



**DISABLED
SPORTS
EASTERN
S·I·E·R·R·A**

OFFICE/INSIDE VOLUNTEER MANUAL



P.O. Box 7275

Mammoth Lakes, California 93546

Phone: 760.934.0791

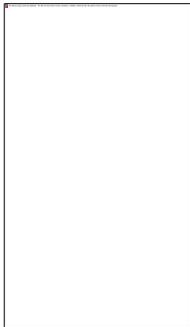
Fax: 760.934.0729

www.disabledsportseasternsierra.org

info@disabledsportseasternsierra.org



MAMMOTH LAKES



We believe the freedom and exhilaration of outdoor challenges changes lives. No one should be left behind simply because of a disability!

Winter Office Hours:

8:00 AM – 4:00 PM

Daily

Disabled Sports Eastern Sierra is a volunteer-based nonprofit dedicated to changing the lives of children and adults with disabilities and their families by:

- ★ offering year-round outdoor sports and activities,
 - ★ creating inspiring challenges,
 - ★ providing expert instruction and adaptive equipment,
 - ★ rallying the community to comfortably accommodate people with disabilities.
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Board of Directors

Karilyn Meyers, E.L. Smoogen, Andrea Colasardo,
Rick Taylor, Brent Truax, Shields Richardson, Penny Bordokas, Stacey
Adler, Kathy Copeland

Staff

Kathy Copeland

Executive Director

Professional Ski Instructors of America (PSIA) Adaptive Level II, Alpine
Level III,

American Association of Snowboard Instructors (AASI) Snowboard Level II

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Finance Director

Maggie Palchak

Programs Director

PSIA Adaptive Level III, Telemark Level II, Nordic XC Level II, USSA
Coaches 100

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Executive Assistant

Cara Leonard

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PSIA Alpine Level III, Telemark Level II, Adaptive Level I, Children's
Specialist II

Mark Spieler

Ski School Director

PSIA Alpine Level III, Adaptive Level II, Children's Specialist II, AASI
Snowboard Level II,

NZSIA Stage II, NZSIA Coaches Level I, USSA Coaches Level 1

Emily Estremo

Staff Instructor

PSIA Alpine Level II, Adaptive Level II

Stephen DeVito

Staff Instructor

PSIA Alpine Level I, Adaptive Level I

Brendan Steinman

Staff Instructor

PSIA Alpine Level II

Josh Pighetti

Staff Instructor

PSIA Alpine Level I

Caitlin Clough

Program Assistant



Sports provide mobility, freedom of movement and optimal health. The increased self-esteem our students gain through our program enables them to pursue a more rewarding lifestyle by focusing on their abilities rather than their disabilities.

Volunteers play a tremendous role in our program. They are the backbone of our organization and spend the most time with our students, boosting their self-esteem and preparing them for future challenges. Our goal is that volunteers are proud to be involved in such a worthwhile endeavor.

It is important that each volunteer realizes the responsibilities as well as the rewards involved in teaching individuals with disabilities. Some days may be a great deal of work while others may be easy. It's the hope of the Disabled Sports Eastern Sierra (DSES) staff that each volunteer becomes a better individual because of the contribution they have made in changing the lives of our students.

Volunteers are in a unique position to promote positive public relations. They come in contact with many different people each day, and it's important to spread the news about the achievements of Disabled Sports Eastern Sierra. We are proud to have you as an integral part of this program and we know that you will be proud to be a part of our organization.

THANK YOU!!!

For all of your wonderful contributions to DSES and those we serve. Our program exists because of you!



- Within all programs of DSES, we utilize the **Challenge by Choice** concept.
 - This means that the volunteer determines their level of participation in each event.
 - There are several possible levels of participation and many helpful roles that a volunteer may take on or within the team.

If you are uncomfortable with any duty you are being asked to perform, please talk to a staff member!



The following describes requirements of being a volunteer instructor with DSES. Other volunteer roles may have different requirements.

Pre-Season

- Fill out a Volunteer Application every fall.
- Attend the half day policies and procedures training (concurrent with instructor training) and an additional half day of office training
- Be available to commit to a minimum 36 hours of teaching or training per season, (winter or summer), in addition to start-up training.
- Perform a background screen once every three winter seasons. Information on this can be found below

Daily Arrival

- Arrive on time, appropriately groomed and ready to participate at the highest level.



