B (Continued)

	31. Which of the following best describes your present employment status?
<u>36.88</u>	A. Special Education Teacher
<u>13.48</u>	B. Physical Education Teacher
<u>12.06</u>	C. Recreation Therapist
<u>1.42</u>	D. School Administrator
<u>1.42</u>	E. Social Worker
<u>0.71</u>	F. School Psychologist
<u>2.84</u>	G. Not employed
<u>29.79</u>	H. Other (Please specify)
<u>1.41</u>	No Response
	32. Which of the following best describes your highest level of training in working with the handicapped population?
<u>13.48</u>	A. Completed Master's Degree or Doctorate in Special Education or related field
<u>62.41</u>	B. Completed Bachelor's Degree in Special Education or related field
<u>9.22</u>	C. Completed 1-3 courses at University level in Special Education
<u>6.38</u>	D. Attended workshops and clinics sponsored by Special Olympics
<u>6.38</u>	E. None
<u>2.13</u>	No Response
	33. Which of the following best describes your highest level of training in coaching?
<u>12.06</u>	A. Completed Bachelor's Degree in Coaching, Sports Medicine, or related field
<u>2.84</u>	B. Completed concentration or minor in Coaching
<u>16.31</u>	C. Completed 1-3 courses at the University level in Coaching
<u>31.91</u>	D. Workshops and Clinics sponsored through Special Olympics
<u>34.77</u>	E. None
<u>2.13</u>	No Response
	34. To the best of your knowledge, how many clinics or workshops for the purpose of inservicing coaches and volunteers were held in your area? (This is excluding Area general information meetings).
<u>3.55</u>	A. 5 or more
<u>17.73</u>	B. 3-4
<u>39.72</u>	C. 1-2
<u>36.17</u>	D. None
<u>2.83</u>	No Response

Table B (Continued)

<p>28.37 <u>58.87</u> <u>7.80</u> <u>4.96</u></p>	<p>35. Did you participate in any clinics or workshops? A. Yes (Please specify type) _____ B. No C. Not applicable No Response</p>
<p>5.67 <u>6.38</u> <u>16.31</u> <u>0.71</u> <u>65.96</u> <u>4.96</u></p>	<p>36. What was the objective of the clinic(s)/workshop(s)? A. To provide inservice training for working with special populations B. To provide inservice in how to teach sports skills C. Combination of the above D. Other _____ E. Not applicable No Response</p>
<p>22.70 <u>6.38</u> <u>65.96</u> <u>4.96</u></p>	<p>37. Did you find the clinic(s)/workshop(s) beneficial to helping you become a better coach for Special Olympics? A. Yes B. No C. Not applicable No Response</p>
<p>27.66 <u>4.26</u> <u>68.09</u></p>	<p>38. What was the cost for the clinic(s)/workshop(s)? A. No fee involved B. Specify amount _____ No Response</p>
<p>84.40 <u>9.22</u> <u>6.38</u></p>	<p>39. Do you have additional volunteers functioning as assistant coaches for your training program? A. Yes B. No No Response</p>
<p>70.21 <u>9.93</u> <u>2.84</u> <u>4.96</u> <u>12.06</u></p>	<p>40. Approximately how many volunteers do you have working under you during training sessions? A. 1-5 volunteers B. 5-10 volunteers C. 10-20 volunteers D. More than 20 volunteers No Response</p>
<p>9.93 <u>9.92</u> <u>4.26</u> <u>31.91</u> <u>31.91</u> <u>8.51</u> <u>4.96</u></p>	<p>41. Which of the following best describes the majority of the volunteers? A. High school students B. College students C. Parents of athletes D. Other professionals (Rec. therapists, OT's, PT's, P.E. Teachers, etc.) E. Combination of above (Specify by letter) _____ F. Not applicable No Response</p>

Table B (Continued)

