



INTRODUCTION

What Is The Law Enforcement Torch Run?

The Law Enforcement Torch Run® for Special Olympics is Special Olympics International's largest grassroots fundraiser and public awareness effort. In 2007, the Torch Run raised more than \$26 million to benefit 2.2 million Special Olympics athletes around the world. More than 85,000 law enforcement members carried the *Flame of Hope* across 37 nations, and thousands more supported the participants' efforts through pledges, special events, and merchandise sales.

In 2007 alone, Arizona law enforcement's fundraising efforts put \$444,486.16 into the programs supporting our local athletes.

At its most basic level the Torch Run is a running event in which law enforcement personnel and athletes run the *Flame of Hope* to the Opening Ceremony of local competitions, and State, National, and World Games. As *Guardians of the Flame*, law enforcement personnel around the world carry the Special Olympics Torch for a common cause through blizzards in Alaska, the mists of England, the islands of the Caribbean, and the deserts of Arizona. The common goal is to raise money to support Special Olympics athletes and to help dispel the myths surrounding the capabilities of people with intellectual disabilities. To symbolize our support for Special Olympians and to celebrate their independence, at each Opening Ceremony we pass the Torch to an athlete who uses it to light the *Flame of Hope* that burns throughout the Special Olympics Games.

At its most fully developed, the Torch Run encompasses a variety of fundraising methods in addition to the Torch Run itself, such as T-shirt and merchandise sales, donations and pledges for participants, corporate sponsorships and special events such as Tip A Cops, Polar Plunges, golf tournaments, and other events with local appeal.

How Did The Torch Run Begin?

The Law Enforcement Torch Run® began in 1981 when Wichita (Kansas) Police Chief, Richard LaMunyon, saw an urgent need to raise funds for and increase awareness of Special Olympics. LaMunyon felt Special Olympics was a fitting cause to unite local law enforcement, giving them closer ties to the community and to a very unique population. The Torch Run was quickly adopted by the International Association of Chiefs of Police, now recognized as the founding organization of the Law Enforcement Torch Run® for Special Olympics.

As the Torch Run grew it took on another dimension. In 1987, organizers created the Final Leg. Every two years, law enforcement personnel from around the world gather to carry the *Flame of Hope* in a Law Enforcement Torch Run Final Leg to kick off the Special Olympics World Summer or World Winter Games. It is an honor to participate in the Torch Run Final Leg in a salute to the athletes who compete in Special Olympics World Games. The 2003 Final Leg was the largest event in Torch Run history, covering 9,000 miles and 19 countries throughout Europe, attracting 250,000 spectators.

Under the leadership of the Torch Run Council the Arizona Law Enforcement Torch Run continues to touch the lives of Special Olympics athletes throughout Arizona. Following is a list of former State Torch Run Directors who have been instrumental in the success of the Arizona Law Enforcement Torch Run for Special Olympics:

- Captain Linn Brown: Mesa Police Department
- Lieutenant Steve Graehling: Tempe Police Department
- Lieutenant Brick Goodman: Scottsdale Police Department
- Sergeant John Calender: Chandler Police Department
- Lieutenant Bill Fogle: Arizona Department of Public Safety
- Lieutenant Ed Shepard: Maricopa County Sheriff's Office
- Sergeant Ron Weber: Mesa Police Department
- Sergeant Robert Conrad: Phoenix Police Department

- Detective Skip Woodward: Tucson Police Department
- Ms. Nancy Mulleneaux: Tucson Police Department
- Lieutenant Mikel Longman: Arizona Department of Public Safety
- Sergeant Mark Franzen: Chandler Police Department
- Ms. Patti Lopez-Cepero: Attorney General's Office
- Lieutenant Steve Graehling: Retired
- Sergeant Gil Soto: Phoenix Police Department

Including Special Olympics Athletes In The Torch Run

Special Olympics programs work hard to change the public's perception of the organization as a "once-a-year track meet for handicapped kids." Special Olympics athletes are capable athletes who, through training and discipline, gain many physical and social skills; and no one tells the Special Olympics story better than Special Olympics athletes. What better way to tell that story and demonstrate their skills to the public—a public that is only beginning to attend Special Olympics Games as spectators — than to include athletes as runners and torch bearers in all six legs of the Torch Run.