Volunteers involved with Disabled Sports Eastern Sierra represent DSES and Mammoth Mountain Ski Area. DSES Volunteers should:

- Encourage our students to challenge themselves and strive for personal independence.
- Share the responsibility for delivering high quality lessons in our program.
- Use appropriate and professional language at all times.
- Support the staff as they manage the overall program.
- Volunteers are responsible for informing DSES about any and all of their personal limitations and hidden disabilities, physical or otherwise, which may affect their ability to work, teach and/or ski/ride.
 - DSES is inclusive and will make every attempt to accommodate those with disabilities while prioritizing student and volunteer safety.
- Volunteers should strive to maintain good working relationships with employees in all departments of Mammoth Mountain Ski Area (this includes, but is not limited to; the lift department, food service, sports school, rental shop, ski patrol, etc.).
 - If you have difficulties with another department member, please bring it to the attention of DSES staff as soon as possible. Your actions reflect on DSES and Mammoth Mountain Ski Area. Please keep this first and foremost in your mind.
 - Please be ready to assist instructors from the MMSA Ski School if appropriate. We all work together.
- Have knowledge of and abide by all DSES guidelines.

- Ask for clarification and guidance from the staff whenever questions arise.
- Our primary product is guest service and our market is the public.
- Each volunteer of Disabled Sports Eastern Sierra is expected to conduct himself/herself in a manner that will reflect favorably on the image of DSES and the character and/or competence of the volunteers
- Any volunteer who behaves unprofessionally, or who brings discredit in any way upon himself or herself, other volunteers or employees of DSES, DSES itself or Mammoth Mountain Ski Area will be terminated from the program.

Dismissal Procedures

- Whenever a volunteer's behavior warrants disciplinary action, DSES staff will determine the appropriate action.
- Types of discipline may include verbal warning, written warning or termination from the program.
- The disciplinary action taken will depend upon the seriousness of the offense.



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Lesson Procedures And Guidelines

P. O. Box 7275
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Volunteer Scheduling

- Volunteers can call the DSES Office at (760) 934 0791 or email info@disabledsportseasternsierra.org to schedule themselves when they are available.
- Volunteers can commit to mornings, (our busiest times), afternoons or both.
- DSES may call all current volunteers to request time during periods of heavy demand.

Daily Instructor/Lesson Schedule

- 8:30 – 9:15 Morning Clinic
- 9:15 – 9:30 Personal Needs/Lesson Prep
- 9:30 – 12:00 Am Lesson (Return from lesson at 11:45)
 - Arriving back 15 minutes early allows time to summarize for parents, assist students and complete progress notes.
- 12:45 – 1:00 Lesson Prep
- 1:00 – 3:30 Pm Lesson (Return from Lesson at 3:15)
 - Arriving back 15 minutes early allows time to summarize for parents, assist students and complete progress notes.

Lesson Rates

- \$95 per Half Day Lesson includes lesson lift and equipment.
- \$45 Annual Membership/\$80 for a family. Once per year July 1 – June 30.
- Scholarships are always available for those who need them

Volunteer Suggestions

Suggestions concerning the operation of Disabled Sports Eastern Sierra, the care of our students and families and other matters important to the welfare of volunteers and students are greatly encouraged.

- Since volunteers are in daily contact with our students, they may have thoughts and ideas concerning the improvement of one or several phases of our operation.
- Volunteers are encouraged to write down suggestions and bring them to the attention of the DSES Staff.



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Liability and Liability Release Forms

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Liability Insurance

- Volunteers are covered by Disabled Sports Eastern Sierra/ DSUSA's General Liability Policy if all liability forms have been signed.
- Volunteers of Disabled Sports Eastern Sierra are not employees, and therefore are not covered under Worker's Compensation Insurance for accidents occurring during volunteer service.

Health and Accident Insurance

- DSES is not able to offer Health or accident insurance to volunteers. All volunteers are strongly encouraged to have their own individual health and accident insurance coverage.

Background Screens

- All regular DSES volunteers must complete an online background screen through National Center for Safety Initiatives.
- The cost is \$20 plus any State/County Fees.
- Volunteers pay for the screen.
- The screen is good for three winter seasons. It will then need to be repeated.
- The link to NCSI and the directions for commencing a background screen can be found on the DSES website under "Volunteer Resources".
- New volunteers should wait to complete a background screen until after the first day of Startup Training.
- Livescan screens are acceptable if volunteers bring proof of completion and the screen was completed within the previous two years.

