

SPECIAL OLYMPICS
&
THERAPEUTIC SKATING
PROGRAMS MANUAL

A Publication of U.S. Figure Skating



SPECIAL OLYMPICS & THERAPEUTIC SKATING PROGRAMS MANUAL

Developed by
U.S. Figure Skating
Program Development Committee

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The U.S. Figure Skating Special Olympics and Therapeutic Skating Committee expresses its appreciation to the clubs and individuals who contributed information for the revision of this manual and directory.

We would like to continue to make additions as information becomes available to us. It is hoped that the manual will continue to grow and serve as a sharing network of information. Those in the field of recreational therapeutic and/or Special Olympic programs are encouraged to share information about their local programs or techniques that they have found to be of value. Forms are included for your response following the *Examples of Successful Therapeutic & Special Olympic Programs* and the *Teaching Tips* sections.

Please send information to:

U.S. Figure Skating
Special Olympics and Therapeutic Skating Committee
20 First Street
Colorado Springs, CO 80906

ABOUT U.S. FIGURE SKATING



U.S. Figure Skating is the national governing body for the sport of figure skating in the United States. U.S. Figure Skating is a member of the International Skating Union (ISU), the international federation for figure skating, and is a member of the U.S. Olympic Committee (USOC).

U.S. Figure Skating is one of the strongest and fastest growing governing bodies within the Olympic movement with more than 173,000 members. It is comprised of member clubs, collegiate clubs, school-affiliated clubs and individual members. The charter member clubs numbered seven in 1921 when the association was formed and first became a member of the ISU.

U.S. Figure Skating's national headquarters, located in Colorado Springs, Colo., is also home to the World Figure Skating Museum and Hall of Fame, which is toured by more than 15,000 visitors annually. More than 1,000 volunteers serve on U.S. Figure Skating's Executive Committee, Board of Directors and numerous committees. Thousands of additional volunteers dedicate their time to club activities, judging, officiating and competition management.

Nearly 600 clubs and 800 U.S. Figure Skating Basic Skills Programs with representation from border-to-border are registered with U.S. Figure Skating.

Finance

U.S. Figure Skating operates on an estimated annual budget of \$16 million. Fundraising and competition earnings account for 81 percent of the revenue. Additional revenue is generated from U.S. Figure Skating and Basic Skills memberships, the U.S. Figure Skating Memorial Fund, the U.S. Figure Skating Foundation, publications and U.S. Olympic Committee programs.

The United States Olympic Committee financially supports U.S. Figure Skating athletes as well through the Basic Grant, Special Assistance and Tuition Grants, Operation Gold and the Basic Plus Grant. More than \$3.39 million of the U.S. Figure Skating budget is utilized for sending athletes to international competitions, athlete programs, collegiate skating programs, synchronized skating programs and providing financial assistance for athletes.

U.S. Figure Skating allocates \$4.8 million of its budget to help conduct or assist with major U.S. events including the State Farm U.S. Championships, three U.S. Figure Skating invitationals, Smart Ones Skate America, the U.S. Junior Figure Skating Championships and many more.

U.S. Figure Skating on TV

Figure skating arguably has the highest visibility of any Olympic sport, consistently receiving higher television ratings and more broadcast hours than other major sports in both national and Olympic television programming.

During the 2002 Olympic Winter Games in Salt Lake City, Utah, total broadcasts averaged a 19.9 rating with the ladies free skate broadcast receiving a 29.0 rating/42 share.

Figure skating broadcasts from the 1994 Olympic Winter Games are the highest-rated Olympic television programming of all time. The ladies short program from Lillehammer had the sixth-highest rating in television history (48.5), placing behind the final episode of "M*A*S*H" and the finale of the "Roots" mini-series.

Who watches figure skating?

- 70% of women consider themselves figure skating fans
- 54% of the total population 12+ is interested in figure skating
- 68% are women age 25–54
- 65% 1+ years in college

- 63% are in \$50M+ income households
- Figure skating fans are educated and affluent
- Figure skating is the highest-ranked sport among the U.S. population 12+ in fan base
- Women sports fans prefer to watch figure skating over college basketball, college football, tennis and the NHL
- Figure skating is the most popular spectator sport among American women and their teenage daughters

U.S. Figure Skating Events

More than 1,300 events, which include performances, exhibitions and competitions, are sanctioned by U.S. Figure Skating each year.

The nine regional competitions, followed by three sectional competitions, begin the pipeline of U.S. Figure Skating's qualifying competitions, which lead top athletes to U.S., World and Olympic levels. For the past six years, approximately 3,000 figure skaters per year have competed at the regional level.

In addition to the many club, regional and sectional competitions, U.S. Figure Skating and its member clubs conduct the U.S. Championships, Skate America and three U.S. Figure Skating televised invitational events each year that feature the top skaters in the world like 2002 Olympic medalists Michelle Kwan and Timothy Goebel. Skate America is one of the six prestigious events included in the ISU Grand Prix of Figure Skating Series.

The U.S. Figure Skating Championships is the premier event conducted each year by U.S. Figure Skating. The competition features more than 250 skaters competing for national titles in three divisions (senior, junior, novice).

The U.S. Figure Skating Championships is typically held for 10 days in January. Bidding to become a host city of the U.S. Figure Skating Championships takes place four years in advance of the event, and bidding for other U.S. Figure Skating qualifying competitions takes place 2–3 years in advance. Both have requirements as well as venue specifications to be eligible.

U.S. Figure Skating competitions typically attract an impressive number of national media. The U.S. Championships annually bring in more than 300 national and international journalists, arguably more than any other Olympic-eligible championship event in the United States.

U.S. Figure Skating Special Olympics and Therapeutic Skating Committee

The Special Olympics and Therapeutic Skating Committee is one of the special committees of U.S. Figure Skating. Made up entirely of volunteers including coaches, officials, and athletes, the Special Olympics Committee is responsible for developing rules and regulations and suitable programs for submission to the Special Olympics Sports Rules Committee and working in conjunction with Special Olympics International to encourage and promote figure skating within the Special Olympics concept.

The Special Olympics figure skating program is a part of the U.S. Figure Skating Basic Skills program designed by U.S. Figure Skating to be the best beginning ice skating program that serves the needs of both the recreational and the competitive skater.

THERAPEUTIC SKATING

The emphasis on physical fitness has focused attention on healthful exercise for everyone, including persons who are handicapped, either temporarily or permanently. With this emphasis has come the need for an understanding of the nature of certain handicaps as well as knowledge of specific exercises that are helpful to a particular handicapped person. Medical personnel, sports professionals and sports-minded people have shared information and some have concluded that supervised ice skating is a beneficial sport for the rehabilitation of many types of handicaps.