	42. Did you provide any inservice training to your volunteers/assistant coaches prior to conducting training programs for the athletes?
<u>39.72</u>	A. Yes
<u>46.81</u>	B. No
<u>7.80</u>	C. Not applicable
<u>5.67</u>	No Response
	43. Which best describes the method utilized for inservicing volunteers/assistant coaches?
<u>7.09</u>	A. Extensive use of media and materials developed for working with Special populations and teaching sports skills provided by the Special Olympics State and/or Area Office
<u>18.44</u>	B. Some use of materials provided by the State and/or Area Office
<u>7.80</u>	C. Self-developed handouts utilized
<u>15.60</u>	D. Verbal information only
<u>18.44</u>	E. No inservice held
<u>31.91</u>	F. Not applicable
<u>0.71</u>	No Response
	44. Approximately how much time was spent inservicing volunteers/assistant coaches prior to training programs?
<u>21.99</u>	A. 1-2 hours
<u>9.93</u>	B. 2-3 hours
<u>7.80</u>	C. 4-6 hours
<u>12.06</u>	D. No inservice held prior to training program
<u>31.91</u>	E. Not applicable
<u>16.31</u>	No Response

APPENDIX K

TABLE C
TOTAL TALLY TABLE

Tally Response

	1. In addition to your role as Area Coordinator for Wisconsin Special Olympics, which best describes your present employment status?
<u>1</u>	A. Teacher in area of Physical Education
<u>1</u>	B. Teacher in area of Special Education
<u>2</u>	C. Physical Therapist, Occupational Therapist, Recreation Therapist
<u>0</u>	D. School or Institution Administrator
<u>3</u>	E. Other (please specify) _____
<u>2</u>	No Response
	2. Before accepting the Area Coordinators position, in what other capacity have you served Special Olympics?
<u>2</u>	A. Coach
<u>0</u>	B. Chaperone to area/state games
<u>2</u>	C. Committee member (fund raising, publicity, etc.)
<u>0</u>	D. Parent of athlete
<u>4</u>	E. Other (please specify) _____
<u>1</u>	No Response
	3. Where did you receive most of your preparation or training in dealing with the disabled and handicapped population?
<u>1</u>	A. Graduate course work or field work
<u>7</u>	B. Undergraduate course work or field work
<u>0</u>	C. Inservice training, workshops, etc., provided by state Special Olympics offices.
<u>0</u>	D. Other (please specify)
<u>1</u>	E. None
	4. Where did you receive most of your preparation or training in the area of sports skills and coaching?
<u>1</u>	A. Graduate course work or field work
<u>7</u>	B. Undergraduate course work or field work
<u>0</u>	C. Inservice, training programs, workshops, etc., provided by State Special Olympics offices
<u>0</u>	D. Other (please specify)
<u>0</u>	E. None
<u>1</u>	No Response

Table C (Continued)

	5. In the past year, how many Area Coordinators' meetings sponsored by the state office did you attend?
<u>1</u>	A. 1
<u>6</u>	B. 2
<u>1</u>	C. 3
<u>0</u>	D. 4
<u>1</u>	No Response
	6. In what way were these meeting(s) most beneficial to you?
<u>4</u>	A. As a resource for improvement of management and planning of area meets
<u>0</u>	B. As a resource for development of fund raising, publicity, volunteer recruitment, etc.
<u>2</u>	C. As a resource for providing quality training programs for athletes to be disseminated to the coaches
<u>0</u>	D. For the purpose of making high level decisions regarding total state and national Special Olympics programs
<u>2</u>	E. Other (please specify) _____
<u>1</u>	No Response
	7. In the past year, how many workshop clinics did you, as an area coordinator, host for coaches and volunteers to assist them in development of quality training programs?
<u>3</u>	A. 1
<u>2</u>	B. 2
<u>1</u>	C. 3
<u>0</u>	D. 4 or more
<u>3</u>	No Response
	8. Please list the sports areas covered in the workshop(s).
_____	A. _____
_____	B. _____
_____	C. _____
_____	D. _____
<u>3</u>	No Response
	9. How were the area workshop/clinic(s) funded?
<u>2</u>	A. Local Area monies
<u>0</u>	B. State monies
<u>4</u>	C. Other (please specify) _____
<u>3</u>	No Response
	10. Were the workshop/clinic(s) free to participants?
<u>6</u>	A. Yes
<u>0</u>	B. No
<u>3</u>	No Response