DSES/MMSA Liability Forms

- These forms are usually filled out electronically upon sign up.
- This form covers DSES/MMSA.
- This may be completed by hand as well.
- Must be done once per year.
- All volunteers must sign this form as well

DSUSA Liability Forms

- These forms must be completed once per year by hand by everyone involved in the program including staff, volunteers, students, (or parent or caregiver, as appropriate). This form covers the volunteers, staff and DSES from Liability issues which may arise in the lesson.
- It is especially important to make sure this form is completed by the responsible party to cover all instructors' liability.



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Drug/Alcohol, Tobacco and Anti Harassment Policies

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DSES/MMSA Drug and Alcohol Free Work Place Policy

DSES/MMSA operates in a drug, alcohol and tobacco free environment. All volunteers and staff must conform to the following.

- DSES conforms to the MMSA Drug and Alcohol Free Workplace Policy
- Further information regarding the above Policy can be found by clicking this link. [Insert MMSA Alcohol and Drug Free Workplace Policy here](#)

DSES/MMSA Tobacco Policy

- Mammoth Mountain Ski Area and Disabled Sports Eastern Sierra are smoke free environments.
- Smoking is not allowed at any time while volunteering for DSES or while wearing a DSES uniform – including during lunch or other personal breaks.
- If you must smoke during breaks, please use the designated smoking areas outside of all buildings.

DSES Anti-Harassment Policy

- It is the policy of DSES that there is no harassment of our Staff or Volunteers by co-workers, supervisors, or non-employees with whom we come in contact during the course of our working activities.
- Harassment serves no legitimate business purpose.
- DSES will not tolerate any harassment, including, but not limited to, harassment or discrimination based upon race, national origin, religion, gender, sexual orientation,

pregnancy, age, marital status, physical or mental disability, mental condition, or veteran status.

- Examples of activities NOT constituting harassment include constructive suggestions, comments or interventions, and actions to terminate participation of athletes in the DSES program.
- DSES takes issues of harassment seriously, and will take immediate and appropriate steps to investigate and correct violations of our policy.
- DSES volunteers should report any instances of alleged harassment to the Executive Director.
- It is the policy of DSES to resolve issues of harassment in a prompt and consistent fashion and to maintain the highest levels of confidentiality in all aspects of such matters.



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Participant/Volunteer Safety and Security

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Restroom Guidelines

- Only enter a restroom of your own gender.
 - If you are working with a student not of your gender, please find a member of the staff or public who is of the student's gender to assist you. Please call the DSES office for assistance or guidance.
 - To protect yourself and DSES, never enter into a bathroom stall alone with a student.
 - If a situation arises where a student needs assistance in a bathroom stall, find a witness to be with you at all times. Please call the DSES office for assistance or guidance.

Medication Guidelines

- DSES instructors do not carry medication.
- If a student needs have medication present, the student must carry their medication.
 - See DSES staff if you have questions or need guidance.
 - DSES Instructors do not administer medication.
 - If a student may need to have medication administered, they must be able to administer it themselves, or have a caregiver present who can do so.
 - See DSES staff if you have questions or need guidance.

Transfer of Responsibility

- If an instructor needs to briefly leave a student for any amount of time, (to get a needed piece of equipment, for example), a "positive transfer of responsibility" should take place to another DSES volunteer or staff member.
 - Be sure to make eye contact and get a verbal response from the person taking responsibility.

- Introduce the student to new responsible person and make sure they know to stay with that person.
- If no staff member or volunteer is available, please maintain custody of the student.
- Please call the office or see a DSES staff member if you have questions or need guidance.

Observations of Abuse

- Volunteers are required to report any observations or signs of any type of abuse they witness.

EMERGENCY PROCEDURES AND EVACUATION

- There is an emergency action plan posted in the locker room, office, and outside operations office.
- DSES has established a meeting place at the Woolly Mammoth Statue in case of these events.
- Please review these documents for your own and others safety.



