



Volunteer Handbook

2022-2023

Philosophy of Ski Sundown/Summit Adaptive Sports	3
Who Are Our Athletes	4
Disability Etiquette	5
Policies and Important Information	6
Sports Protection Policy	9
Your Responsibility Code	10
Blood-Borne Pathogens Policy	11
Seizure Protocol	11
Radio Communications Protocol	12
American Teaching System	13
Athlete Assessments	13
The CAP Model	14
VAK	16
The Adaptive Teaching Model	16
First Time Progressions	18
Chairlift Procedures	23
Common Disabilities And Skiing/Riding Recommendations	24
Developmental Or Cognitive Disabilities	24
Cerebral Palsy	25
Spina Bifida	25
Deaf And Hearing Loss	26
Blind And Vision Loss	26
Spinal Cord Injury	27
Epilepsy - Seizure Disorder	28
Multiple Sclerosis	28
Amputee	29
Concussion Signs and Symptoms	30
Important Contact Information	31

OUR MISSION:

To foster a healthy lifestyle through outdoor sports for individuals with disabilities in a fun, accessible and inclusive environment.

OUR VISION:

To provide a world class outdoor adaptive program in Connecticut.

OUR VALUES:

Summit provides opportunities for athletes with disabilities to participate in outdoor sport programs for health, wellness and lifestyle enhancement.

Under our carefully trained volunteers, athletes will have access to programs that provide skills training, social experiences and confidence.

Maintaining a welcoming environment for athletes, families and volunteers that fosters camaraderie, teamwork and the human spirit through dignity and respect for all is a top priority.

Making friends, increasing self-esteem, developing life skills, and providing positive experiences are a few of the benefits of our program.

Independence, to the greatest extent possible, is always the goal as individuals gain experience in outdoor sports.

Together we are committed to coaching individuals to reach their fullest potential.

WELCOME! And thank you for donating your time to Summit Adaptive Sports. People with disabilities gain enormous benefits from participating in our programs. Sports provide mobility, freedom of movement, increased self esteem and optimal health benefits. The increased self-esteem our students gain through our program enables them to pursue a more rewarding lifestyle by promoting their abilities versus their disabilities. Your time allows this to happen!

This guide will provide instructors with teaching information needed to be successful at Summit. Our instructors follow the teaching philosophies of PSIA (Professional Ski Instructors of America) and American Association of Snowboard Instructors (AASI). This guide will familiarize you with the American Teaching System (ATS), and gives you an idea of WHO our students are, WHAT to teach them and HOW to do it. You will learn about the most common adaptations for teaching people with disabilities. We hope that it will serve as a reference for you to refer to again and again.

We have high standards for all of our volunteers and expect you to always act in a professional manner and to promote guest service ideals. Always use the priority of SAFETY, FUN and LEARNING in all of your lessons.

Thank you again for donating your time and energy to our athletes and their families... It is one of the greatest gifts you can give and a perfect way to share your passion!



Philosophy of Ski Sundown/Summit Adaptive Sports:

RECREATION!!!! It is good for everyone. But for the person with a disability, it is a significant factor in eliminating the web of obstacles that restrict this person. Skiing/Snowboarding can mean adventure, exercise, growth, development, self-respect and independence.

Lack of mobility has always been one of the chief obstacles for people with disabilities. Most rehabilitation programs focus solely on regaining physical strength and range of motion, whereas sports programs use athletic participation to rehabilitate a person both physically and emotionally. This is especially true in downhill sports. The skier/rider's self esteem skyrockets when he realizes that he can not only participate but can do so on an equal basis with able-bodied counterparts.

Recreation does more than build self-confidence. It also helps erase social barriers and refine myths held by society and replaces them with understanding of and sensitivity to a person's abilities. The increased mental fitness and physical coordination gained through skiing/riding made the individual with a disability better able to be employed or to attend school on a full-time basis. Skiing/riding can be a family and friends affair, bringing support and companionship to the athlete.

It is an enormous delight to people with disabilities to move with speed, grace and ease through skiing and riding. They often say things like: "if I can do this, I can do anything", or "I love the wind in my face and the feeling of motion. The mountain does it for me". But in fact, this person has accomplished something that he perhaps never dreamed he could do.

Who Are Our Athletes?



Our athletes include people with any range of cognitive and physical disabilities, and their families or caregivers. People come to our program for a variety of reasons, it is imperative that coaches find out athletes' needs and goals, abilities and limitations before determining a lesson plan. Generally, our athletes are not able to learn in the environment of a group lesson or may require specialized equipment. Recognizing and understanding our students' unique needs is a key component of a successful lesson.

Summit athletes demographics show that 70% of our participants are under age 18, the next largest group is the 18-49 group at 20% of our participants. Roughly 40% of our participant base are individuals on the Autism Spectrum. Other diagnoses that are most common among our participants are ADHD, Blind/Low Vision, Deaf/Low Hearing, Cerebral Palsy, Intellectual Disability, Traumatic Brain Injury, Spinal Cord Injury and Limb Loss. Nearly 20% of our participants use a sit ski for their lesson with us.

DISABILITY ETIQUETTE TOP 10 TIPS



Why practice Disability Etiquette?

- 56 million people living in the United States self-identify as having at least one disability
- When disability etiquette is used, everyone feels more comfortable and interacts more effectively

1 Don't make assumptions that everyone needs assistance.

Remember that people with disabilities, like all people, are experts on themselves. They know what they can and cannot do. Don't make decisions for them.

2 No two disabilities look alike – some people's disabilities are visible disabilities while others are non-apparent disabilities.

Just because you cannot see someone's disability does not mean it is not real. Also, people also have multiple disabilities.

3 Be mindful about asking questions about a person's disability.

Respect individual's privacy – Only ask to discuss the person's disability if it is relevant to the conversation. Do not share someone else's story without their permission.

4 Always speak directly to the person with a disability...

...not their companions, caregivers or interpreters

5 Think before you speak – terminology is important.

Avoid saying: Handicapped, crippled, physically-challenged, differently-abled, wheelchair bound, victim, sufferer

Instead use: Language that the person prefers – this may be person first (person with a disability) or identity first (disabled person). Just ask.

6 Service animals are trained to perform specific tasks for people with disabilities...

The service animal is 'on the job' so don't distract or interact with the animal, unless specifically asked.

7 A wheelchair or mobility device is part of a person's personal space...

Don't touch it without permission or unless you are asked.

8 Provide clear path of travel...

...by removing obstacles that prevent movement or passage.

9 If an individual who is blind needs to be guided...

...offer your arm and give specific directions and warnings of any hazards.

10 As with all other etiquette issues when mistakes are made...

...apologize, correct the problem, learn from the mistake and move on.