Table C(Continued)

11. If the answer to the above question is "no", what was the amount of fee involved?
- | | |
|----------|--------------|
| <u>0</u> | A. \$1-\$5 |
| <u>0</u> | B. \$5-\$10 |
| <u>0</u> | C. \$10-\$20 |
| <u>0</u> | D. Over \$20 |
12. Which of the following describes the primary emphasis of the clinic(s)?
- | | |
|----------|--|
| <u>3</u> | A. To assist coaches and volunteers in how to instruct and coach disabled and/or handicapped populations |
| <u>2</u> | B. To assist coaches and volunteers in the proper mechanics of the sports skills applicable to participation in Special Olympic events |
| <u>1</u> | C. To aid coaches and volunteers in how to effectively run a training program to prepare athletes for Special Olympics competition |
| <u>0</u> | D. Other (please specify) _____ |
| <u>3</u> | No Response |
13. In your estimation, approximately what percentage of locally affiliated programs had representation at the clinic(s)?
- | | |
|----------|------------------|
| <u>1</u> | A. 75-100% |
| <u>1</u> | B. 50-75% |
| <u>2</u> | C. 25-50% |
| <u>2</u> | D. Less than 25% |
| <u>3</u> | No Response |
14. As an Area Coordinator, please list all activities held in your area that have helped to promote quality training programs for Special Olympics athletes.
- | | |
|----------|-------------|
| _____ | A. _____ |
| _____ | B. _____ |
| _____ | C. _____ |
| _____ | D. _____ |
| _____ | E. _____ |
| _____ | F. _____ |
| <u>4</u> | No Response |
15. Based on an average of all local affiliations in your area, what is the maximum amount of time spent on a weekly basis for athletic preparation for the sports programs that are offered?
- | | |
|----------|--------------------|
| <u>0</u> | A. 0-1 week |
| <u>1</u> | B. 2-3 weeks |
| <u>3</u> | C. 4-5 weeks |
| <u>3</u> | D. 6 weeks or more |
| <u>1</u> | E. Unknown |
| <u>1</u> | No Response |

Table C (Continued)

16. Based on an average of all local affiliations in your area, what is the minimum amount of time spent on a weekly basis for athletic preparation for the sports programs that are offered?
- | | |
|----------|--------------------|
| <u>1</u> | A. 0-1 week |
| <u>3</u> | B. 2-3 weeks |
| <u>2</u> | C. 4-5 weeks |
| <u>1</u> | D. 6 weeks or more |
| <u>1</u> | E. Unknown |
| <u>1</u> | No Response |
17. What would you expect to be the average amount of time necessary for a training program for a given sports program?
- | | |
|----------|--------------------|
| <u>0</u> | A. 0-1 week |
| <u>0</u> | B. 2-3 weeks |
| <u>3</u> | C. 4-5 weeks |
| <u>5</u> | D. 6 weeks or more |
| <u>1</u> | No Response |
18. Based on an average of all local affiliations in your area, what is the maximum amount of time spent per week for athletic preparation for the sports programs that are offered?
- | | |
|----------|-----------------------------|
| <u>0</u> | A. 1 time per week |
| <u>4</u> | B. 2 times per week |
| <u>4</u> | C. 3 or more times per week |
| <u>0</u> | D. Unknown |
| <u>1</u> | No Response |
19. Based on an average of all local affiliations in your area, what is the minimum amount of time spent per week for athletic preparation for the sports programs that are offered?
- | | |
|----------|-----------------------------|
| <u>6</u> | A. 1 time per week |
| <u>1</u> | B. 2 times per week |
| <u>1</u> | C. 3 or more times per week |
| <u>0</u> | D. Unknown |
| <u>1</u> | No Response |
20. What would you expect to be the average amount of time necessary for a training program for a given sports program?
- | | |
|----------|-----------------------------|
| <u>1</u> | A. 1 time per week |
| <u>4</u> | B. 2 times per week |
| <u>4</u> | C. 3 times per week or more |
| <u>1</u> | No Response |