Including Special Olympics athletes enhances the positive image of law enforcement and our involvement with Special Olympics. Public interaction between Torch Run participants and Special Olympics athletes increases the participants' commitment to Special Olympics, both in reality and in the public's perception. Finally, interacting with Special Olympics athletes gives us a chance to really learn about intellectual disabilities and the nature of the unique abilities of these athletes—a learning experience that will serve us well in both our personal and professional lives.

The image we want to present is one of fully participating athletes. We recognize that the many sections of each leg will have varying capacities to field athletes who can run and carry the torch comfortably. Be creative in other ways to increase the visibility of Special Olympics athletes through the Torch Run. Please contact the Special Olympics Area Director in your region to help recruit athletes (contact information is included in this manual).

Facts About Intellectual Disabilities

DEFINITION

Special Olympics Arizona and Special Olympics International use the following definition to identify Special Olympics athletes:

A person who has an intellectual disability is one who exhibits **both** of the following conditions relative to biological age and social culture:

1. Intellectual functioning that is significantly below average
2. Marked impairment in the ability to adapt to the demands of the society in which the person lives (termed "adaptive behavior")

Neither low intelligence nor impaired adaptive behavior alone is sufficient for this diagnosis.

OCCURRENCE & STATISTICAL INCIDENCE

Intellectual disabilities are the most common form of mental handicap in the world. Experts estimate that 2.5% of the population is diagnosed as having an intellectual disability at some point in their lives. This means that more than 200,000 people within Arizona are affected.

Although a large number of the population has an intellectual disability, only 2% of those who have a mental disability are classified as having a severe or profound intellectual disability. In fact, 89% of the population with an intellectual disability has been diagnosed as having only a mild disability. Therefore, the majority of people who have an intellectual disability are able to live a useful, productive, and self-fulfilling life through education and training.

CAUSES OF INTELLECTUAL DISABILITIES

There are three major causes of intellectual disabilities:

1. Down syndrome
2. Fetal alcohol syndrome
3. Fragile X syndrome

Intellectual disabilities are on the rise in the United States. The rate of children born with fetal alcohol syndrome has increased from 1 per 10,000 births in 1979 to between 3 and 22 out of every 10,000 births in 2003. Malnutrition, rubella, glandular disorders, diabetes, and many other illnesses of the mother during pregnancy may result in a child being born with intellectual disabilities. Physical malformations of the brain and HIV infection originating during prenatal life may also result in an intellectual disability.

Problems at birth—Although any birth condition of unusual stress may injure the infant’s brain, infants born prematurely and with low birth weight are more prone to suffer serious problems than any other condition.

Problems after birth—Childhood diseases such as whooping cough, chicken pox, and measles can damage the brain, as can accidents such as a blow to the head or near drowning. Mercury and lead poisoning can cause irreparable damage to the brain and nervous system.

Poverty—Children in poor families may be diagnosed with an intellectual disability because of malnutrition, disease-producing conditions, inadequate medical care and environmental health hazards. Also, children in disadvantaged areas may be deprived of many common cultural and day-to-day experiences provided to other young children. Research suggests that such under-stimulation can result in irreversible damage and can serve as a cause of intellectual disabilities.

TWO COMMON MYTHS

Myth #1

Many people assume that a person with one disability has multiple disabilities. For example, it is frequently assumed that a person in a wheelchair also possesses a mental impairment. However, most people with physical disabilities do not have a mental impairment. Similarly, only a small percentage of people with intellectual disabilities have physical limitations. Volunteers can play an important role in dispelling myths or popular misconceptions about people with intellectual disabilities, who are often only limited by other people’s unchallenging expectations of them.