Values

Because skating requires an erect posture and a certain measure of control, participation in the sport has been found to contribute to better breathing, improved circulation and balance, better posture and overall strength of body.

In overcoming the restrictions of their handicaps through pleasant recreation, the skaters tend to become more outgoing. They are provided opportunities to meet new friends with a common interest and to identify with a group. They encounter fun as they develop confidence and self-respect, not only among the skaters in their group, but also among families and friends. Their rehabilitation, as a result of healthful exercise, may also provide them with an opportunity for greater success in life.

In ice skating, an individual sport, skaters can progress at their own rate according to their ability. As a sport with little body contact, it enables many who have handicaps to participate safely where they are unable to in shock-absorbing exercise or games such as the trampoline, or in team sports, such as football and basketball. Finally, skating is an activity that can be a lifetime recreation.

The volunteer who works with programs for the handicapped and who believes that our society needs to care for those who are less able to care for themselves, receives satisfaction from helping to transform a possibly insecure person with handicaps into a happy, contributing member of society.

Purpose

Doctors, in increasing number, have been suggesting to patients who are recovering from accidents, heart attacks, and other disabilities that ice skating may help them. Most ice skating activities have been self-administered in the past because there have been too few leaders to support and supervise a rehabilitative program. Today, there are a number of recreational therapeutic and Special Olympic programs available throughout the country. Different types of programs have been developed to meet the needs in various communities. Examples of these programs can be found in the Programs section of this manual.

The purposes of the manual and directory are as follows:

- ✓ To provide some understanding and appreciation of the value of ice skating programs for persons with handicaps.
- ✓ To encourage support for the development of ice skating programs for the handicapped, or mainstreaming into Basic Skills programs when possible.
- ✓ To provide an understanding of and suggestions for the effective participation in such programs.
- ✓ To provide information for those seeking to develop programs.
- ✓ To locate programs and individuals involved with such programs.
- ✓ To establish contacts in the field of recreational therapeutic and Special Olympic programs.
- ✓ To establish a sharing network of information.

Who Can Benefit

Persons with a wide range of handicaps, including those who sustain injuries and who are temporarily impaired, may benefit from regular ice skating exercise with the permission of their attending physicians. Among these are the following:

1. The mentally retarded
2. Those with cerebral palsy

3. Those who have had knee and ankle injuries, especially if adapted devices are used
4. Those who have had surgery for hip joint disease to correct the condition
5. Those who have sideways curvature of the spine, if corrected by the use of a brace
6. Those who have bad posture, balance difficulties, or problems with coordination
7. Those who need body conditioning
8. Senior citizens
9. Those who have had heart surgery
10. Those who have psychological problems
11. Those who are blind, with orientation and guidance
12. Those who are deaf, with visual guidance
13. Amputees, when fitted with corrective skating equipment
14. Those recovering from chemical dependencies

Starting a Program

A successful program depends on cooperation among several people: the rink manager, the physician, the skater's parents, the instructor or professional in skating, and the therapist, as well as the volunteers who work with the program.

The program can be planned jointly by interested groups, such as a U.S. Figure Skating Member Club, the rink management, and administrators of special schools for the handicapped. Together they can arrange the details as to ice time and charges. Rink managers are generally cooperative in granting ice time at non-peak hours for such a program.

Some professionals in skating regard teaching of persons with handicaps as a welcome opportunity to add to their own teaching skills as well as a challenge to their ability to teach ice skating.

Volunteers may be selected from:

1. parents of skaters;
2. members of ice skating clubs;
3. senior citizens in good health who have skated over a period of time and who receive benefits themselves from skating;
4. college majors in physical education and social service, who, by special arrangement, often receive credit in field work for the experience;
5. therapists;
6. skaters with handicaps themselves, such as a deaf skater who may be able to communicate with another deaf participant through sign language.

Teachers, helpers and therapists must be knowledgeable and willing to learn how to deal with the handicapped person. Sources of information may be persons who are experienced in such programs and articles on therapeutic ice skating written by teachers, instructors and therapists, as well as members of the medical profession who work in this field. Attendance at a seminar on therapeutic skating is very helpful.

Running a Class

1. Set up classes for the handicapped through contact and cooperation with special schools, such as cerebral palsy schools or schools for the mentally retarded. Individual cases may wish to go directly to the rink management for suitable classes.
2. Secure the aid of U.S. Figure Skating member clubs in the area. Club members often assist with funds, volunteer assistance and promotion in cooperation with skating professionals and therapists.
3. After the participants are enrolled in the program, study each skater individually through contact with the pupil's doctor and/or therapist to determine what the participant can or cannot do safely in the case of his/her disability. Volunteers can be very helpful in obtaining this information and the necessary medical clearance.

4. Obtain the best fitting equipment available for the individual. Often, specifically adapted devices are needed in the skating boots. When this is necessary, the physician may be able to recommend particular devices and how to procure them. Assistance with funds for this purpose is often a function of a community organization or agency.
5. Once the equipment is obtained, assist the skater with the fitting. If the skater cannot put on his or her own skates put them on the skater yourself and instruct the parents how to do it. In any event, the equipment should be checked before the pupils are allowed on the ice surface.
6. Assist pupils with practice movements off the ice, such as standing with correct posture – back straight, arms at side and at waist level, the upper part of the body still and weight over the skate. Show pupils how to move, bend, turn and swing legs with correct position off the ice. **If necessary in order to build confidence, allow the pupils to stand on the ice in rubber-soled shoes first in order to get the “feel” of the ice.**
7. When the necessary confidence has been instilled in the pupils, proceed to introduce them to the ice on skates. If possible, each pupil should have a “big sister” or “big brother” to work with on a one-to-one basis, because each individual has at least initial need for support.
8. Explain to the skater carefully and demonstrate. Demonstrations should be short with very little presented at a time. When entering the ice surface, the helper should hold onto the pupil by placing a strong arm under the pupil’s arm. Grasp the pupil’s fist without disrupting balance or posture. Allow the pupil to move on his own as soon as possible. Be sure the pupil knows what he is to do and why he is to do it. A little clowning on the part of the helper can get the point across because it relaxes the pupil.
9. Demonstrate and explain to the pupils the proper and safest way to get up should they happen to fall or if fear causes them to fall.
10. Be sure every pupil understands the rules of ice safety established by the local program.
11. Without pressure or stress, try to get the pupils to do just a little bit more than they are inclined to do. However, do not force the pupil. Dr. Kurt Oppelt, in his book entitled, Oppelt Standard Method of Therapeutic and Recreational Ice Skating, admonishes leaders not to push the person with handicaps, but to seek to understand his limitations and conditions. At the same time a leader should never give up on the skater. Above all, the leader should cause the skater to feel he is equal to anyone else, not an outsider, and should keep his or her emotions under control at all times. If his interest seems to be fading, try to recapture it by changing the procedure. Let the pupils leave the ice if they wish to do so. Later, they may automatically come back to the ice because they want to be a part of the group.
12. Keep a running record of what happens at each class and make notes on possible changes of approach after each session.
13. Assist with taking pictures that show the pupils’ progress. Video tapes, if available, are especially helpful, but the pictures should not be shown to others without the pupils’ expressed written permission.
14. Provide a first aid kit and assist with control in the dressing area. Additions to a standard kit may be necessary to meet the individual needs of some participants. Check with the skater’s local physician for recommendations.
15. Conduct simple games on ice for fun.
16. Provide some sort of recognition at the end of a series of lessons – a simple competition among the group members, performance for their parents, or a certificate of achievement.

