



Special Olympics
Minnesota
Volleyball Handbook



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Practice ideas, skill assessment and development, and rules can be found in the SOI Quick Start Guides and SOI Rules for each respective sport at www.specialolympics.org/sports.aspx.

Special Olympics Minnesota Volleyball Handbook

RULES OF COMPETITION

Special Olympics volleyball rules will be enforced during all matches, according to the SOI Volleyball Rules. Exceptions to SOI rules are included below:

Game Length and Matches

- Tournament Format – Teams are guaranteed three matches.
- Matches – The winner is declared after best two out of three sets. Rally scoring to 25 used. If a third set is needed rally scoring to 15.
- End of Set – First two sets a team needs to win by two points. The third set does not require a two point win; it is simply first to 15.

Gameplay Rules

- Roster Size – Minimum six, maximum 16.
- Timeouts – Two 30-second timeouts per game.
- The height of the net can be lowered to no lower than 2.24m (7'4 1/8")
- Serving – The serve shall be from the serve area. Stepping on or over the line before the ball is contacted shall constitute a violation.
- Modified Serving – A modified serving line will be placed 4.5 meters in from the net only for those athletes who absolutely need it. Stepping on or over the modified line before the ball is contacted shall also constitute a violation. Athletes using the modified line must be identified in advance. You will receive a form in your registration bag on which to identify these athletes.
- Serving Limit
 - Traditional – Five-serve limit for each server. Serving team maintains possession after the five serve limit.
 - Unified – Five-serve limit for each server. Serving team maintains possession after the five serve limit.
- Substitutions – Rotations are allowed. If you choose to sub a player not during a rotation then you must sub person-to-person. For example, if John substitutes for Joe, Joe then returns to play for John.
- Coaching – A coach is permitted to get up from the bench and move around as long as the coach is not affecting the progress of the game. Coaches may assist athletes into positions for substitutions only, but must coach from the bench.

- Unified Rules –
 - Line-up – three athletes and three Unified Partners must be on the floor at all time
 - Serving – See above. Additionally, partners are requested to serve at a level that accounts for the safety of athletes on the opposite team.
 - Passing – If the ball is touched more than one time on a side, an athlete must touch the ball before it is returned. If the ball is touched only once, a partner or an athlete may return the ball.
 - Unified Partner – Partner dominance is monitored. If partner dominance is called, a point and the serve will be awarded to the opposing team.
 - Coaching – If you register as a coach you cannot play.

VOLLEYBALL EVENT INFORMATION

Area Competition for Southern Minnesota

Due By

Date	Location	City	Register	Contact
May 20	St. Clair High School	St. Clair	May 7	lukas.johnson@somn.org

State Competition

Date	Location	City	Registration
June 24	Eastview High School	Apple Valley	May 30

- Roster Size – minimum six, maximum 16
- Teams are guaranteed at least three games
- Awards are presented at the completion of the entire tournament
- Volleyball Events
 - Unified Volleyball
 - No Individual Skills

Sportsmanship

Good sportsmanship is both the coach's and athlete's commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below we highlight a few focus points and ideas on how to teach and coach sportsmanship to your athletes. Lead by example.

Competitive Effort

- Put forth maximum effort during each event.
- Practice the skills with the same intensity as you would perform them in competition.
- Always finish a match/event: Never quit.

Fair Play at All Times

- Always comply with the rules.
- Demonstrate sportsmanship and fair play at all times.
- Respect the decision of the officials at all times.

DIVISIONING

The divisioning process for team sports is much different, and much harder, than individual sports. Unlike most individual sports, team sports do not have concrete distances or times that can be used, although we do have teams submit assessment scores for individual players. Once a game starts, however, the information contained in the assessments often takes a back seat to the dynamics at play minute-by-minute, play-by-play on the court or field.

The challenge with divisioning team sports is that there are many factors that affect how a team performs on any given day — missing players, illness, penalties, behavior, coaching, who's hot and who's not, individual match ups, etc. With divisioning in team sports, much more emphasis is put on game results, common opponents, coach rankings and coach notes. There is not a perfect science to ensure that all divisions will have close games, which is why we have developed a process for team sports that includes divisioning committees. The divisioning committees allow for more coach involvement, better team evaluation and improved divisioning. We recognize there may be some games during a competition that are not competitive, but we hope that the team sports divisioning process creates the most equal divisions possible.