People with disabilities are individuals of all ages and backgrounds who are independent and active participants in our society. They are parents, business leaders and colleagues, wounded warriors, athletes, kids with big dreams, family, best friends and neighbors. They have families, jobs, hobbies, likes and dislikes, problems and joys. While the disability is an integral part of who they are, it alone does not define them.

Visit unitedspinal.org/disability-etiquette/ for more information

Policies and Important Information for New and Returning Volunteers

SUMMIT VOLUNTEER REQUIREMENTS:

- Be prepared to love this job!
- Be at least an intermediate skier or rider, or both!
- Attend Kick-Off for the 2022-23 Season mid-fall 2022.
- Volunteer applications can be done on our website.
- Background checks will be done annually.
- **Helmets are required for all our coaches and athletes while on the mountain.**
- Volunteers must be 16 years old to coach participants but we have other opportunities for those interested in getting involved before they are 16.
- Peer Mentors must be 15 years old and are there to assist in lessons and train to eventually become volunteer coaches once they are 16 years old.

COMMIT TO MANDATORY TRAINING HELD OCTOBER - DECEMBER INCLUDING:

- Indoor Training - We host indoor training (in person and via Zoom) on many topics related to snowsports, working with individuals with disabilities, the adaptive equipment we use, personal skiing and riding skills, and more. Approximately 10 hours for new volunteers. New volunteers will also shadow lessons until they have enough knowledge to lead their own lesson.
- On Snow Clinics - We hold on-snow clinics on the above topics as soon as we are able.
- SafeSport Training (an online module on keeping a safe environment for all).

LESSON INFORMATION:

- Commit to coaching 2 lessons each week from January through mid-March, approximately 10 weeks. (Exact dates depend on the opening and closing of the season at the mountain).
- Lessons are private or small groups with 1-2 coaches depending on the participants abilities.
- Each lesson is scheduled for 2.5 hours.

Volunteers are required to stay with the Ski Sundown/SUMMIT athlete until a parent or guardian returns. We ask parents/guardians to stay within reach by phone or otherwise so that we can get them when they are needed.

VOLUNTEER CODE OF CONDUCT:

- Smoking is not allowed while working with our athletes.
- Drinking of alcohol is prohibited before or during an event/lesson.
- The use of any illegal drugs or narcotics is also prohibited.
- No personal use of cell phone or headphone use while with a lesson. You may use your cell phone in the case of an emergency or as a teaching tool.
- All volunteer staff should maintain a neat and clean appearance.

Our uniform jackets identify all of us as SUMMIT volunteers. We are expected to follow most of the same rules which govern Ski Sundown employees. Ski Sundown policies will be shared with our volunteers and we will need to sign off that we have read them.

As a SUMMIT volunteer you are an extremely visible figure on the mountain (even when not wearing your SUMMIT jacket). Therefore, it is important that you always ski or ride safely and in control. It is also extremely important to enforce the Responsibility Code. All volunteers should teach the Code to their athletes as part of their lesson. Keeping our athletes safe is important but teaching personal safety is even more important.

ATTENDANCE

Because we have only a select number of positions on our roster, SUMMIT must make complete use of every instructor in scheduling a full commitment in order not to turn away lessons.

For this reason, these attendance rules apply;

1. Although you are a SUMMIT volunteer you are considered an “employee” of Ski Sundown and a part of Ski Sundown Snowsports School. We are expected to meet the same standards as all other instructors employed.
2. Instructors are expected to report for all assigned shifts. If you are unable to attend due to illness or emergency you must contact your supervisor ASAP. If you know ahead of time that you will not be there for your shift please find a substitute and let your supervisor know.
3. Saturday and Sunday shifts begin at 9:00am and 12:30pm. Lessons start at 9:30am and 1:00pm. Monday and Wednesday afternoon lessons start at 3:00, coach should be at the mountain by 2:30. Monday, Wednesday, Thursday night lessons start at 5:30, coaches should be at the mountain by 5:00. Other times may be arranged based on coach availability. Please be at the mountain ½ hour before the lesson. Report early and be prepared. You should have your uniform, your equipment ready, and have reviewed your lesson file in order to meet your athlete promptly when the lesson begins.
4. At the end of the lesson, you must fill out an evaluation form before leaving. Put adaptive equipment away in the storage area and help with other tasks before leaving or free skiing/riding. It is very important to report any equipment that needs repair so that it can be addressed by the equipment manager.

5. SUMMIT follows HIPAA regulations for personal/medical confidentiality. All athlete files must be treated with the strictest confidentiality. When you need to see a file, your supervisor will provide it for you. All files must be immediately returned to your supervisor. We cannot leave athlete files out for public view. Please treat them as you would your own medical records.
6. SUMMIT two-way radios must be carried on all lessons using sit equipment or those with serious medical issues. (See Radio Protocol)
7. It is the volunteers responsibility to SIGN-IN/OUT at all shifts and training sessions it is imperative that this is done every time. Please check you are signing on the correct date.

COMMUNICATION POLICY

- It is each volunteer's responsibility to check your email, text and facebook regularly for updated and important communications.
- We will be posting information on training, new events and weather related closing on our website this season so make sure to check it regularly.
- There is a list of important contact resources included in the handbook if you need to reach out to a board member, supervisor or trainer.
- Prior to your lesson your supervisor will give your athlete name for the lesson. You will be given access to the athletes file. It is your responsibility to review the file and contact your supervisor if you have any questions.

COMPENSATION/BENEFITS

- Compensation for volunteer work includes a season's pass. Returning instructors may receive additional benefits. SUMMIT is a part of the Ski & Snowboard School at Ski Sundown. You may be asked to assist them from time to time, Particularly on busy holiday periods. Think of yourself as an employee at Sundown rather than just a volunteer for SUMMIT.
- Upon visiting other mountains for free skiing, you may request a letter be written for discounts on your lift ticket purchase. The letter must be dated and signed by the SUMMIT Director.
- Being PSIA or AASI certified has many benefits for discounts in equipment, tickets or related expenses. Go for it!

SKIING/SNOWBOARDING RULES

- While skiing/riding, on or off duty, you must wear and present the required pass or lift ticket.
- Helmets are MANDATORY for all coaches and athletes, as per our insurance.
- Model professionalism. Be courteous to fellow skiers/riders; never use profanity.
- Ride the lifts safely and model good behavior for athletes and guests.
- Do not ski/ride fast in congested areas or areas posted with "Slow" signs.