Special disabilities may require special treatment. For instance, blind persons must be oriented to their direction of travel by word or touch. Once so oriented, they seem to perform well. The helper must also be sure there will be no obstructions once the blind pupil takes off.

Deaf pupils should be assisted by substituting actions or gestures for words during instruction. A visual signal may allow the deaf skater to maintain the beat of music in his mind. Hand signals may be used for instruction of the deaf skater.

Some mistakes are usually evident in ice skating classes composed of persons with handicaps. It is wise to be aware of these mistakes and what causes them. Among these mistakes, one may see the following:

1. A desire to go at full speed with long steps, which could cause the skater to fall. Patiently teaching the skater to use very small steps and to keep his body in correct position over the skate may correct this practice.
2. Bending forward and tripping over the toe picks. Teaching correct posture again may correct this practice.
3. Jerking movements without control of arms and body and over-rotation of the body when trying to stop. Teaching stillness of the upper body and correct position seems to be of help in this situation.
4. Non-participation. Wallflowers may need proper encouragement. In one class observed, a mentally retarded girl failed to get off the boards for three or four months, but once the break-through was accomplished, she caught up and surpassed the other skaters in her group and was the first one to perform when called upon to do so.

Competitions

Special Olympics International provides opportunities for mentally handicapped persons to participate in ice skating competitions in a number of states and may be of assistance to a group that wishes to set up a competition in its area. The type of competition varies: some are based on racing, others consist of moves in basic ice skating with background music. Before persons who are mentally handicapped enter a Special Olympics competition advance preparation in the form of basic tests or informal competition within the group is advisable. Entrance into the competition should be on a voluntary basis.

SPECIAL OLYMPICS



About Special Olympics

Special Olympics is an international program of year-round sports training and athletic competition for children and adults with mental retardation. It began in 1968 when Eunice Kennedy Shriver organized the first International Special Olympics Games at Soldier Field in Chicago, Illinois. The concept was born in the early 1960s when Mrs. Shriver started a day camp for people with mental retardation. She saw that they were far more capable in sports and physical activities than many experts thought. Children and adults with disabilities who participate in Special Olympics develop improved physical fitness and motor skills, greater self-confidence and a more positive self-image.

Special Olympics now offers sports training and competition in 26 Olympic-type summer and winter sports, including figure skating. It currently serves almost 1.4 million persons with intellectual disabilities in more than 200 programs in more than 150 countries. In the United States, there are about 25,000 communities with Special Olympics programs. For more information, contact the chapter office in your state by visiting the Special Olympics web site at www.specialolympics.org.

About Unified Sports

In 1989, Special Olympics began the Special Olympics Unified Sports, which are Special Olympics training and competition programs in which approximately equal numbers of Special Olympics athletes and peer athletes without mental retardation (partners) participate together on teams.

All participants (Special Olympics athletes and Partners) on a team are to be of similar age and ability. Unified Sports is an important program because it expands sports opportunities for Special Olympics athletes and partners seeking new challenges. In addition, Unified Sports dramatically increases inclusion in the community by helping to break down barriers that have historically kept people with and without mental retardation apart.

At the same time, Unified Sports furthers the overall mission of Special Olympics by providing a valuable sports opportunity to individuals who are not presently involved with Special Olympics.

Starting a Special Olympics Program

Now that you are interested in the possibility of incorporating a Special Olympics Program into your rink or skating club, it is time to contact your local or state Special Olympics director to determine if there is interest in your area. You can find the list of contacts on the Special Olympics web site at www.specialolympics.org or through a link at the U.S. Figure Skating web site (visit <http://www.usfigureskating.org/Story.asp?cat=7&id=18545>).

If the Special Olympics director indicates local special athletes are interested in the sport of figure skating, contact local or nearby skating clubs to locate coaches and volunteers. Talk to the rink manager about ice time. Many rinks donate free or discounted ice time to Special Olympics programs during "off" hours. If the program will have to pay for ice time, seek out sponsors for the program. Many organizations and service clubs like to support Special Olympics, and the rink will often donate rentals skates for use during the program.

A training school for volunteers and coaches should be offered through the local Special Olympics office. The office has the correct forms and procedures to register those who will run the school.

Who Can Be Involved as a Coach or Volunteer?

Anyone with dedication, enthusiasm and time to share can be involved helping Special Olympics athletes of all ages learn the basic figure skating skills they need to compete or just to join friends and family for social skating. In return, these remarkable athletes will teach the volunteers and coaches the spirit of the

Special Olympics – skill, courage, sharing and joy! Coaches can be located by contacting the Professional Skaters Association (PSA).

Special Olympics Materials

The following materials will help you get started and can be provided by U.S. Figure Skating Headquarters:

1. 1 U.S. Figure Skating Special Olympics Basic Skills Program Guide (\$5.00)
2. 1 U.S. Figure Skating Special Olympics Basic Skills Video (\$25.00)

Materials that can be obtained from Sandy Lamb include:

1. Special Olympics skill assessment cards (\$5.00)
2. Special Olympics achievement badges

Contact Information

U.S. Figure Skating
20 First Street
Colorado Springs, CO 80906
719.635.5200 Phone
719.635.9548 Fax
www.usfigureskating.org

Special Olympics International
1133 19th Street NW
Washington, DC 20036
202.628.3630 Phone
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www.specialolympics.org

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Professional Skaters Association
3006 Allegro Park SW
Rochester, MN 55902
507.281.5122 Phone
507.281.5491 Fax
www.skatepsa.com

Special Olympics Figure Skating Badge Program

The Special Olympics Badge Program is the most efficient way Special Olympics has of dividing skaters into appropriate levels for training and competing. The Badge Program is an excellent reward system for the skaters. Once the Special Olympics athlete has completed all 12 Badge levels, he/she is then ready to be included into non-Special Olympics badge programs at his/her own skating rink.