APPENDIX L

TABLE D
TOTAL PERCENT TABLE

Percent Response

	1. In addition to your role as Area Coordinator for Wisconsin Special Olympics, which best describes your present employment status?
<u>11.11</u>	A. Teacher in area of Physical Education
<u>11.11</u>	B. Teacher in area of Special Education
<u>22.11</u>	C. Physical Therapist, Occupational Therapist, Recreation Therapist
<u>0</u>	D. School of Institution Administrator
<u>33.33</u>	E. Other (please specify) _____
<u>22.22</u>	No Response
	2. Before accepting the Area Coordinators position, in what other capacity have you served Special Olympics?
<u>22.22</u>	A. Coach
<u>0</u>	B. Chaperone to area/state games
<u>22.22</u>	C. Committee member (fund raising, publicity, etc.)
<u>0</u>	D. Parent of athlete
<u>44.44</u>	E. Other (please specify) _____
<u>11.11</u>	No Response
	3. Where did you receive most of your preparation or training in dealing with the disabled and handicapped population?
<u>11.11</u>	A. Graduate course work or field work
<u>77.77</u>	B. Undergraduate course work or field work
<u>0</u>	C. Inservice training, workshops, etc., provided by state Special Olympics offices.
<u>0</u>	D. Other (please specify)
<u>11.11</u>	E. None
	4. Where did you receive most of your preparation or training in the area of sports skills and coaching?
<u>11.11</u>	A. Graduate course work or field work
<u>77.77</u>	B. Undergraduate course work or field work
<u>0</u>	C. Inservice, training programs, workshops, etc., provided by State Special Olympics offices
<u>0</u>	D. Other (please specify)
<u>0</u>	E. None
<u>11.11</u>	No Response

Table D (Continued)

	5. In the past year, how many Area Coordinators' meetings sponsored by the state office did you attend?
<u>11.11</u>	A. 1
<u>66.66</u>	B. 2
<u>11.11</u>	C. 3
<u>0</u>	D. 4
<u>11.11</u>	No Response
	6. In what way were these meeting(s) most beneficial to you?
<u>44.44</u>	A. As a resource for improvement of management and planning of area meets
<u>0</u>	B. As a resource for development of fund raising, publicity, volunteer recruitment, etc.
<u>22.22</u>	C. As a resource for providing quality training programs for athletes to be disseminated to the coaches
<u>0</u>	D. For the purpose of making high level decisions regarding total state and national Special Olympics programs
<u>22.22</u>	E. Other (please specify) _____
<u>11.11</u>	No Response
	7. In the past year, how many workshop clinics did you, as an area coordinator, host for coaches and volunteers to assist them in development of quality training programs?
<u>33.33</u>	A. 1
<u>22.22</u>	B. 2
<u>11.11</u>	C. 3
<u>0</u>	D. 4 or more
<u>33.33</u>	No Response
	8. Please list the sports areas covered in the workshop(s).
<u> </u>	A. _____
<u> </u>	B. _____
<u> </u>	C. _____
<u> </u>	D. _____
<u>33.33</u>	No Response
	9. How were the area workshop/clinic(s) funded?
<u>22.22</u>	A. Local Area monies
<u>0</u>	B. State monies
<u>44.44</u>	C. Other (please specify) _____
<u>33.33</u>	No Response
	10. Were the workshop/clinic(s) free to participants?
<u>66.66</u>	A. Yes
<u>0</u>	B. No
<u>33.33</u>	No Response

Table D (Continued)