Sports Protection Policy

- Summit Adaptive Sports strives to safeguard our sport environments from misconduct, including athlete physical and sexual abuse. To that end, Summit Adaptive Sports has constructed a protection policy designed to increase our community's knowledge base, create stronger detection and protection systems for our programs, and establish entry barriers for abusers.
- This policy is specific to events, programs, and services provided directly through Summit Adaptive Sports.
- The new Sports Protection Policy will be available Dec 1, 2022 on our website. You will be able to Report a Violation on a form available on our Policy's page of our website at www.summitadaptive.org. If you have any questions or concerns, please call or text us at (860) 485-8934.
- Cases involving sexual abuse and molestation **must be reported to law enforcement** authorities – notifying and making a report to Summit Adaptive Sports does not satisfy this obligation.
- To report all forms of misconduct by Summit Adaptive Sports select/complete Report a Summit Adaptive Sports Violation section.

Your Responsibility Code:

1. Always stay in control and be able to stop or avoid people or obstacles.
2. People ahead or down hill of you have the right-of-way. You must avoid them.
3. You must not stop where you obstruct a trail, or are not visible from above.
4. Whenever starting downhill or merging into a trail, look uphill and yield to others.
5. Always use devices to help prevent runaway equipment.
6. Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
7. Prior to using any lift, you must have the knowledge and ability to load, ride, and unload safely.

Know the Code

It's your Responsibility



Blood-Borne Pathogens Policy

Standard precautions will be observed in order to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.

Hand washing facilities, when available, should be used by any volunteers or staff who incur exposure to blood or other potentially infectious materials. Waterless hand sanitizer containers will be available in the chalet.

Volunteers and staff are to wash their hands immediately or as soon as feasible after removal of gloves or other personal protective equipment. Hands and skin have to be washed with soap and water, mucous membranes flushed with water immediately or as soon as feasible following contact of such body areas with blood or other potentially infectious materials. Waterless hand sanitizer gel may be used before and after patient care if hands are not visibly soiled.

Personal protective equipment will be chosen based on anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach clothing, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time in which the protective equipment will be used.

Disposable (single use) gloves such as surgical or examination gloves shall be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured or when their ability to function as a barrier is compromised. Disposable gloves shall not be washed or decontaminated for reuse.

Seizure Protocol

Common Types of Seizures:

- Grand mal seizures: Loss of consciousness; falling; convulsions (shaking of the muscles of the extremities, trunk, and head). Urinary and fecal incontinence may occur. Duration may be longer than one minute. The seizures may be followed by a period of 5-30 minutes, with disorienting symptoms such as confusion, drowsiness, hypertension, headache, nausea, etc.
- Petit mal seizures: A brief generalized seizure with 10 to 30 second loss of consciousness, with eye or muscle flutterings and with or without loss of muscle tone; loss of attention; sleepiness; staring.
- Focal seizures: Localized twitching of muscles; localized numbness or tingling; olfactory or visual hallucinations.

Lesson Planning:

- If an athlete is prone to grand mal seizures, use a seizure strap on the chairlift.
- If an athlete has a history of seizures there should be a Seizure Protocol Plan with their registration form.

Immediate Intervention:

- Call Ski Patrol first!
- Clear the area.
- Remove dangerous objects from immediate vicinity (e.g., skis from feet, chairs, tables, other skiers.)
- Hold/protect head if head is in danger of banging on hard surfaces.
- Never put anything in their mouth.
- If seizure occurs on the lift, put a pole across the lap anchoring the athlete to prevent sliding off the chairlift.

Summit Radio Communication Protocol

We currently have 8 radios for our use in our program. They are stored in the Summit office and it will be the responsibility of your supervisors to have them ready to use during lesson times. They are connected to a trickle charge when not in use. Every sit ski lesson must carry a radio for emergency purposes; as well as every supervisor on duty. The supervisor uses their discretion as to the importance of what lessons need to carry a radio.

We will have a channel designated for our use with access to other channels i.e.: ski patrol, ski school, welcome center. The radio should be kept on the Summit channel while carrying it, and only use the other frequencies in an emergency.

Things to remember:

- THINK, THEN SPEAK - Knowing what you want to say before you key the microphone is important.
- PRESS, PAUSE, SPEAK - Many transmissions are cut off and incomplete because people speak before they have fully depressed the transmit button on the radio.
- KEEP IT SIMPLE - Complex communication via radio is to be avoided. Messages should be simple and concise.
- USE "OVER" - You need to remember to tell others when you are done speaking to avoid interruptions and prompt responses.
- HAVE FUN - But don't use the radio as a toy!

AMERICAN TEACHING SYSTEM (ATS)



When skiing began in America there were many different methods of teaching, Swiss, Austrian, French etc. Eventually a nationwide standardized teaching method, the American Teaching System (ATS), was developed. ATS encompasses the whole lesson format, from understanding the student, their needs, abilities and learning style; the skills needed to progress from a beginner to an advanced athlete; the communication and partnership between the athlete and coach; and the development of the lesson between the two to facilitate an obtainable outcome for each lesson.

ATS gives coaches and snowsports schools a format for consistency. ATS allows all coaches of all abilities in all disciplines a guideline for progressing or correcting movement patterns. Using ATS as a foundation for creating lesson plans gives us a base for adapting to any variety of athletes.

Athlete Assessments

An athlete assessment should be performed by the primary coach on every lesson he/she teaches. This starts as the athlete comes through the door and continues throughout the entire lesson. Reading the student profile gives a basic understanding of the challenges facing the athlete, however, asking questions of the athlete and/or caregiver will give you more information.

Watch your athlete, have him/her do specific movements for you, determine goals, and develop a plan. Determine the red flags for your athlete. Red flags are areas of concern with your particular student which may result in a situation where safety is an issue during your lesson.

Summit Adaptive Sports has developed a plan for performing your athlete assessment.

- Understanding the overall nature of characteristics of the disability you are dealing with including how it occurs, how it manifests and the red flags.
- Discover how the disability affects your particular athlete's cognition or understanding.
- Discover how the disability affects your athlete's emotions, (what's funny, frustrating, scary, etc.).
- Discover the student's goals.

It is the primary coach's responsibility to be sure that a written evaluation is done for EVERY lesson they teach for Summit, even if they have worked with that athlete before. There can always be some changes to behavior, movements, medications, etc.

The CAP Model

The C.A.P. Model outlines some basic developmental patterns of children in specific age groups.

C.A.P. stands for Cognitive, Affective and Physical, which describe three areas of development, traits and needs common to all people of all ages.

COGNITIVE – How we think

- Processing information - Spatial skills, verbal skills, logic etc.

- Point of view

- Giving and following directions

AFFECTIVE – How we feel and socialize

- Humor

- Play

- Identity and Social Interaction

- Motivation

PHYSICAL – How we move

- Muscles and Skeleton

- Coordination

- Motor Skills

- Center of mass

- Directional Movements

The characteristics and ages below reference able bodied/minded children. Many adaptive athletes will show the same traits and behaviors. In some cases, however, Summit athletes may display cognitive, emotional or physical characteristics which do not match the chronological ages listed below. One or all of these may be delayed for a number of reasons, (an 18 year old athlete with a cognitive and emotional age of 7 for example).