More information on the specific skills included in the Badge Program and how to coach them can be found in the *Special Olympics Figure Skating Sports Skills Program Guide* and *Special Olympics Skills Video*. Both of these can be order through U.S. Figure Skating.

For every Badge level completed, skaters can receive a badge to recognize their accomplishments. These can be ordered through Sandy Lamb.

Figure Skating Badges

BADGE LEVEL 1

1. Stand unassisted for 5 seconds
2. Fall and stand up unassisted
3. Knee dip standing still unassisted
4. March forward 10 steps unassisted

BADGE LEVEL 2

1. March forward 10 steps unassisted
2. Swizzles, standing still (3 repetitions)
3. Backward wiggle or march assisted
4. 2-foot glide forward for distance of at least length of body

BADGE LEVEL 3

1. Backward wiggle or march
2. 5 Forward swizzles covering at least 10 feet
3. Forward skating across the rink
4. Forward gliding dip covering at least length of body

BADGE LEVEL 4

1. Backward 2-foot glide covering at least length of body
2. 2-foot jump in place
3. 1-foot snowplow stop (left or right)
4. Forward 1-foot glide covering at least length of body (left and right)

BADGE LEVEL 5

1. Forward stroking across the rink
2. 5 backward swizzles covering at least 10 feet
3. Forward 2-foot curves left and right across rink
4. 2-foot turn front to back, on the spot

BADGE LEVEL 6

1. Gliding forward to backward 2-foot turn
2. 5 consecutive forward 1-foot swizzles on circle (left and right)
3. Backward 1-foot glide length of body (left and right)
4. Forward pivot

BADGE LEVEL 7

1. Backward stroking across the rink
2. Gliding backward to forward 2-foot turn
3. T-stop left or right
4. Forward 2-foot turn on a circle (left and right)

BADGE LEVEL 8

1. 5 consecutive forward crossovers (left and right)
2. Forward outside edge (left and right)
3. 5 consecutive backward $\frac{1}{2}$ swizzles on a circle (left and right)
4. 2-foot spin

BADGE LEVEL 9

1. Forward outside 3-turn (left and right)
2. Forward inside edge (left and right)
3. Forward lunge or shoot the duck at any depth
4. Bunny hop

BADGE LEVEL 10

1. Forward inside 3-turn (left and right)
2. 5 consecutive backward crossovers (left and right)
3. Hockey stop
4. Forward spiral 3 times length of body

BADGE LEVEL 11

1. Consecutive forward outside edges (minimum 2 on each foot)
2. Consecutive forward inside edges (minimum 2 on each foot)
3. Forward inside Mohawk (left and right)
4. Consecutive backward outside edges (minimum 2 on each foot)
5. Consecutive backward inside edges (minimum 2 on each foot)

BADGE LEVEL 12

1. Waltz jump
2. 1-foot spin (minimum of three revolutions)
3. Forward crossover, inside Mohawk, backward crossover, step forward (step sequence should be repeated clockwise and counterclockwise)
4. Combination of three moves chosen from badges 9-12

Special Olympics Figure Badges

FIGURE BADGE 1

1. Forward outside eight (3 tracings on each foot, scribed RFO-LFO)

FIGURE BADGE 2

1. Forward inside eight (3 tracings on each foot, scribed RFI-LFI)

FIGURE BADGE 3

1. Waltz eight (3 tracings on each foot, center marked, scribed RFO-LFO)

Special Olympics Pairs Badges

PAIRS BADGE 1

1. Forward stroking in unison, hand in hand
2. Forward crossovers in unison, hand in hand
3. Synchronized 2-foot spin (side by side, minimum of three revolutions)

PAIRS BADGE 2

1. Synchronized forward pivots (side by side)
2. Synchronized bunny hops (hand in hand)
3. 2-foot pair spin (position optional with both skaters on 2 feet, minimum of three revolutions)

PAIRS BADGE 3

1. Backward crossovers in unison (position optional clockwise and counterclockwise)
2. Bunny hop lift (cross arm handhold or armpit handhold)
3. Step sequence (pattern optional)
4. Killian hold pair spin (minimum 3 revolutions)
5. Lunge in holding position (side by side)
6. Perform side by side half flip

PAIRS BADGE 4

1. Spirals in a holding pattern (position optional)
2. One partner pivot, one partner in spiral position (modified death spiral)
3. Synchronized waltz jump (side by side)
4. Waltz jump lift
5. Synchronized 1-foot spin (minimum of three revolutions)
6. Step sequence (serpentine or circular pattern)

Special Olympics Ice Dance Badges

ICE DANCE SKILLS WALTZ BADGE 1

1. 6 beat forward progressive (left and right)
2. 6 beat forward outside swing roll (left and right)

ICE DANCE SKILLS WALTZ BADGE 2

1. Consecutive 6 beat forward progressives (left and right, minimum two in each direction)
2. Consecutive 6 beat forward outside swing rolls (left and right, minimum two in each direction)

ICE DANCE SKILLS WALTZ BADGE 3

1. Dutch Waltz with music (3 patterns)

ICE DANCE SKILLS TANGO BADGE 1

1. 4 beat forward chasse (left and right)
2. 4 beat forward slide chasse (left and right)
3. 4 beat forward outside swing roll (left and right)

ICE DANCE SKILLS TANGO BADGE 2

1. Consecutive 4 beat forward chasses (left and right, minimum two each direction)
2. Consecutive 4 beat forward slide chasse, 4 beat outside swing roll (left and right, minimum two each direction)

ICE DANCE SKILLS TANGO BADGE 3

1. Canasta Tango with music (3 patterns)

ICE DANCE SKILLS SWING BADGE 1

1. 4 beat backward chasse (left and right)
2. 4 beat backward outside swing roll (left and right)
3. Right forward inside open Mohawk

ICE DANCE SKILLS SWING BADGE 2

1. Consecutive 4 beat backward chasses (left and right, minimum two each direction)
2. Consecutive 4 beat backward outside swing rolls (left and right, minimum two each direction)
3. Dance step sequence skated in a circle, repeated twice

ICE DANCE SKILLS SWING BADGE 3

1. Swing dance with music (2 patterns)

Testing

After completing the 12 Special Olympics badge levels, there are U.S. Figure Skating tests adopted for the Special Olympics skater that include:

- * Moves in the Field: pre-preliminary through novice
- * Free skating: pre-preliminary through novice
- * Dance: pre-preliminary through pre-gold

A Special Olympics test may be given to any Special Olympics athlete who is registered with a Special Olympics program. Tests are to be judged on a "Pass" or "Retry" basis. Standards are set specifically for the Special Olympics skater. Tests may be judged by one judge who must be of silver rank or higher in the respective discipline.