Volleyball Divisioning

- Coaches complete individual assessment scores for each athlete and add scores to determine team assessment score. Assessment scores are submitted on the registration form.
- At State, divisioning is based on assessment scores and the results from previous competitions. Although when divisioning for State much more emphasis is put on common opponents, coach notes, previous game results, and competitions.
- Scrimmaging and competing in games prior to the State competition is highly recommended. This will ensure the best divisioning as possible.

Individual Assessment for Team Play	
A. Serving	(one choice – should be the most representative of the athlete’s skill level)
Difficult tossing/contacting ball (1) Sometimes serves underhand legally over the net (2) Legally serves underhand consistently and effectively (3) Legally serves both underhand and overhand over the net (4) Consistently serves overhand over the net (5) Often serves overhand over the net, such that the opposing team cannot return (8) NOTE: the evaluator must consider skill level of opposing team when considering value (8)	
B. Passing	(one choice – should be the most representative of the athlete’s skill level)
Has difficulty completing a forearm pass to a teammate (1) Sometimes completes a pass to teammate (2) Only completes passes that come directly him/her (3) Usually completes passes received in general area of his/her position (4) Chooses best type of pass (overhead/set/forearm) for the situation (5) Completes passes accurately to the setter to run an offense (6) Controls the offense with ability to complete an advanced pass, overhead set and forearm pass (8)	
C. Movement	(one choice – should be the most representative of the athlete’s skill level)
Maintains a stationary position; does not move to or away from the ball as necessary (1) Moves only 1-2 steps toward ball (2) Moves toward ball; but reaction time is slow and has intermittent transition from offense to defense (4) Movement permits adequate court coverage (5) Good court coverage; reasonably aggressive; good transition from offense to defense (6) Exceptional court coverage; aggressively anticipation; great transition from offense to defense (8)	
D. Game Awareness	(one choice – should be the most representative of the athlete’s skill level)
Sometimes confused on offense and defense; does not transition; stays in one place (1) Can play in fixed position as instructed by coach; may go after an occasional loose ball (2) Limited understanding of game; performs basic skills and will run occasional plays if coach prompts (4) Moderate understanding of the game: some offensive plays and solid defensive skills (6) Advanced understanding of the game and mastery of volleyball fundamentals (8)	
E. Blocking	(one choice – should be the most representative of the athlete’s skill level)
Does not block at all, regardless of the situation (1) Makes little to no effort to block and often is out of position for the block (2) Blocks only when the ball is hit directly in front of him/her (3) Goes after attacks that are within 1-2 steps (4) Aggressively attempts blocks 3-4 steps away, makes many successful blocks (6) Exceptional ability to stop opponent’s attacks all along the net with good body control (8)	
F. Attacking/Hitting	(one choice – should be the most representative of the athlete’s skill level)
Does not demonstrate knowledge of basic mechanics of front row play (1) Periodically makes an uncontested attack over the net (2) Hits the ball of the net when it comes directly to him/her (3) Hits the ball of the net when it is set to him/her, occasionally moving to a set 1-2 steps away(4) Consistently hits the ball over the net into the opposite court (5) Consistently hits the ball over the net that the opposing team cannot return (6) NOTE: the evaluator must consider skill level of opposing team when considering value (6) Demonstrates ability to jump and attack the ball downward (8)	
G. Communication	(one choice – should be the most representative of the athlete’s skill level)
Does not communicate with teammates or coaches; does not make any motion toward the ball (1) Does not communicate with teammates or coaches; often runs into other players and takes balls called by teammates (2) Responds to communications from teammates and coaches by changing the way he/she plays on the court (4) Calls for and aggressively pursues balls near his/her position and backs away from teammates who call for a ball (5) Encourages teammates to communicate; helps guide teammates on the court (6) Strongly communicates with teammates and coaches during play (8)	

Team Name: _____

1. Competition Record: Please list three games played in this competition season against another team prior to the area competition

Opponent*	Date	Score ex. 2 to 4	Winner of Game Our team/ Opponent	Our Team Stronger/Equal/Weaker than opponent

2. If you brought this team to State last year, is your team (please underline or bold) :
Stronger Equal Weaker New Team

3. Are you missing any key players? If so please explain.

4. Additional information about your team's ability level:

Information Submitted by:

Head Coach

Date