Myth #2

It is widely believed that people who have an intellectual disability live in institutions, and that institutions give the most appropriate care to people with disabilities. In fact, both government and private institutions for people with an intellectual disability are on the decline and general public policy is leaning toward deinstitutionalization. Research indicates that institutions tend to be less effective than community alternatives in the development of most skills for people who have an intellectual disability. Many live in group homes, or independently in an apartment, or at home with their families. They can contribute a great deal and benefit from the community at large.

Language Guide

Words matter. Words can open doors to cultivate the understanding and respect that enable people with disabilities to lead fuller, more independent lives. Words also can create barriers or stereotypes that are not only demeaning to people with disabilities, but also rob them of their individuality.

The following language guidelines have been developed by experts for use by anyone writing or speaking about people with intellectual disabilities to ensure that all people are portrayed with individuality and dignity.

Appropriate Terminology

Why is language and specific terminology important? Special Olympics prefer to focus on people and their gifts and accomplishments, and to dispel negative attitudes and stereotypes. In an ideal world, labels would not exist, but unfortunately they do and language choices can have a powerful impact on impressions and attitudes. As language has evolved, Special Olympics have updated its official terminology to use more widely accepted terminology that is more acceptable to our athletes. Use the following correct terminology for disabling conditions:

<i>CORRECT</i>	<i>INCORRECT</i>
<ul style="list-style-type: none"> • A person <i>has an intellectual disability</i> 	<ul style="list-style-type: none"> • is suffering from intellectual disabilities • is afflicted with intellectual disabilities • is a victim of intellectual disabilities
<ul style="list-style-type: none"> • Individuals are people <i>with intellectual disabilities</i> 	<ul style="list-style-type: none"> • an intellectually disabled person – (the disability does not define the whole person)
<ul style="list-style-type: none"> • A person <i>uses a wheelchair</i> 	<ul style="list-style-type: none"> • is confined to a wheelchair • is restricted to a wheelchair
<ul style="list-style-type: none"> • <i>Down Syndrome</i> 	<ul style="list-style-type: none"> • Down’s Syndrome • mongoloid
<ul style="list-style-type: none"> • <i>Physically challenged or disabled</i> 	<ul style="list-style-type: none"> • crippled
<ul style="list-style-type: none"> • A person with partial sight is <i>visually impaired</i> 	<ul style="list-style-type: none"> • blind
<ul style="list-style-type: none"> • A person is <i>hearing impaired</i> 	<ul style="list-style-type: none"> • deaf • deaf mute
<ul style="list-style-type: none"> • A person has a <i>seizure</i> 	<ul style="list-style-type: none"> • a fit
<ul style="list-style-type: none"> • A person has a <i>seizure disorder or epilepsy</i> 	<ul style="list-style-type: none"> • is an epileptic
<ul style="list-style-type: none"> • A person uses a <i>wheelchair</i> 	<ul style="list-style-type: none"> • confined • restricted

Additional guidelines:

- Refer to participants in Special Olympics as “Special Olympics athletes” rather than “Special Olympians” or “Special Olympic athletes.”
- Distinguish between adults and children with intellectual disabilities. Use adults or children, or older or younger athletes.
- Refer to participants in Special Olympics as athletes. In no case should the word athletes appear in quotation marks.
- When writing, refer to persons with a disability in the same style as persons without a disability: full name on first reference and last name on subsequent references. Do not refer to an individual with an intellectual disability as "Bill" rather than the journalistically correct “Bill Smith” or “Smith.”
- Use the words “Special Olympics” when referring to the worldwide Special Olympics movement.

DO NOT use the following terminology:

- Do not use the label “kids” when referring to Special Olympics athletes. Adult athletes are an integral part of the Movement.
- Do not preface Special Olympics with the word “the.” This implies that Special Olympics is a one-time, singular event rather than a year-round, ongoing program of sports training and competition.
- Do not use the adjective “unfortunate” when talking about people with intellectual disabilities. Disabling conditions do not have to be life-defining in a negative way.
- Do not sensationalize the accomplishments of persons with disabilities. While these accomplishments should be recognized and applauded, people in the disability rights movement have tried to make the public aware of the negative impact of referring to the achievements of people with physical or intellectual disabilities with excessive hyperbole.
- Use the word “special” with extreme care when talking about persons with intellectual disabilities. The term, if used excessively in references to Special Olympics athletes and activities, can become a cliché.