By understanding the typical characteristics listed below and the usual ages they appear in athletes, the adaptive coach can recognize typical behaviors, emotions and movements. The coach can then adjust their teaching style, tasks and communication to the appropriate level of the athlete they are working with. Please familiarize yourself with the following:

	1st Stage of Development Typically 3-6 years	2nd Stage of Development Typically 7-11 years	3rd Stage of Development Typically Teen years
Cognitive	<ul style="list-style-type: none"> ● Egocentric – “I am the World” ● Limited spatial awareness – “Small Bubble” ● One concept or direction at a time ● Good with fantasy 	<ul style="list-style-type: none"> ● Concept of “Us” – “We are the World” ● Expanding world – Can conceptualize ● Can follow a series of directions ● Strong imagination –Very Visual 	<ul style="list-style-type: none"> ● Continued development of abstract reasoning & visualization ● Can apply problem-solving skills ● Gaining Confidence as experience increases
Affective	<ul style="list-style-type: none"> ● Shifting from single to group play (social) ● Care more about having fun ● Clear cut moral values – good is good ● Slap Stick humor and being silly 	<ul style="list-style-type: none"> ● Becoming competitive ● Starting to accept responsibility ● Like toilet humor ● Clever as a fox 	<ul style="list-style-type: none"> ● Fragile self esteem ● Self-conscious ● Over sensitive ● Beginning to be treated like adults
Physical	<ul style="list-style-type: none"> ● Large heads make center of mass higher ● Difficulty seeing/hearing with distractions ● Body moves as a unit ● Boys and girls are similar 	<ul style="list-style-type: none"> ● Center of mass moving down-more mature stance ● More ability to move legs independently ● Stronger muscles – Increased coordination ● Beginning to develop 	<ul style="list-style-type: none"> ● Undergoing rapid body growth ● Range of development

Using Sensory Preferences

VAK (Visual/Auditory/Kinesthetic)

Discovering an athlete's preferred mode of sensory processing will help you achieve effective motivation and communication.

Visual - Many athletes learn best by seeing or watching. They store information in the brain as a picture and use imagery to understand new concepts. Someone who depends strongly on Visual input may talk fast and will relate better to how something "looks" than to how it "feels".

Auditory - Some athletes emphasize auditory cues in learning. They store information as a running commentary in their brains. Directions make sense if given step-by-step; other input (perceived as noise or interference) can easily distract. These athletes may ask and answer questions in their own brains as they learn.

Kinesthetic - Other athletes have heightened awareness of their bodies and how things "feel". They learn best by doing. This type of learner may need to experience the sensation associated with a type of movement or combination of movements to understand the concept ("This feels awesome!").

The Adaptive Teaching Model

(This Model highlights the "formula" for providing a good lesson.)

- 1. Introduce Yourself** - Establish and continually build rapport with the athlete. Create a fun, open and supportive environment. Let them know you are both here to have fun! Take your glasses/goggles off, get down to the student's level. Clearly define the general schedule of the lesson, when and where to meet after the lesson.
- 2. Assess the Athlete** - Conduct a thorough evaluation of the athlete's disability so you can adapt, modify and prepare the physical aspects of the lesson to meet their needs. This is called the "Athlete Assessment". Review the disability or disabilities by googling it to understand how the disability might affect onhill performance. Inquire about previous experience with skiing/riding and other sports. Take the athlete's learning references into consideration. Remember, the athlete or the athlete's family is the best resource for their disability.
- 3. Determine Goals and Plan Objectives** - Jointly set goals based on the athlete's potential and desires. Plan a learning objective relative to the athlete's goals. Formulate a short, logical progression after watching the athlete ski or snowboard on a warm up run. Determine, for that lesson, what the most suitable terrain and snow conditions are.
- 4. Present and Share Information** - Vary Styles of presenting information to be suitable to the situation. After the warm up run, quickly present the topic you have selected. To be the most effective teacher, use your understanding of the typical learning styles, (VAK - Doer, Watcher, Feeler, Thinker) and your understanding of the disability to determine the best way to present the information. Select one of a combination of the following styles:

Through repetition, trial and error for the Doer, visually for the Watcher through the use of demonstrations, (remember to demonstrate sliding towards the athlete as well as away from them), Auditory for the Thinker through an explanation of what to do, or kinesthetically for the Feeler by describing feelings or sensations you would expect the student to feel. For most of our cognitively disabled students they will need to simply do the movements over and over until they get them.

5. **Guided Practice** - Make sure that athletes get lots of mileage to practice new skills. Set practice tasks that are appropriately challenging. Take this opportunity to enjoy the successes and sliding! Provide specific feedback to the athlete. This should be the bulk of your lesson.
6. **Check for Understanding** - Verify the student's level of physical understanding based on skiing/riding performances that are consistent with the lesson objectives.
7. **Summarize the Learning Segment** - Review the learning segment goals and objectives and describe the degree of accomplishments to the athlete and parents/caregiver. Be positive! Even small accomplishments are huge successes for some students! Summarize with the athlete if appropriate. Preview the next learning segment and encourage further development. Establish independent practice guidelines for each student. Review the lesson with the parents or caregiver, highlighting successes, Invite the athlete back!

What Do We Teach?

The PSIA's Five Fundamentals of Alpine Skiing are:

1. Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis. (Stay balanced over your feet)
2. Control pressure from ski to ski, and direct pressure to the outside ski. (Allow centrifugal force to build up pressure on the outside ski when turning)
3. Control edge angles with a combination of inclination and angulation. (Separate upper and lower body to maintain an upright torso)
4. Control the skis' rotation with leg rotation, separate from the upper body. (Keep your upper body facing down the hill regardless of where your feet pointing)
5. Regulate the magnitude of pressure created through ski-to-snow interaction. (Feel the snow and allow your body to adjust for different conditions)

The PSIA's Skill Concepts

1. Rotational Control (The direction of the skis)
2. Edge Control (The angle of the skis to the snow)
3. Pressure Control (The pressure created through turning and terrain)

The AASI's Fundamentals Movements of Snowboarding are:

1. Balance

2. Rotation
3. Flexion Extension

The AASI's Performance Concepts for Snowboarding are:

1. Tilt (edge angle)
2. Twist (torsional flex)
3. Pivot (rotation)
4. Pressure Distribution (front to back, side to side and weighting and unweighting)

As a coach it is important to understand the **Five Fundamentals Skills of Skiing** and/or the **Movements and Performance Concepts of Snowboarding**. These concepts provide you with a solid framework for understanding the sports of skiing and snowboarding. By understanding and applying these concepts in your own sliding, you will improve your own performance. You will also have a better ability to analyze and improve your athlete's movements and help them achieve fun and freedom on the slopes.