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Volunteer Privileges

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Volunteer Privileges

Transferable Lift Vouchers, (Voucher Hours)

- Volunteers will receive one transferable voucher for a daily Mammoth/June Mountain Ski Area pass for every six hours that you volunteer for “voucher eligible” work.
- Work eligible for voucher hours includes:
 - On-hill instruction.
 - Volunteering in a “Program Related” capacity.
 - All program related training clinics (with the exception of the two/ three day volunteer season start-up training).
 - Office and administrative help pertaining to daily lesson operations.
- Vouchers also count for Tamarack Nordic Center, Mountain Bike Park and Gondola Scenic Rides.
- **Vouchers may NOT be sold! The attempt to sell a voucher will jeopardize our program and result in the immediate volunteer dismissal and suspension of any accumulated volunteer privileges!**
- DSES would like to emphasize that even though vouchers are not earned for fundraising, town functions, start-up training and non-DSES events, volunteer participation in these events is essential to the sustainability of our program.
- Please continue to track ALL of your hours, regardless of the duty. Please keep a separate personal tracking of hours volunteered, in addition to the online tracking.

DSES needs to have an accurate tracking of all hours for grant purposes. If you have any questions, please speak with a DSES staff member.

Redeeming Vouchers

- Please go to, or call the DSES Office and ask to redeem an accumulated voucher.
- If you would like to have a voucher distributed to somebody on a day when you will not be present, please plan ahead and give the office staff your guest's name and the date they will pick up the voucher(s) prior to the date needed. Send the recipient of your voucher to the DSES office to claim the voucher(s).

Volunteer Season Ski Pass

- Returning volunteers, who have worked at least 80 hours the previous year and are in good standing, may choose to receive a volunteer winter season pass.
- If you choose to receive a DSES pass, you must commit to volunteering another 80 hours (post start-up training) with DSES during that season
- DSES Season Pass holders will earn transferable ticket vouchers *after* having completed 80 hours in that season at the rate of one transferrable voucher for every six hours worked.
- All pass holders who are not keeping up with their hours may be asked to surrender the pass or fulfill their hourly commitment.

Lunch

- A 50% meal discount pass available for volunteers to use in uniform, in Main Lodge Broadway Marketplace or McCoy Station main cafeteria, on days you work a minimum of 4 hours. You need to wear the DSES uniform to receive this discount.
- Discount cards must be returned to the DSES office on the SAME day.
- This benefit is only for you (not for students or friends). It does not include alcohol. Please do not abuse this privilege or it will be revoked – possibly for all DSES volunteers!



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Volunteer Recognition

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DSES Nametag

- Please see a DSES staff member once you have reached your 36 hour commitment to request a personalized DSES nametag!

Student/Parent/Family Thank You's

- A student or a family member may wish to recognize your efforts and offer you a tip. Please accept these in a professional manner. This is their way of thanking you personally for your hard work, dedication and donation of your valued time and effort. If you are not comfortable keeping tips, you may donate them back to DSES. If you would like to donate your tip, please see the DSES office staff.

End of Season Party

- All volunteers who complete their 36-hour commitment will be invited to attend the End of Season Volunteer Party. This party is a way of saying thank you to the volunteers who have dedicated themselves to the program for the season. Party time and place TBA.

End of Season Awards

- At the conclusion of each season DSES Awards exceptional Instructors at the End of Season Party. These include "DSES Volunteer of the Year" and "DSES Instructor of the Year" awards, as well as others.



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FUNDRAISING

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Donate: The Internal Revenue Service has designated Disabled Sports Eastern Sierra as a non-profit, 501(c) (3) organization. Donations are tax deductible as allowed by law. With generous help from donors like you, program fees are subsidized, state-of-the-art adaptive equipment is purchased, and our volunteers receive professional training.

Almost 50% of our students require a scholarship from DSES to participate in our programs. In order to keep saying "YES!" to all students, regardless of their ability to pay, we have to take our fundraising seriously!

Attend and Organize Fundraisers:

Extravaganza Whiteout December 10, 2016 at Canyon Lodge 6:00-11:00pm
Spring Expo April 1, 2017 at Main Lodge 8am-5pm
Sierra Cycle Challenge July 29-31, 2017

Tell your friends and family about us by creating a crowdfunding page at crowdrise.com to start raising money as an individual or to support a specific event or team. Ask a staff member for directions. It's easy and super effective!

Free and Easy Ways to Donate to DSES!

Want to help out your favorite Disabled Sports Program but funds are a little tight right now? Here are 3 easy, virtually free ways to help out our organization!