Test requirements and forms can be found on the U.S. Figure Skating web site (www.usfigureskating.org), visit 'About Us', 'Leadership / Staff', 'Committees'. Patterns for the dances can be found in the current U.S. Figure Skating rulebook.

Competitions

Regional, state and world competitions are conducted by Special Olympics. Badge levels, free skating, compulsory, dance and pair events are offered. Some skating clubs also offer Special Skater events in non-qualifying competitions.

Competitions are a great way for Special Olympics athletes to display their skills in front of their peers and anyone can host one.

Badge Program Level Events

- * For badge level events, we recommend requiring skaters to have completed a minimum of Badge 2 to participate.
- * Skaters compete at the highest Badge level completed.
- * Music and costume are not required. Skaters are divided according to age as well as Badge accomplishments. Special Olympics competitions require a minimum age of eight. There is no maximum age limit.
- * A group consists of one judge and no more than six skaters.
- * The judge will tell the skaters in the group what skill is to be performed, the skaters will then, one at a time, perform the skill. The process continues until all skills have been completed. The judge then records the placements and awards are presented.
- * We recommend using the skills from the appropriate badge level as the competition skills.

Recruiting Judges

- * If there is a U.S. Figure Skating club at a rink nearby, members may serve as judges.
- * It is not necessary to use qualified judges if they are not available.
- * Often, adult skaters, high level skaters and coaches are used. They are honored to assist and are quite good.

EXAMPLES OF SUCCESSFUL THERAPEUTIC & SPECIAL OLYMPICS PROGRAMS

Below are some specific programs that clubs have run successfully throughout the country. Programs may or may not be current. To contact a program, visit the Clubs page on U.S. Figure Skating Online, or consult the U.S. Figure Skating directory.

Recreational Therapeutic and Special Olympics Program Winterhurst Figure Skating Club

The program is an ADAPTED LEARN TO SKATE PROGRAM for handicapped ice skaters. Volunteers are recruited from the community at large, trained, and supervised by the program director. Professional instructors also volunteer their services to instruct groups and oversee the volunteers who assist on a one-to-one ratio, as needed.

The ADAPTED LEARN TO SKATE PROGRAM is a specialized skating program, offering instruction to persons of all ages, three years and up, who need specialized instruction due to their disabilities. The types of impairments we are geared to instruct are: mentally impaired, developmentally delayed, hearing impaired, visually impaired, some types of physical impairments (cerebral palsy, spina bifida), severe learning disabilities, and some health impairments with a physicians approval. The largest portion of our program is in the area of Special Olympics training; speed skating and figure skating, levels I, II, III, and IV, and similar pairs and mixed pairs according to the Official Special Olympics Sports Rules.

Instruction takes place at the Winterhurst Ice Rink and sessions are run concurrently with the Winterhurst Figure Skating "Learn to Skate Program". The schedule is for seven weeks, one hour per class session, five times per year. We fill our sessions with 30-40 handicapped students per class, and 20-30 volunteers. Special Education classes come throughout the school year for instruction, for a 14 week session (Special Olympics training). The "pilot program" began in the summer of 1985, with six students and ten volunteers. It has grown to service over 100 persons with special needs.

The Winterhurst Figure Skating Club sponsors the program by underwriting the costs not covered by the tuition set by the board of directors of WFSC. The program is under the "umbrella" of the board of directors. It is supported by several families and figure skaters who volunteer. The fee for the seven week session is \$22 for Lakewood residents and \$27 for non-Lakewood residents. Skate rental is \$1.25. Office supplies and materials are donated by a printing company, "a friend of Special Olympics". Other sources of funding come through various fundraising projects by the parent group and several service groups in the area.

The Winterhurst ADAPTED LEARN TO SKATE PROGRAM offers two services:

1. SPECIAL OLYMPICS training in figure skating levels I, II, III, IV and pairs, speed skating (100, 300, 500, 800 meters), and developmental events. Those skaters who qualify for this program train for at least 14 weeks, 1-2 hours per week. Competitions are held at the area and state levels.
2. Instruction for hearing impaired, deaf, and those not mentally impaired is also given, using the Winterhurst Learn to Skate Skills Program, as well as a skill building program designed by the Program Director. The ice skating curriculum and instructional materials are from several resources the Program Director has accumulated over the past 13 years of teaching handicapped skaters (10 years in Michigan).

Special Olympics Program Ice & Blades Club of Washington and Pittsburgh Figure Skating Club

The program takes place at three county outdoor rinks and at the Mt. Lebanon Recreation Center. It is a Special Olympics program in ice skating and training school.

The skating program has been going on for some time but club involvement began in 1986. The session lasts approximately eight weeks beginning in November and ending in February. A competition ends the season and qualifies those who go on to the state and national competitions.

Coaches' training was held jointly by the Ice & Blades Club of Washington and the Pittsburgh FSC at the Mt. Lebanon rink. It was an all day session on and off the ice for the coaches and included working with the athletes. Several volunteers from both clubs participated. Instructing the sessions were Mary Lou Olmo and Mrs. Susan Hlabinsky, head coach of the Ice & Blades Club.

The program is funded by the Kennedy Foundation and operates strictly on a volunteer basis at the grass roots level. The athletes learn to skate and are at this time primarily speed skating. Three skaters participated in figure skating in 1986 and 1987.

School Directed -- Recreational Therapeutic St. Cloud, Minn., Public Schools

Developmental Adapted Physical Education Specialist coordinates the program. Classroom teachers and aides assist, as well as volunteers from the V.F.W. Post and the local State University.

Basic skating skills are taught and movement experiences and recreation for the physically handicapped are provided. Sessions take place at the St. Cloud Municipal Sports Center (Ice Arena), St. Cloud, MN 56301.