First Time Progressions

Note: There will be athletes who will not have the attention span or physical strength/stamina for completing the "First Time Ski/Snowboard" progression. In those cases we ADAPT... Go slow and make sure that you keep the frustration level to a minimum. Give lots of positive feedback and encouragement for even the smallest of successes. HAVE FUN!

Always remember that our goals for our athletes might not match what they are capable of so we need to take that into account and remember the main thing is Safety, Fun and Learning!

Skiers

Flat Land - area in front of the equipment shack

Introduce the Equipment - make sure that your athlete understands how to buckle boots, get in and out of bindings and carry skis.

Boots Only -Have your athlete move around in boots. Go through all the movements they may need with their skis on. Hopping/jumping, sidestepping, flexing, tipping knees side to side, making bowties, etc.

One ski - continue exploring the same movements with one ski on and one off - this allows athletes to get a feel for sliding while they still have one foot on the ground. You can: spin in a circle using small steps, touch the tip and then the tail to the snow, sidestep, tip knees in/out, glide like on a skateboard or scooter, etc. Make sure that you do this with the other leg as well.

Two skis - Stay with the same movements here: step in a circle using small steps, step or slide in a figure eight to encourage right and left turns, step from ski to ski, tip knees in/out to engage edge, practice wedge position.

Slight Hill - The best terrain offers a slight downhill that gradually lets the skier come to a slow stop.

Straight Runs - Balanced stance is key here - Do as many as needed to achieve a balanced, upright stance with hips over the feet as much as possible. Remind athletes to stand tall and keep shins touching the front of boots.

Two skis climbing a small hill - Explain the “fall line”. If your athlete is capable of learning to side step, show them how to do it by rolling knees and ankles into the hill. Also show them the “duck walk”, opening their skis to a “V” and walking uphill, also rolling knees and ankles into the hill.

Turning - Show them how to point their skis in the direction they want to go. Stand downhill in front of the athlete and have them glide toward you, as they approach, move to the side and have them continue to point their skis at you. Many times you can guide them into a turn by just having them look at you while you move to the side. Unless your athlete has a physical limitation that prevents it, you should always introduce students to direction changes by turning their legs (or both feet) - NOT by pressuring the outside ski (this can be added later as an enhancement).

Wedge - Not all athletes will need to use a wedge, but it can be helpful in facilitating lateral balance. Also many athletes will develop a natural gliding wedge without any instruction. If you need to teach a gliding wedge, direct the athlete to point their toes inward and let their heels move outward. You may need to help them by holding their ski tips together so they can make and feel the movement.

Braking Wedge - Once your athlete can make a wedge in balance without crossing the tips or any other problems, show your athlete how to open the wedge larger to control speed and stop. It is essential that the athlete be able to stop on their own before taking them up the chair lift. If your athlete is not capable of stopping you will need to use a retention device before taking that person on the chair lift.

NOTE - Some athletes will be able to skip the breaking wedge altogether if they can steer both feet to make a complete turn (both to the right and to the left) to control their speed and stop.

Alternative First Time Ski Progression

Introduce the ski equipment and get the athlete moving around in just the ski boots. Focus on trying to teach the athlete to hop and land on a sturdy base.

Put one ski on and get the athlete used to sliding on the flats. You can try to get them to push out the back of their skis, however it is not really necessary to be successful just yet.

Put the athlete in two skis on a flat snow surface. Put an appropriate type of tip connector on the athlete's ski tips. First demonstrate pushing your hands apart using the command "toes point in and feet apart". Do the same with the athlete's hands. Then demonstrate the same command pushing your feet apart into a wedge position. Repeat having the athlete try with their feet. The tip connector will help the athlete produce a solid base in a slight wedge.

Go to a gentle slope or up the magic carpet. Have the student walk or have skis on as is appropriate. Once in an appropriate place to start the downhill run, attach an appropriate type of tip connector. Assist the student down the hill continuing with the "toes in - feet apart" command.

Sometimes the wedge is just not possible. If this is the case you can coach your athlete to steer BOTH feet either right or left and complete the turn until they stop. (Do the same in both directions). This way you are teaching them to both turn and stop.

Snowboarders

Flat Land

Introduction to Equipment - Make sure boots fit snug and are tied properly. Go with rental shop expertise for sizing of board (around chin height). Regular or goofy set-up should be assessed as you walk your athlete to rentals and take into consideration special circumstances (AFO's, weak limbs, etc). Typically the weaker leg will be the rear leg. Make sure the athlete can manipulate the buckles and help as needed.

One-footed - Strap on the front foot and pick the board up to feel its weight and length. Practice moving around on flat ground. Push from in front of the board, push from behind. Push and glide placing back foot on stomp pad or against rear binding. Have the athlete do the drills with a flat board and with an edged board. Never have an athlete travel in the direction of the rear foot with only one-foot strapped in. Demonstrate all the skills you ask your athlete to perform.

Slight Hill

Straight Run - Find a slight hill with a flat run-out or counter slope. Then have the athlete place back foot on board, stand tall and glide down the slope. The flat run-out should stop the athlete. Make sure the athlete is relaxed and has their hips centered in between their feet. Ideally, the athlete's upper body should be in alignment with the lower body with the head looking in the direction of travel. You can assist or walk with the athlete to provide comfort as well as a stopping mechanism if necessary. Emphasize that the athlete should not step off a moving board!

Up-hill walk or skate - Demonstrate the two ways to proceed uphill, skating or walking using the board as a platform to push against. This helps teach what the edges are all about.

Straight Run To J-turn using lower body rotation - Have the athlete do a straight run while placing the rear foot halfway off of the board (toe or heel hanging off). When the athlete has traveled 10-15 feet down the hill, have them use lower body rotation by pushing the front foot toes down (toe side turn) or pulling up on the front foot toes (heel side turn) to initiate the turn.

Alternative First Time Snowboard Progression

Straight Run to J-Turn using upper body rotation - Alternatively, have the athlete do a straight run while placing back foot halfway on the board (toe or heel hanging off). When the athlete has traveled 10-15 feet down the hill, have them look, point and turn in the direction they want to travel. By pointing in the direction of the turn the athlete is using upper body rotation. This is effective if coordination, balance or lower body movements are weaker.

The following exercises need to be practiced on both heel and toe sides:

Side Slip - Ideally, a side slip is a key way to develop edging skills and is usually taught in the beginning of the lesson on a more steeper hill. When you introduce the side slip, be sure to emphasize smooth, subtle edging movements and a flexed and centered stance. Your athlete should be able to side slip on both heel and toe side edges.