1. Goodsearch.com-This new search engine allows you to search the internet as you normally would, yet when you [click on their sponsored links](#), \$.01 goes to DSES for every link you click on! You can even download it to your web browser tool bar! Check it out!
2. AmazonSmile is a simple and automatic way to support DSES every time you shop, at no cost to you. Go to smile.amazon.com, select DSES. The AmazonSmile Foundation will donate 0.5% of the purchase price from your eligible AmazonSmile purchases.
3. Got a Ralph's card? You can sign up so that your everyday purchases benefit DSES! Visit www.ralphs.com, click on community contributions then click on participants. Have your card handy and register your card with DSES by following the easy directions. If prompted our NPO number is 83981.
4. Got old ink cartridges? DSES can earn rewards from Staples for recycling your old cartridges! Collect old ink cartridges and bring them in to Staples using Rewards # 4112108008 (or our phone number) or bring them to us and we will recycle them!

Workplace Giving

If your employer gives to the Combined Federal Campaign, the United Way or another workplace giving program, you and your co-workers may be eligible to designate DSES as the recipient of your charitable gift. Your gift can be doubled, or even tripled, if you or your spouse works for a company with a matching gift program. All you need to do is obtain a matching gift form from your human resources department, fill it out and mail it to DSES, P.O. Box 7275, Mammoth Lakes, CA 93546.



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DISABILITIES AND ADAPTIVE INFORMATION





KNOW YOUR STUDENT!

It is essential that you treat each student as an individual. While it is important to know and understand the disabilities each student may have, it is even more important to understand how these disabilities manifest in this particular individual on this particular day. Moreover, it is crucial to remember your student is more than a person with a disability; like you, they have good days and bad, and many non-disability related factors may affect their ability to learn effectively on any given day. Your student assessments are critical to a safe, fun and successful experience. Remember the assessment begins when you look at each student file, continues when you meet the student and their family and *is ongoing throughout the lesson*. Factors such as fatigue, fear, hunger, heat and cold can radically alter a student's behavior and symptoms.

Autism Spectrum Disorder (Pervasive Developmental Disorder - PDD, Asperger's Syndrome)

A complex developmental disability which typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is a spectrum disorder which affects individuals differently and to varying degrees. Both children and adults with autism may show difficulties with verbal and nonverbal communication, social interactions and leisure or play activities. Autism is one of five disorders which fall under the umbrella of PDD (a category of neurological disorders characterized by severe and invasive impairment in several areas of development). Autism is a sensory integration disorder which can affect interpretation of sights, sounds, smell, taste and touch. Routine can be important and resistance to change common among people with autism.

Red Flags: Hyperactive/impulsive/poor attention span, disorientation, runaway, intellectual disability, seizures, speech

Cerebral Palsy (CP)

A group of chronic conditions affecting body movement and muscle coordination caused by damage to the immature brain (the large majority of cases are diagnosed at birth). Cerebral palsy is not progressive and is also not communicable. In addition to physical impairments, people with CP **may** have sensory deficits and/or intellectual impairment. Three common types of CP are Spastic (stiff and difficult movement), Athetoid (involuntary and uncontrolled movement), and Ataxic (disturbed sense of balance and depth perception).

Red Flags: Balance, bladder/bowel, fatigue, fragile bones/spine, intellectual disability, leg length/alignment, muscle control problems, scoliosis, seizures, speech/aphasia, dysarthria, visual impairment

Down Syndrome

Down Syndrome (trisomy 21) is one of the most frequently occurring chromosomal abnormalities. It occurs in approximately 1/700 live births. People with Down Syndrome may have low muscle tone, excessive ability to extend joints (be especially aware of cervical instability) and some level of mental retardation. They may also have speech and language delays, delayed physical and cognitive development, temper outbursts, higher risk of wandering off, seizures and heart defects.

Red Flags: Cervical (C-1/2) instability, heart problems, hydrocephalus/shunts, intellectual disability, loose joints (joint laxity, low muscle tone), seizure, and fatigue.

Learning Disabilities (Apraxia, ADHD, Dyslexia, Aphasia, Dyspraxia, Auditory/Language Processing Disorder)

Learning Disabilities are a group of disorders that affect a broad range of academic and functional skills including the abilities to speak, listen, read, write, spell, reason and organize information. A learning disability is **not** indicative of low intelligence. Causes of learning disabilities include a deficit in the brain that affects the processing of information. Learning disabilities can be categorized either by the type of information processing that is affected or by the specific difficulties caused by the processing deficit.

Red Flags: Processing information, verbalizing needs, speech, processing delay, coordination

Spina Bifida

A developmental anomaly characterized by defective closure of the spinal column through which the spinal cord and meninges may or may not protrude. The level of the defective closure will determine the functional deficits in the lower limbs. Persons with spina bifida may have shunts inserted in their heads to drain off excess fluid build-up, spinal fusion or stabilizing rods and latex allergies.