The program has been in place more than three years. There are ten sessions, one session per week, January through March. The program is totally funded by a local V.F.W. Post. They purchase the ice time, equipment, awards and pay for a skating professional. The school district provides transportation.

Service is provided to a wide variety of students, ages 3-21 years. Students with Emotional Behavioral Disorder (E.B.D.); Educable Mentally Handicapped (E.M.H.); Trainable Mentally Handicapped (T.M.H); and multi-handicapped are all serviced through this program. Focus is on basic skating skills, recreation and movement experience. Part of each session is structured lessons and free skating. The unit concludes with an ice show that includes costumes, music, awards, etc.

Recreational Therapeutic and Special Olympics Program Des Moines Figure Skating Club

There is a Director/Instructor, a coordinator for the schools and teachers and a volunteer assistant instructor. In addition, the Des Moines Buccaneers hockey team volunteers. The program interacts with 14 public schools and various facilities that teach handicapped persons. Funding is provided by various service organizations and individuals.

The Pilot Program took place during the 1975-76 skating season and has continued every season since. It includes four one-hour sessions for each group: hearing impaired, autistic, mentally retarded, mentally disabled, emotionally disabled and visually impaired. The participants are scheduled one to three days per week in the morning utilizing their school bus for transportation. They return to school for lunchtime. This includes the participation of the regular schoolteachers and aides both on and off the ice.

This program is for therapeutic and recreational value. It also provides the opportunity to compete. The U.S. FIGURE SKATING Basic Skills Program is used along with Special Olympics Ice Skating Sports Skills.

The public and special schools are organized with the help of an interim teacher in the school system. She makes arrangements with the regular classroom teachers and staff to participate in the program. She also schedules the school buses.

Classes are also held for mentally retarded adults in Special Olympics. The class meets one to three days a week for a one-hour lesson on figure skating and hockey basics. All skates are furnished by the Des Moines Ice Arena. All instruction is free. Participants include those who may be visually impaired, hearing impaired, mentally retarded, mentally disabled or emotionally disabled. The instructor/director is a professional figure skater. Hockey is taught by a member of the Des Moines Buccaneers Hockey Team.

These programs are staffed by volunteer school teachers, school staff, parents, hockey players, club figure skaters and family members.

Special Olympics Program Salt City Figure Skaters

Special Education students from two school districts participate in the program. One city school class has ten to twelve students and one county school has twelve to fifteen students. On-ice assistance is provided by:

- 1 classroom teacher and an aide
- 2 to 3 Salt City Figure Skaters
- Learn to Skate instructors
- 1 or 2 additional on-ice volunteers

The program utilizes the Learn to Skate Program, the Basic Skills Program (modified by Special Olympics suggestions), and the U.S. FIGURE SKATING Therapeutic Handbook suggestions.

The program takes place at the Meachem Ice Rink and has been in existence more than three years. It is a six to nine week program from January through March. Ice time is donated by the Syracuse Parks and Recreation Department. Classes are bussed to the rink by the school districts. Classes are 1/2 hour each.

Organization of the program involved a phone conversation and short meeting with the Parks and Recreation Department, teachers, and Mr. Walter Black. Skates are donated by Special Olympics and others.

Therapeutic and Special Olympics Program Lansing Skating Club

Multiple impaired handi"capable" skaters participate in the program. Skaters age 6 to 26 and are attending Michigan School for the Blind. Skaters are deaf-blind, cerebral palsied, emotionally impaired, totally blind, and partially sighted. Many live in group homes contracted by Community Services for the Developmentally Disabled. Participants range from profoundly to mildly retarded and physically impaired.

The program director is a Therapeutic Recreation Specialist. Volunteers come from Michigan State University Physical Education Skating Class, Therapeutic Recreation majors and Special Education majors. Skaters of all ages from the Lansing Skating Club family members also volunteer their help.

Individualized Instruction: For skill development of multiple impaired

First hour: 1. Off-ice warm-up and exercises (all skaters are welcome)

2. Individualized skill development/skater's choice, "what they want to learn."
- Second hour:
3. Group activities/partner skating/prepare routines for demonstration
 4. Open skating with community, family and club members

Classes take place at the Washington Park Outdoor Ice Arena operated by the City of Lansing Parks and Recreation Department (depending on the weather) and at Munn Ice Arena (Michigan State University Campus).

There are weekly two-hour sessions during the fall, winter, and spring. The initial skating program began in the fall of 1975 at the request of five visually impaired children who attended an ice show. Within the year, the skating program grew to incorporate 60 handicapped skaters and 70 guides, parents, brothers, sisters, and friends. The same five students, the following year, were asked to perform with other basic skill skaters in the Memorial Fund Ice Show.

Audience members commented that they were unable to differentiate the sighted from the non-sighted skaters when they were partnered together in performance. What a compliment for them! The skaters have continued to give performances and demonstrations of their skills in Lansing Skating Club sponsored shows, winter sports festivals, and local Special Olympics.

The program begins with off-ice warm-up exercises and a second hour of instructional one-on-one assistance with volunteers.

Ice time is contributed by Parks Department or Michigan State University for a \$3.00 fee (sponsors arranged if needed). The program is organized by the therapeutic recreation specialist and networks resources in the community: Parents of handicapped youth; Lansing Parks and Recreation Department; Lansing Handicapper Recreation; Michigan School for the Blind, Community Services for the Developmentally Disabled, Lansing Schools Special Education; Michigan State University, and Washington Park Ice Arena staff.

For the \$3.00 fee the skater receives:

- ✓ Weekly skate rental (free)
- ✓ Ten weeks of two hour sessions of ice time
- ✓ Contributed instruction by U.S. FIGURE SKATING Gold Medalist
- ✓ Volunteer assistance

Many handicapped students are now participating in the Michigan State University Motor Development Ice Skating Clinic.

In coordination with Michigan State University, the first International Seminar on Therapeutic Ice Skating was held at Michigan State University, Kellogg Center/Ice Arena. Conference highlights were participatory sessions for paraplegic persons on ice sleds and 145 skaters and guides participating in one-on-one instruction and group activities on ice. The seminar was broadcasted on three television stations. The educational sessions were taped and the on-ice session videotaped.

Recreational Therapeutic Program Park Figure Skating Club

The program is serviced by volunteers and members of the Park FSC. The program provides instruction for the handicapped without charge. It is in operation from October through April and meets on Wednesdays and Fridays from 6:00 p.m. to 8:00 p.m.