Falling Leaf - Is an exercise that alternates pointing the nose or tail of the board slightly down the hill while in a side slip similar to a leaf falling from a tree. This exercise develops all three movements and the four performance concepts. By adjusting pressure from the forward foot to centered on the board, the athlete can adjust their speed. Additionally by increasing and decreasing the edge angle, speed control by friction is learned. When slowing down and looking (rotating) in the desired direction the athlete is using pivoting to steer the board down or across the hill. Alternatively, by slightly twisting the board (by pushing front toes down or pulling them up), the athlete can also steer the board thus improving their control. Depending on what particular skill needs work the coach can adapt the focus of the falling leaf to improve individual skills.

Bi-Skiers and Mono-Skiers

Beginner/Novice - Welcome to skiing. Assessing the athlete is very important, discussing medical history. Determine goals by talking with your athlete and explaining the sit-ski and how it works. Set up equipment to fit your athlete. Decide how you and your athlete will communicate making safety an important part of your lesson plan (having an emergency stop word). Perform static balance exercises and develop athletic stance, indoors or on the deck. A complete physical assessment can help you determine how bi-skis and mono-skis should be adjusted to an individual. The sit-skis have to be balanced and skiers should be properly fitted to the ski. Note: Some bi-skiers use hand held outriggers and some use fixed outriggers attached to the bi-ski. Mono-skiers will always use outriggers.

On Snow:

- Begin to understand the fall line and terrain changes.
- Learn how to safely fall and get up.
- Learn to slide at slow speed.
- Glide and slide across the slope.
- Perform a straight run to a terrain-assisted stop.
- Develop effective outrigger and body position while moving.
- Develop stopping and slowing skills via turns and the use of outriggers.
- Perform turns left and right to a stop.
- Learn how to ride a chairlift.
- Review lift evacuation procedures.

Important things to know about bi-ski and mono-ski athletes:

- Some medical concerns associated with students bi-skiing or mono-skiing include bowel/bladder management program (e.g. leg bag, catheter, etc.), pressure sores, spinal fusion, spasticity, sensitivity to hot or cold, and poor circulation.
- Autonomic Dysreflexia - a potentially life-threatening, hypertensive occurrence produced by the body's inability to sense and react to specific stimuli. Possible symptoms include a feeling of impending doom, flushing of the skin, sweating, blurred vision and a sudden change in the ability to comprehend or communicate. Common causes include bladder or bowel distension, pressure sores, severe cold or heat, or severe blows to the body or head. If a coach suspects autonomic dysreflexia, immediate action must be taken to eliminate the cause. Athletes should be kept upright, straps loosened, and taken to a warm place. Ski Patrol should be called immediately - this is a medical emergency!
- Know and understand their medication and the side effects.

Chairlift Procedures

Remember that your athlete must be able to stop either independently or with a retention device before riding the chairlift. Give your athlete the opportunity to watch others load and explain that once at the front of the lift line you will follow a chair to the loading area. As the chair approaches, look at the chair, reach back and sit down. Unloading should be explained once on the chairlift.

SKIERS - Tell your athlete you will count down to unload and when your skis touch the ground you should “lean forward and stand up. Make sure you clear the unloading ramp, then stop to get organized for the run.

SNOWBOARDERS - Place the board on the ramp, put back foot on the board, stand up and glide off the ramp. Make sure you clear the unloading ramp, then stop to get organized for the run. Once off the chairlift strap both feet in.

BI-SKIERS - Always lift with the back upright, in a wide stance, and using the legs and biceps. Make sure proper communication has occurred between the athlete and the coach, assistant coach and the lift operator. The coach and the assistant coach stand on either side of the bi-ski, with skis pointed in the lift direction, hips and shoulders turned slightly toward the bi-ski and chair. They grab the side handles. While they are lifting up and pulling back toward the chair from the sides, the lift operator reaches over the chair, grasps the handle on the back of the bi-ski, and pulls it back onto the chair. If a lift operator is not available for lift loading assistance, the coaches perform a lift and pull-back by themselves.

COMMON DISABILITIES AND SKIING/RIDING RECOMMENDATIONS

DEVELOPMENTAL OR COGNITIVE DISABILITIES (commonly known as “DD”)

1. Classification: DD classification can be based on adaptive behavior, social skills, and other factors influencing development. Most common classification uses IQ for grouping. Cognitive or Developmental Disabilities may or may not involve cognitive delays, for example Spina Bifida and Cerebral Palsy do not necessarily involve DD. The most common DD are as follows:
 - a. Down Syndrome - Extra chromosome 21 commonly causes cognitive delays, speech delays, poor fine motor skills and decreased problem solving and social skills. People with Down's are often very stubborn, so abundant positive reinforcement is necessary. Keep things light-hearted and fun. Try to convince a person with Down's that what you want to see happen is actually their own idea.
 - b. Intellectual Disability - Identified by significantly subaverage intellectual functioning. There is a wide range of physical abilities among this group.
 - c. Autism Spectrum Disorders - Characterized by an inability to process sensory input. Cognitive functioning varies from profoundly delayed to genius. Stereotyped body movements such as hand flicking, body spinning, rocking, and twirling may or may not be present. People with autism often have trouble with transitions. Explain the day's schedule clearly and give several cues leading up to each change in the routine. If possible, use visual cues in addition to verbal ones.
2. Safety: Safety is a major priority. Some participants may be prone to seizures. When riding the chair lift, always use a retention device such as a waist harness and tether or seizure strap. People with DD may fatigue easily. Be mindful of any DD person's energy level at all times.
3. Skiing/Riding and Equipment Consideration: Use simple, concise instructions. Tip connectors are commonly used. One way to teach an athlete how to ski or ride is through example and imitation. Repeat demonstrations until the athlete understands the concept being taught. Ski in front of the athlete (backward if necessary), so they can see your face and hands.
4. Teaching Tips: Make the lesson fun! Too many commands create confusion and a lack of interest in the lesson, so keep your instructions simple and point by point. Ask more than yes or no questions. Use lots of praise, positive reinforcement and encouragement. Be patient and understanding. If a tantrum occurs, allow “cool down” time before trying to redirect. Always encourage independence.

CEREBRAL PALSY - CP

1. Classification: CP is classified as one or more of the following:
 - a. Spastic - Tense, contracted muscles.
 - b. Athetoid - Extraneous, uncontrolled movement.
 - c. Ataxia - Jerky, uncontrolled movements.
 - d. Rigid - Stiff, uncontrolled movements.
 - e. Flaccid - Reduced, diminished muscle tone
2. Safety: Get to know the person and their needs. If a person is prone to seizures, when riding a chairlift, put a pole across their lap and under the armrest or use a lift retention device. Watch the fatigue level. Make sure the athlete is dressed warmly and comfortably.
3. Skiing/Riding Equipment Considerations: No two individuals with CP are the same. CP can range from mild to severe and may be accompanied by varying degrees of developmental disabilities. Some of the brightest people around have severe CP, so understand that physical limitations are not correlated to cognitive functioning. Some individuals may be able to walk without assistance while others use crutches, walkers, or wheelchairs. Tip connectors may be necessary to provide lateral support with two track skiers. Individuals with severe CP may best benefit from the bi-ski. Some athletes with CP would also benefit from snowboarding as it helps secure their feet in the proper position for riding. Keep a steady, manageable pace.
4. Teaching Tips: For mild forms of CP, activity modifications are minimal. Involved forms may require four-track, mono-ski, bi-ski, or snowboard equipment to provide a successful lesson. Avoid frustrating situations or activity structures that produce tension. Be patient and ask the athlete to be patient with you also.