Red Flags: Balance problems, bladder/bowel problems, fragile bones/spine, hydrocephalus/shunt, latex allergy, leg length/alignment, scoliosis, and spinal stabilization

Spinal Cord Injury (SCI)

Spinal cord injuries may be a complete or a partial severance of the spinal cord, generally due to trauma. SCI's can be complete-with no motor or sensory function preserved below the point of injury, or incomplete-with some motor and/or sensory function preserved below the point of injury. Persons may be classified as paraplegic or quadriplegic depending on the level of injury. The spine is divided into several regions: cervical, thoracic, lumbar, and sacral (with cervical being the most involved or highest level of injury and sacral the lowest or least involved). SCI's leave one susceptible to issues of pressure sores, bladder and bowel control, thermoregulation and autonomic dysreflexia (a life threatening hypertensive crisis) and may require the use of spinal stabilization devices.

Red Flags: Autonomic dysreflexia, bladder/bowel control issues, friction sores, spinal fusion, spinal stabilization, thermoregulation.

Multiple Sclerosis (MS)

Multiple Sclerosis is an auto immune condition in which the immune system attacks the central nervous system leading to demyelination or sclerification (scarring) of the myelin sheath. MS affects the ability of nerve cells in the brain and spinal cord to communicate with each other. Nerve cells communicate by sending electrical signals down long fibers called axons which are wrapped in an insulating substance called myelin. This sclerification may cause fatigue, weakness, problems with coordination, balance and speech, visual impairment, tremors, numbness, cognitive impairment, depression and unstable mood. MS is characterized by brief remissions and relapses.

Red Flags: Balance problems, bladder/bowel control issues, memory issues or short term memory issues, fatigue, lability, emotional, muscle control problems, speech, thermoregulation and visual impairment.

Visual Impairment (VI)

Visual impairment is the partial to complete loss of visual acuity, visual field, ability to distinguish colors or any other function related to sight. A visual impairment may disrupt the central field of vision, peripheral vision or the entire field of vision. Most people with visual impairments retain some vision. Visual impairment is the consequence of a functional loss of vision, rather than the eye disorder itself. Eye disorders, which can lead to visual impairments, include retinal degeneration, albinism, cataracts, glaucoma, muscular problems, corneal disorders, diabetic retinopathy, congenital disorders and infection. Visual impairments can also be caused by brain and nerve disorders.

Red Flags: Red flags are dependent on the type of VI, however most common red flags include blurry vision, lack of peripheral vision, lack of central vision, light sensitivity, and total blindness

Muscular Dystrophy (MD)

Muscular dystrophy is a group of genetic, hereditary muscle diseases that weaken the muscles which result in muscle fiber degeneration. Muscular dystrophies are characterized by progressive skeletal muscle weakness, defects in muscle proteins and the death of muscle cells and tissue. Most types of MD are multi-system disorders with manifestations in body systems including the heart, gastrointestinal and nervous systems, endocrine glands, skin, eyes and other organs. MD is progressive and degenerative.

Red Flags: Breathing problems, fatigue, fragile/ bones. Spine, heart problems, muscle control problems, pressure/friction sores and visual impairment

Amputations and Limb Deficiency

Amputation is the removal of a body extremity by trauma or surgery. Some congenital amputations or anomalies may also fall under this category of disabilities. Common amputations include above knee (AK), below knee (BK), above elbow (AE), below elbow (BE). It is important to be aware of the cause of the amputation (trauma, disease related...) and possible other effects. Phantom pain, protection of the residual limb, prosthetic fit are also important factors to consider with amputees

Red Flags: The red flags are dependent on the cause. In general, when working with people with a limb amputation and limb deficiencies, consider padding or protecting the residual limb and making adjustments for the other problems that may be present due to the cause of the amputation or limb deficiency. Red flags may include balance, bruising/bleeding, fatigue, fragile bones, frostbite/cold susceptibility, leg length/alignment and pressure/friction sores.

Traumatic Brain Injury (TBI)/Cerebral Vascular Accident (CVA)

Traumatic Brain Injuries are a penetrative or concussive injury to the brain. Cerebral Vascular Accidents (also called strokes) are the result of a disturbance of blood supply to the brain. TBIs and CVAs manifest differently depending on the location of the injury. TBI's and CVA's can cause paralysis or paresis (generally affecting one side of the body more than the other). Other symptoms may include speech impairments, intellectual impairment, loss of coordination, balance and spatial awareness, lability (unpredictable mood changes) and memory or learning issues. When working with people with TBI's be aware of secondary injuries and of the risk of seizures.