	11. If the answer to the above question is "no", what was the amount of fee involved?
<u>0</u>	A. \$1-\$5
<u>0</u>	B. \$5-\$10
<u>0</u>	C. \$10-\$20
<u>0</u>	D. Over \$20
<u>33.33</u>	No Response
	12. Which of the following describes the primary emphasis of the clinic(s)?
<u>33.33</u>	A. To assist coaches and volunteers in how to instruct and coach disabled and/or handicapped populations
<u>22.22</u>	B. To assist coaches and volunteers in the proper mechanics of the sports skills applicable to participation in Special Olympic events
<u>11.11</u>	C. To aid coaches and volunteers in how to effectively run a training program to prepare athletes for Special Olympics competition
<u>0</u>	D. Other (please specify)
<u>33.33</u>	No Response
	13. In your estimation, approximately what percentage of locally affiliated programs had representation at the clinic(s)?
<u>11.11</u>	A. 75-100%
<u>11.11</u>	B. 50-75%
<u>22.22</u>	C. 25-50%
<u>22.22</u>	D. Less than 25%
<u>33.33</u>	No Response
	14. As an Area Coordinator, please list all activities held in your area that have helped to promote quality training programs for Special Olympics athletes.
<u> </u>	A. _____
<u> </u>	B. _____
<u> </u>	C. _____
<u> </u>	D. _____
<u> </u>	E. _____
<u> </u>	F. _____
<u>44.44</u>	No Response
	15. Based on an <u>average</u> of all local affiliations in your area, what is the maximum amount of time spent on a weekly basis for athletic preparation for the sports programs that are offered?
<u>0</u>	A. 0-1 week
<u>11.11</u>	B. 2-3 weeks
<u>33.33</u>	C. 4-5 weeks
<u>33.33</u>	D. 6 weeks or more
<u>11.11</u>	E. Unknown
<u>11.11</u>	No Response

Table D (Continued)

	16. Based on an <u>average</u> of all local affiliations in your area, what is the <u>minimum</u> amount of time spent on a weekly basis for athletic preparation for the sports programs that are offered?
<u>11.11</u>	A. 0-1 week
<u>33.33</u>	B. 2-3 weeks
<u>22.22</u>	C. 4-5 weeks
<u>11.11</u>	D. 6 weeks or more
<u>11.11</u>	E. Unknown
<u>11.11</u>	No Response
	17. What would you expect to be the average amount of time necessary for a training program for a given sports program?
<u>0</u>	A. 0-1 week
<u>0</u>	B. 2-3 weeks
<u>33.33</u>	C. 4-5 weeks
<u>55.55</u>	D. 6 weeks or more
	18. Based on an <u>average</u> of all local affiliations in your area, what is the <u>maximum</u> amount of time spent per week for athletic preparation for the sports programs that are offered?
<u>0</u>	A. 1 time per week
<u>44.44</u>	B. 2 times per week
<u>44.44</u>	C. 3 or more times per week
<u>0</u>	D. Unknown
<u>11.11</u>	No Response
	19. Based on an <u>average</u> of all local affiliations in your area, what is the <u>minimum</u> amount of time spent per week for athletic preparation for the sports programs that are offered?
<u>66.66</u>	A. 1 time per week
<u>11.11</u>	B. 2 times per week
<u>11.11</u>	C. 3 or more times per week
<u>11.11</u>	D. Unknown
	20. What would you expect to be the average amount of time necessary for a training program for a given sports program?
<u>11.11</u>	A. 1 time per week
<u>44.44</u>	B. 2 times per week
<u>33.33</u>	C. 3 times per week or more
<u>11.11</u>	No Response

APPENDIX M

1. What is the criteria established by the State to be a WSO Coach?

Any interested volunteer can become a Special Olympics coach. It is recommended that they have knowledge and experience in sports training for special populations, although it is not required. Coaches who are unskilled in sports training are encouraged to seek the assistance of qualified instructors in the areas of physical education, adapted P.E., and/or sports coaching to work with them in training athletes in all sports areas.