Ice time is provided. The Park FSC provides the needed equipment. When individuals are ready for more advanced instruction, a professional will be provided.

Volunteers assist the participants on a one-on-one basis. Four hours per week is presently scheduled for therapeutic skating. Walkers are used where necessary.

Special Olympics Program Atlanta Figure Skating Club

A good group of volunteers is the key to beginning this type of program. The new Special Olympics Badge Program has helped to organize the program. It has given each athlete a challenge and new goals.

Sessions for this program are 1/2 hour periods, two times per week, with supervision and an additional time to practice. The rink and the teaching professionals sponsor the program. There is a \$1.00 charge to all students.

We run newspaper ads for special populations, contact local chapters for the retarded, and contact the State Special Olympics Office, which has been a feeder to our program.

Special Olympics Program Utah Figure Skating Club

Parents, U.S. FIGURE SKATING skaters as volunteer coaches, and teachers coordinating with the Special Olympics main office in Provo, Utah, all work on this program.

The program takes place at the Bountiful Recreation Center in Bountiful, Utah. Special Olympics skaters are placed with a coach (youth) from the U.S. FIGURE SKATING club according to age and personality.

Coaches and participants are set up in the fall and they coordinate the times for practice between them mainly on the public sessions. They usually meet three to four times a week, 1/2 hour sessions, four months a year.

Parents of both the Special Olympian and the youth coach help to organize the program. There is also a parent from each of the schools that have self-contained classes and also from other schools that are strictly for the handicapped. They each help with our program by volunteering for anything the program might need.

The rink gives participants ice time at a reduced rate. There is no funding of any kind.

The skaters of the Utah FSC all volunteer to help a Special Olympian put a program together, cut the music for, and teach them the fundamentals of ice skating. The coaches willingly give of their time and effort, and they all enjoy being part of the Special Olympics.

In using children who are about the same age as the Special Olympian, they form a friendship that not only helps the Olympian but also the young coach.

Recreational Therapeutic Program Creve Coeur Figure Skating Club

Volunteers for the program include several members of the Creve Coeur FSC. The participants are handicapped children from the St. Louis, Missouri, area. The therapeutic skating program is primarily for the physically handicapped. Participants are taught to skate to the best of their ability.

Sessions are held on Saturday mornings during the school year from 9:15 to 10:00 a.m. at the Creve Coeur Ice Arena. Skates are provided from donations (skates and money) and are fitted by the volunteers. Skates from the rink's rental stock are also used. The City of Creve Coeur sponsors the program, owns the rink, and provides ice time.

There is also a co-sponsor who helps with the insurance, etc. The co-sponsor has varied over the years – Easter Seals, etc. This is an essential part of the program to provide insurance coverage. Walkers and chairs are used to assist the skaters. Volunteers also make use of belts to provide support.

Special Olympics Program Kent Skating Club

One person serves as the coordinator of volunteers for three separate, but essentially parallel skating programs for the mentally handicapped. The volunteers include Kent Skating Club and rink professionals, university students, and staff from the participating schools for the mentally handicapped.

Each of the programs is a modified basic skating program adapted to the specific needs and abilities of the participants. These participants range in age from four years to adult. From November through January, all three programs concentrate on Special Olympics training. Participation in Special Olympics, however, is not a requirement of any of the programs.

The sessions for two of the programs are scheduled during the school day and are part of extended physical education programs run by the county schools for the mentally handicapped. The third program has weekend sessions and is intended for adults and mentally handicapped students from public schools who are not able to participate in either of the other two.

The KSU Ice Arena provides the ice time for the two weekday programs on a per-student basis at a reduced rate. The students are charged a nominal fee sufficient to cover this cost. Any costs not covered by the money collected from the participating students are underwritten by the county school(s) involved through fundraising efforts. Transportation to and from the rink is provided by each of the participating schools.

Ice time for the weekend program is also provided at a reduced, but higher rate than that of the weekday programs. The fee each student pays is based on this cost and is, when possible, subsidized through fundraising.

Although the approach in each of the programs may differ somewhat, they all stress the same basic ideas of safety, proper technique and good sportsmanship. When possible, each of programs incorporates group activities as well as individual instruction.

The weekend program may be incorporated into the rink's Learn to Skate program as an expansion of its efforts to better serve the whole skating community.

TEACHING TIPS

The following tips were provided by professionals and volunteers who are directing or assisting with Special Olympics and Therapeutic Skating programs throughout the country. We hope you find them helpful.

Techniques for assisting the visually impaired to ice skate (provided by Lansing Skating Club)

Enabling Objective:

1. The guide will develop the ability to establish positive rapport with the visually impaired skater to develop a friendship.

Performance Measure: The guide will demonstrate the ability to:

- a. Take interest in learning about the interests and abilities of their visually impaired skating partner.
 - b. Converse with the visually impaired skater in a manner appropriate to the skater's age and mentality.
 - c. Establish an interrelationship whereby the visually impaired skater and guide seek each others' help and observations.
2. The guide will practice the ability to guide the visually impaired person using the universal guide technique, walking together off-ice, or gliding on-ice.
 - a. The visually impaired skater can show the guide the proper universal technique or their own preferred technique. Sighted guide (universal guide technique) allows the visually impaired person to hold the guide's upper arm, above the elbow. The visually impaired skater stands beside and slightly (one step) behind the sighted guide. This allows the visually impaired skater the opportunity to follow the body movement and direction of his or her guide.
 - b. The guide will learn to utilize objects in the environment for guiding. The trailing technique will be utilized and demonstrated off-ice and on. The trailing technique uses two fingers (the index and middle finger) extended with the arm straight and positioned ahead of the body to guide along a flat and straight surface with no obstacles projecting from it, i.e. a wall or the boards around the rink. (Also chairs, rubber tipped walkers, or Hein-A-Ken Skate-Aid can be used as a balance and support item to the skater.)
 - c. The skater will become familiar with other guiding techniques to offer support. The certified adaptive aquatics hold used to assist swimmers in and out of a pool safely may be adapted to ice. The guide positions the forearm under the armpit of the visually impaired skater and stays close beside, holding the skater's hand with opposite hand. This technique may begin with two guides, one on each side, depending on the amount of support needed by the visually impaired skater.
 - d. The guide will learn "coactive" movement techniques. The hand-on-hand technique allows the guide to show the body action by placing the visually impaired skater's hand on body parts to observe action, i.e. hand on shoulder or knees or hips to sense and imitate body action and rhythm. This "coactive" movement on verbal cues can be selected according to the visually impaired skater's preference.
 - e. The guide will practice and demonstrate the ability to guide using the hockey stick double or single assist technique. As the skater gains posture, straight supported ankles and self-initiation of push and glide, the hockey stick technique can allow less reliance on a person for support. The guides, one or two, hold each end of the stick parallel to the ice surface, leaving a space in the middle of the stick for the visually impaired skater to hold.
 3. The guide will develop the ability to precisely verbally cue the skater.
 - a. The guide will describe the surroundings and show the skater placement of references in the rink:

- i. Doorways
 - ii. Bleachers or benches to sit on
 - iii. Speakers for music can be used as a sound locator (source for direction in rink)
 - iv. Clock reference used with skater, i.e. veer right to three o'clock
 - b. The guide will show the skater the blades of the skate and identify
 - i. Inside edge
 - ii. Outside edge
 - iii. Flat
 - c. And while skating on the ice using:
 - i. Inside edge and body lean
 - ii. Outside edge and body lean
 - iii. Flat gliding directly straight
4. The guide will experience blind skating (usually prior to meeting and guiding the visually impaired skater).

Performance Measure

- a. Walk through the arena blindfolded and assisted by a fellow guide.
- b. While blindfolded, and with a guide, enter ice safely using barrier support.
- c. Glide and practice giving and receiving verbal cues and guiding techniques, blindfolded.
- d. Become aware that being blindfolded is a greater disadvantage than the visually impaired skater's accommodation to blindness or visual impairment.
- e. Practice asking visually impaired person "How much can you see?" This enables the guide to utilize existing sight, and position self at best location for skater to see demonstration.
- f. Ask the skater which technique is preferred: to "observe" visually or manually (hand-to-hand).
- g. Relate body actions of skating to other activities the skater has experienced! Roller skating, walking, marching steps, tandem bicycling, sailing, swimming (resistance to bend and push).

General Tips (from the Des Moines Figure Skating Club)

1. Always be organized
2. Use a teaching program such as the U.S. Figure Skating Basic Skills tests or the Special Olympics Ice Skating Sports Skills. These are both arranged in a progressive order that can easily be adapted to fit each person's needs and capabilities.
3. Always be patient and give an abundance of encouragement.
4. Use highway pylons or chairs to make a slalom course to encourage edges when playing games with hockey sticks and pucks or relay races.
5. Always use game items that will not stick to the ice surface.
6. Safety is first and foremost when working with handicapped persons.

Suggested Teaching Tools (from the Winterhurst Ice Rink)

Use a lot of variety and assorted teaching tools when instructing in a group or on an individual basis. Types of teaching tools we find extremely helpful as well as fun for all ages of skaters include:

Plastic Colored Cups Activity (purchase at grocery store)

16 oz. size plastic cups for picking up off the ice; lined in rows, circles, pathways for the skater to follow; matching colors, stacking, sorting; teaching balance as the skater stoops carefully to pick them up and develops good eye-hand coordination as well. Measure distance to skate in and out and around for teaching directionality and to improve control.

Colored Huge Waterbase Markers (purchase at office supply store, red, blue, green)

With permission from the ice rink (the color comes right up with one ice cut), an endless number of games can be diagrammed on the ice. Lines, circles, dot-to-dots, snowmen, any design corresponding with the

season or holiday that the skaters can follow the line to “home” or simply enjoy following and creating their own game (more important to see self-initiated games and activities anyway!)

Bean Bags (homemade by moms and volunteers)

Have an assortment of sizes, shapes, colors and weights of bean bags on hand. Balance the bean bags on the head, hands, elbows, and shoulders while skating and then trying some skills, too! Give the larger bean bags with fewer beans will stay on with less effort. The skaters may even toss the bean bags and use their toss as an incentive to skate to it and pick it up! This is especially attractive to the little ones who tend to need more motivation.

Hockey Pucks (ordered through rink supply catalogs).

These serve the same purpose of tossing and skating to it. They really slide. Use caution for both activities so the skaters don't skate into and trip over the bean bags or hockey pucks.

Skate-Aid (ordered through rink supply catalogs, see Equipment section in this manual)

These are successful, especially for the adult skaters.

Cerebral Palsy Walkers (older style loans and donations from Crippled Children's society)

Walkers with round base for best stability on the ice. We have removed the wheels and attached hockey pucks for easier glide on the ice. As the skater with cerebral palsy or even other severe physical limitations sits in the seat and is secured in correctly, the movement of legs and pushing along with their skates slides the walker across the ice nicely! We have found that “backward skating” is most suitable.

Music is essential (music helps everyone, students too!)

Assorted for the different age groups, pre-school songs and body awareness activities are best for the younger ones, music with a strong heavy beat for all groups, and the most updated popular is best for all, too! Use several music moods and changes of tempo as great tools for movement exercises and body recognition and awareness. The Hokey Pokey and Bunny Hop are the most used and favorite for all (including volunteers). We have an “aerobic” tape we use for power stroking, speed skating drills, and general warm-up on the ice.

General Tips for Special Olympics (from the St. Louis Park Recreation Center)

Put Special Olympics students who are 17 and older with beginning adults in group classes. The Special Olympians enjoy being with the adults and seem to learn more quickly than when they are grouped with other children. Keep the classes small and work on developing good basics.

Use large magic markers to draw on the ice. Students learning two-foot and then one-foot three-turns often counter-rotate. Use one of the large hockey circles to teach three-turns and draw individual three-turns around the edge (going into circle). Using the marker to draw out the steps into beginning jumps also helps the skaters to learn faster.

EQUIPMENT

SKATE-AID DISTRIBUTORS

Damschroder Skate Sales
13227 Saticoy Street
North Hollywood, CA 91605

Flaghouse, Inc.
150 N. MacQuesten Parkway
Mt. Vernon, NY 10550
(914) 699-1900

Lubin's Skate Supply
9 State Street
Nashua, NH 03063

Sandler Skate Supply
60 Concord Avenue
Belmont, MA 02178



Boots and Blades

Riedell Boots, Inc. in Minnesota has offered "Special Athlete" skating boots and blades at wholesale prices.

Contact: Lynn Thompson
541 Marietta, GA 30067
E-mail: bltonpv@aol.com

Skates can be sent COD to you from the company. Verification from the athletes' Special Olympics State Office is needed in placing any order. Feet measurements must be taken by a qualified person or coach. (Include drawing of outline of both feet including ball measurements). Approximate time of delivery depends on the manufacturers' availability of model, but it's typically two weeks.



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