SPINA BIFIDA - SB

1. Characteristics: Complete or partial paralysis of lower limbs and loss of sensation. Poor circulation in affected limbs causes susceptibility to pressure sores. Some people may be able to walk with the aid of braces, crutches, or walkers. Others may use wheelchairs. Foot deformity is prevalent unless bracing occurs. Some loss of bowel and bladder control is often prevalent.
2. Safety: When working with a person with a shunt, a helmet will help to protect the head from unexpected blows. Protect the skin from exposure to extreme temperatures, frostbite, or excess pressure. Many people with SB who either do not walk or place very little stress on the lower extremities develop weakened bony structures that are susceptible to fracture. Caution should be taken accordingly. People with SB often have many surgeries and are therefore prone to developing life-threatening latex allergies. Because they often have complex medical problems, it is extremely important that you gain an understanding of these athletes' interests and abilities before hitting the snow.
3. Skiing Equipment Considerations: The level of opening in the spine will determine the participant's level of functioning. If they can walk with the assistance of crutches or braces, it may be best to have them four-track. However, if the athlete is more

comfortable sitting down while skiing, a mono-ski would be more appropriate. If the person uses a wheelchair, depending on the severity of the disability, the mono-ski or bi-ski would be appropriate.

4. Teaching Tips: Determine the athlete's ability to find their center of gravity while moving. It is important to make an accurate assessment of them to determine which method of skiing will work out best. Let the participant choose which way they are most comfortable.

DEAF AND HEARING LOSS - HL

1. Classification:
 - a. Congenital deafness refers to hearing loss originating at birth or before speech and language develops. Because a person with congenital deafness has never experienced normal language, they may have difficulty speech and lip reading.
 - b. Adventitious deafness is a loss of hearing after speech and language have developed.
2. Communication Techniques: When communicating with someone who has hearing loss, make sure they can see your face clearly. Maintain good eye contact. Do not cover your lips, turn away, or stand with your face shadowed. When speaking, stand and speak clearly. Facial and body expressions will also make you easier to understand. Sign language is an effective method of communication. It would be beneficial to learn the alphabet and a few basic signs needed to teach the lesson.
3. Teaching Tips: Some athletes may have poor balance because of inner ear problems. People with hearing impairments are linked to the world through vision. Put the athlete in a position where they can view as much of the activity as possible.
4. Skiing/Riding Equipment Consideration: One way to teach an athlete how to ski or ride is through example and imitation. Repeat demonstrations until they understand the concept being taught. Make sure to coach in front of the athlete while facing them, so they can see your face and hands.

BLIND AND VISION LOSS - VL

1. Characteristics: People who are blind or have vision loss may have a loss of equilibrium. They might rely on other senses more than someone who does not have vision loss. In addition, they may rely on guidance from other people or a service animal.
2. Safety: The athlete and the coach should wear bibs to identify themselves. Always maintain physical contact with the athlete in congested areas. When preparing to get on the lift, have the athlete take your arm so you can lead them to the chair. It can be helpful to have the athlete load on the side closest to the lift attendant. Talk the athlete through the loading and unloading process.
3. Skiing/Riding Techniques: Body position can be demonstrated by positioning the athlete's hands (e.g. for skiing creating the wedge position with the hands and having them do the same with their skis). Tactile contact is essential for demonstrating skiing/riding and body position. It is very important that you help a blind athlete find the

fall line. An experienced blind athlete can feel the fall line with their skis or board. A tip connector may be necessary to help the skier gain spatial awareness of skis. Most blind skiers will be two-track skiers. When guiding a person along the flats, you can assist by allowing them to take your arm, offering an end of your pole, or skiing in front and tapping your poles together so the skier can follow the sound.

4. Teaching Tips: Announce your presence before touching a blind athlete. Look at them as you talk and speak in a confident tone of voice. Strike up a conversation and tactfully find out how long they have been blind and if they have any vision. Ask the athlete how they prefer to be guided. Regardless of the athlete's ability, it is best to begin on easy terrain to get to know each other's ability and to fine tune your communication. For the sake of independence, it is very important to show the blind athlete how to handle and carry their own equipment. Use tactile methods when necessary to help them learn new skills. As the coach, it is your job to keep them informed of terrain changes and other obstacles around them. Keep your directions simple and concise (turn left, right, stop, sit down).

SPINAL CORD INJURY - SCI

1. Classification: Levels of spinal cord injuries (may be complete or incomplete): Cervical (neck) C1-C8; Thoracic (chest) T1-T12; Lumbar (low back) L1-L5; Sacral (tail bone) S1-S5
 - a. Quadriplegia - Partial to complete severance of the cervical area of the spinal cord resulting in impairment in all four extremities and trunk musculature. The level and degree of the injury to the spinal cord will determine the individual's function level. The lower the injury is, the greater the amount of muscle functions available.
 - b. Paraplegia - Partial to complete severance of the thoracic or lumbosacral area of the spinal cord resulting in impairment of the lower half of the body with involvement of both legs. The level and degree of the injury will determine the individual's function level. The lower the injury to the spinal cord, the greater the amount of muscle functioning is available.
2. Characteristics: Each individual with a SCI will have different functioning levels due to little or no feeling in the affected limbs. They will not know that they are cold or getting frostbite. It is important to make sure the athlete is warm and comfortably dressed and that no skin is exposed to the extreme heat or cold. Some people may have spasticity (involuntary muscle movement) below the level of injury. Since this reflex may be uncomfortable for the person, repositioning may make them more comfortable. Sores can easily develop on the skin from constant pressure on bony structure, ankles, hips, or knees. Most individuals have bladder control problems. Some have catheters inserted into the bladder to empty the urine into a bag. Be careful not to constrict the tube when strapping a person with a catheter into the ski because it can be toxic to their system.
3. Skiing and Equipment Considerations: Be sure the athlete is positioned correctly in the ski. Check for areas of pressure or pinching and provide adequate padding. Make sure the straps are straight and secure but not too tight. Teach the athlete to look and turn

their head in the direction they want to turn. It may be necessary for the coach to tether the bi-ski in order to provide more turning and speed control.