2. What is the criteria established by the State to be a WSO Area Coordinator?

Individuals interested in serving as an Area Coordinator should have a fairly good working knowledge of the Special Olympics structure and program. They should be willing to serve as liaison between the state program and local agencies within their area and have some knowledge of the organization and coordination of an area program and area competitions.

3. How are Area Coordinators selected for the position?

Area Coordinators are usually recommended for the position and are officially appointed by the State Director.

4. As the WSO Program Coordinator, what is your educational background?

B. S. Degree - Recreation for Special Populations
Southern Illinois University

M. S. Degree - Therapeutic Recreation
Indiana State University

5. What is the State's position on the total time duration involved in athletic preparation for a given sport?

Training should take place on a year-round basis with the emphasis and concentration on specific sports being offered for each of the area and state competitions.

6. How many sessions should be held per week for an athletic training program?

Coaches are encouraged to schedule between 2 and 4 training sessions weekly.

7. How much instructional time should be included in each training session?

Effective training sessions are normally a minimum of one hour and a maximum of two hours in length.

8. When a new local program is being established, what support is given to the coach(es) to help establish a quality training program conducive to the development of physical fitness and sports skill competencies?

Each new coach is provided with a sports training manual and Special Olympics Sports Rules Book. Coaches are encouraged to attend sports training clinics and to seek the assistance of professionals in physical education, sports training, and related fields.

9. During the past year, how many clinics were offered to the coaches throughout the State to provide them with information regarding teaching the mentally retarded population and/or teaching specific sports skills? What sport areas did they cover?

Two statewide clinics were held in 1979-80. One was related directly to basketball skills and team training. The other clinic dealt specifically with weight training and body conditioning for Special Olympians. Sports clinics are also offered at all state level competitions as well as many area competitions.

10. Was there any fee involved to the participants?

No fee was assessed to the participants.

11. How much money did the State expend to sponsor the clinics?

The cost for each clinic includes travel, food, drinks, and facilities costs. These costs are partially reimbursable by the National Special Olympics Office.

Costs for Weight Training Clinic:	\$288.51
Costs for Basketball Clinic:	<u>67.32</u>
	\$355.83

All training time is volunteered by the clinicians. Clinics providing training for competition for local programs will be expanded in the following year.

Also, charges for rental of equipment and buildings used at all state meets for clinics are absorbed by the state office. These charges are included with the total facilities rental costs charged by the university and not separately itemized.

12. In the past year, how much money did the State expend to aid the local training programs and in what general areas was the money spent on? (This is excluding area, state, and international competitions)

Please refer to page 4 of the enclosed audit report for August 31, 1979.

Printing costs - printed materials sent to local programs
Supplies - educational and instructional materials sent to local programs

Telephone - costs of calls to coaches

Postage - mailings to coaches

Shipping - UPS mailings to coaches

Administrative - operating costs allocated to the local program services

13. At the end of fiscal year 1978 the assets of WSO exceeded the expenses for the year by \$105,000. At the end of fiscal year 1979, the assets of WSO exceeded the expenses for the year by \$100,000. In what way has this additional \$205,000 been utilized. Does this not detract from non-profit organization status?

Assets include all the equipment, furniture, bank accounts, and investments which Wisconsin Special Olympics holds. I think you are referring to the excess of income over expenses. At the end of fiscal year 1978 the excess income over expenses was \$40,000. At the end of fiscal year 1979 the excess of income over expenses was \$100,000.

The term "non-profit" is not intended to imply that an organization cannot obtain revenues in excess of its expenses in any particular period; rather, it implies that the organization is not operated for the financial benefit of any specific individual or group of individuals. It does not detract from a non-profit organization status to build up a reserve for contingencies. An association should have sufficient monies held in reserve to finance emergency type projects which could not be anticipated in developing the annual budget. Much of the reserve will be absorbed by the present budget which has been increased to expand program services for this fiscal year. Of course, any remaining reserves will be held for any emergency projects not anticipated in future budgets.

Judy Gustafson
Director of Program Development

Sharron Ruhland
Financial Coordinator