2008 ARIZONA LAW ENFORCEMENT TORCH RUN FOR SPECIAL OLYMPICS FACT SHEET

- WHAT:** The 23rd Annual Law Enforcement Torch Run for Special Olympics involves members of law enforcement agencies throughout Arizona who are joining forces to relay the Special Olympics Torch. This “run for love and money” will culminate at Sun Angel Stadium at Arizona State University in Tempe, Arizona, the site of the 2008 Special Olympics Arizona Summer Games. There, participants will pass the Torch to a Special Olympics athlete who will light the *Flame of Hope* that will burn throughout the games.
- WHEN:** Statewide Run April 27–May 2, 2008
Summer Games Opening Ceremonies May 2, 2008
Arizona State University, Tempe, Arizona
- WHERE:** Six geographic legs cover over 2,000 miles throughout Arizona, ending at Arizona State University on Friday, May 2, 2008. The six legs of the run begin on April 27, 2008 in:
- Leg #1—Lake Havasu
 - Leg #2—Flagstaff
 - Leg #3—Pinetop/Lakeside
 - Leg #4—Douglas
 - Leg #5—Yuma
 - Leg #6—Safford
- WHO:** Nearly 600 law enforcement personnel from 89 agencies, including state, federal, and military agencies
- WHY:** To raise funds and awareness for Special Olympics Arizona (which provides year-round training and competition in a variety of sports for over 9,100 Arizona citizens with intellectual disabilities); in its 26 years of existence, the *Law Enforcement Torch Run* has raised over **\$3,400,000** to benefit Special Olympics Arizona
- HOW:** Torch Run participants run, walk and bicycle to carry the Torch from the starting points to the Opening Ceremony of the Summer Games. Participants raise money for Special Olympics Arizona through donations, product sales, and special events.



SPECIAL OLYMPICS ARIZONA FACT SHEET

INCORPORATED	March 1975
MISSION STATEMENT	The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.
ATHLETE OATH	“Let me win, but if I cannot win let me be brave in the attempt.”
REGISTERED ATHLETES	<ul style="list-style-type: none">• Over 9,000• Ages 8 and up
REGISTERED VOLUNTEERS	Over 6,000 volunteers and up to 9,600 day-of-event volunteers
REGISTERED COACHES	Over 500 Special Olympics Arizona trained coaches
SPORTS OFFERED	Alpine skiing, aquatics, athletics (track & field and indoor athletics), basketball, bocce, bowling, cheerleading, cross country skiing, cycling, equestrian, figure skating, flag football, floor hockey, golf, gymnastics (artistic/rhythmic), kayaking, power lifting, snowshoeing, soccer, softball, speed skating and tennis
COST TO ATHLETE TO PARTICIPATE	No fees or charges are assessed to registered athletes, including costs for food, lodging, uniforms, training, or physicals.
LOCAL PROGRAMS	173 programs offered in 15 regional areas:
ADDITIONAL ATHLETE PROGRAMS	<ul style="list-style-type: none">• Athlete Leadership Program (ALP)• 8 Can’t Wait/Young Athlete Program• Healthy Athletes Program: Special Smiles, Healthy Hearing, Fit Feet, Opening Eyes, MedFest, Healthy Promotion• Motor Activity Training Program (MATP)• Global Messengers• Equestrian Sports Program
FUNDING	<ul style="list-style-type: none">• Sponsorship/Gift Revenue: \$2,850,000• In-Kind Gifts: \$ 807,000• 76% of every dollar goes to athlete and program support; the balance, 24%, goes to administrative costs• Special Olympics Arizona receives no government funding—501(c)(3) non-profit