4. Teaching Tips: The mono-ski is most often used by persons with paraplegia. Those with quadriplegia, higher level paraplegia, or balance problems most often use the bi-ski.

EPILEPSY - SEIZURE DISORDER - EPI

1. Characteristics: There are 3 main classes of seizures. Please refer to "Seizure Protocol" already covered in this handbook.
2. Precautions: Read the file and ask questions and be aware of the possibility of seizures. Athletes must be seizure free for at least 6 months to a year depending on type and severity of seizures. They must have a doctor's clearance. Note all seizure medications on application. Anticonvulsants such as Primidone, Carbamazepine, and phenobarbital are all common seizure medications. Always use a retention device such as a waist harness and tether or seizure strap when riding the chairlift.
3. Safety during Seizure: Keep the person free from danger. Do not try and stop the seizure. Do NOT put anything in their mouth. Protect the head, keep them warm, and make the individual as comfortable as possible. If the seizure occurs on the chair, have the chair stopped at the off ramp and ask for assistance in getting the person to an area where they can lie down.
4. Suggestion: Remain Calm. There is nothing you can do to stop the seizure. Do not get excited and attract a crowd. Provide as much privacy as you can without drawing excessive attention.
5. Teaching Tips: Encourage the skier to challenge their ability and keep the learning process light and fun!

MULTIPLE SCLEROSIS - MS

1. Characteristics: Coordination, strength, speech, and/or eyesight may be compromised. Symptoms will vary for each individual. They may include one or more of the following: weakness, tingling, numbness, impaired sensation, lack of coordination, disturbance in equilibrium, double vision, and slurred speech.
2. Teaching Tips: An individual with MS may fatigue easily, so be mindful of their energy level. Pay particular attention to the participant's balance. Be patient and communicate consistently.
3. Skiing and Equipment Considerations: Depending on the severity of the condition, some people may be able to two-track. Athletes with balance problems, or those who have poor lower body strength but good upper body strength, may four track. Some people may benefit more from the mono-ski or bi-ski.

AMPUTEE - ARM/AMP, AK, BK

1. Characteristics:
 - a. ARM/AMP - Loss of one or both arms.
 - b. Symes - Loss of the foot at the ankle joint.
 - c. BK - Below the knee amputation. Prosthetic devices may be used to replace the limb(s).
 - d. AK - Above the knee amputation. Prosthetic devices may be used to replace the limb(s).
2. Skiing and Equipment Considerations: For AK amputee skiers, select outriggers to fit the athlete. The grip of the outrigger should be placed next to the hip joint when he or she is standing. The cuff should be halfway between the elbow and wrist with the opening facing outward. The brake should be adjusted according to the skier's ability. For BK amputees, the skier may be considered for two-track. In order to establish whether or not a person can two-track, the following information must be determined:
 - a. Is it a recent amputation (within 1 year)? If so, we recommend 3-track as the stump may still be tender and needs time to heal completely.
 - b. Does prosthesis fit well? If it is loose, recommend 3-track.
 - c. Does waist strap, thigh lacer, or rubber sleeve hold on the prosthesis? A retaining device is needed to keep the prosthesis attached and bear the weight of the ski equipment.
 - d. There must be a minimum of a three-inch stump.
3. Teaching Tips: If the amputation is above-the-knee, the skier may 3-track or 4-track with prosthesis. Athletes using outriggers can use them as crutches by having the flipski up. When loading, the flipski of the outrigger should be down. When unloading, have the participant keep the flipski down in the skiing position.

CONCUSSION SIGNS AND SYMPTOMS

Children and teens who show or report one or more of the signs and symptoms listed below, or simply say they just “don’t feel right: after a bump, blow, or jolt to the head or body, may have a concussion or more serious brain injury.

Concussion Signs Observed:

- Can’t recall events prior to or after a hit or fall.
- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent.
- Moves Clumsily.
- Answers questions slowly.
- Loses consciousness (even briefly).
- Shows mood, behavior, or personality changes.

Concussion Symptoms Reported:

- Headache or “pressure” in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not “feeling right” or “feeling down”.

Signs and symptoms generally show up soon after the injury. However, you may not know how serious the injury is at first and some symptoms may not show up for hours or days. For example, in the first few minutes your child or teen might be a little confused or a bit dazed, but an hour later your child might not be able to remember how he or she got hurt.

You should continue to check for signs of concussion right after the injury and a few days after the injury. If your child or teen’s concussion signs or symptoms get worse, you should take him or her to the emergency department right away.

Important Contact Information 2022/2023

Board of Directors		
Karen Cook - Executive Director	(860) 485-8934	summitadaptive sports@gmail.com (general issues) knkcook@snet.net (confidential issues)
Shelly Gambino - Lead Trainer	(315) 345-7574	shelly.gambino@gmail.com
Scott Roderick - Lead Snowboard	(860) 338-3130	scott@quantumbehavior.org
Susan Murphy - Program Administrator	(860) 930-4211	susanpmurphy@comcast.net
Supervisors		
Saturday		
Bryce Hernsdorf	(860) 670-1641	bhernsdorf@gmail.com
Caprice Shaw	(860) 712-8443	capishaw228@gmail.com
Scott Roderick	(860) 338-3130	scott@quantumbehavior.org
Sunday		
Cyndi Jennings	(860) 659-7153	freskjennings@cox.net
Dave Fresk	(860) 214-3820	dfresk@ethicalsolutions.net
MidWeek		
Linas Banevicius	(860) 751-9783	l.banevicius@comcast.net
Susan Murphy	(860) 930-4211	susanpmurphy@comcast.net
Trainers		
Al Blanchard	(860) 841-8319	blanchard.alans@gmail.com
Bob Davey	(860) 869-2528	bobdavey@aol.com
RaceTeam		
Paul Rhoads	(860) 480-1260	paul@rhoads.ski
Key Ski Sundown Numbers		
Welcome Center	(860) 379-7669	X 211
Ski Patrol	(860) 379-7669	X 333 (bottom, First Aid), x 366 (top near Gunbarrel entrance right off of lift)

Receipt of Summit Adaptive Sports Volunteer Handbook

I, _____ have read and understand this handbook and therefore acknowledge the following:

1. I realize that this sport involves certain risks, which can lead to catastrophic injury or death. I agree to accept the risk of skiing/riding. I agree to assume all risk of injury while volunteering in the Summit Adaptive Sports program.
2. I have received and read the section on Summit's Policies and Procedures and fully understand the responsibilities and privileges of being a member of the Summit personnel, and I will abide by the rules, regulations and procedures as stated.
3. I will participate in the Safe Sport module annually to prevent, recognize, and respond to any inappropriate sexual, physical, and emotional abuse and misconduct.
4. I give my full permission for Summit to use any photographs or videos of me for use in any promotional materials.

Signature of Volunteer

Date