Red Flags: Balance problems, bruising/bleeding, disorientation, hydrocephalus/shunt, hyper/impulsive, runaway, lability/mood swings (emotional lability), memory loss, muscle control problems, seizures, speech issues, visual impairment.

Adaptive Student Assessments

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

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

DSES has developed a plan consistent with the Cap Model for performing your Student Assessment. This is:

1. Understand the **overall** nature or characteristics of the disability you are dealing with including how it occurs, how it manifests and the RED FLAGS.
2. Discover how the disability affects your particular student's **cognition** or understanding.
3. Discover how the disability affects your student's **emotions**, (what's funny, frustrating, scary, etc.).
4. Discover how the disability affects your student's **movements** or ability to move.
5. Discover the **Red Flags** for this **particular** student.
6. Discover the student's **goals**.

It is the Primary Instructor's responsibility to be sure that a Student Assessment is performed for EVERY lesson they teach at DSES, even if they have worked with that student before. There can always be some changes to behavior, movements, medications, etc.

Adaptive Disciplines and Equipment

Cognitive-People with damage to any portion of the brain that affects the ability to process information, coordinate and control the body, or move in space. Cognitive Disabilities are classified as either organic (related to disease or genetic abnormalities), or non-organic (caused by injury). People with Intellectual Disabilities are comprised of congenital abnormalities, trauma, disease or deprivation that interrupts or delays normal fetal, infantile, or juvenile development. Onset is before age 18 and is permanent.



Common Disabilities Include: Autism Spectrum Disorder, CP, TBI/CVA, Down syndrome, Epilepsy, Fetal Alcohol Syndrome, Fragile X Syndrome, and Intellectual Disability.

Common Equipment Used: Tip connector, tethers, snow slider, flags, bamboo pole, hula hoop/Ski buddy.

Visual Impairment- People with any disability which affects vision.



Common Disabilities Include: Cataracts, TBI/CVA, Detached Retina, Diabetes, Down Syndrome, Glaucoma, Macular Degeneration, MS, Optic Nerve Disorder, Retinitis Pigmentosa.

Common Equipment Used: Visually Impaired/Blind Skier orange bib, radio head set, bamboo pole

Mono Ski (MS)- A type of sit-down ski equipment consisting of a molded seat and footbed, but mounted on a single alpine ski, all models use some sort of suspension system; mono skis are always used with hand held outriggers and are not generally tethered. Typically, people who would use a mono ski would include paraplegics who do not have muscle control of the legs, but have strong upper bodies and some torso control, double leg amputees, and individuals with significant lower extremity weakness or loss of coordination.



Common Disabilities Include: Amputation and Limb Deficiency, CP, TBI/CVA, Diabetes, Friedreich's Ataxia, MS, MD, Post-Polio, Spina Bifida, Cancer, SCI.

Common Equipment Used: Outriggers, mono ski, tethers

Biski (BS) – a type of sit-down ski consisting of a molded seat and footbed mounted on two short, articulating, parabolic skis, some models use a suspension system between the skis and the seat; this ski may be used with hand-held or fixed outriggers, a tether must be used when using fixed riggers. Typically, people who would use a bi ski would include quadriplegics who have limited use of the legs and arms, individuals with significant coordination or balance issues, and people who choose to ski in a bi ski.



Common Disabilities Include: Amputation and Limb Deficiency, CP, TBI/CVA, Diabetes, Epilepsy, Friedreich's Ataxia, MS, MD, Post-Polio, Spina Bifida, SCI.

Common Equipment Used: Outriggers, bi ski, tethers

4-Track- People with disabilities that limit the use of both legs, or have balance/coordination issues. People who ski four track use two stand up outriggers and two skis.

Common Disabilities Include: Amputation and Limb Deficiency, CP, Charcot Marie-Tooth Disease, TBI/CVA, Friedreich's Ataxia, MS, Post-Polio, Spina Bifida, SCI.

Common Equipment Used: Outriggers, tethers, tip connector, spreader bar.



3-Track- People with disabilities that limit the use of one leg. People who ski 3-track use two stand up outriggers and one ski. Single leg amputees and individuals with significant weakness to one limb typically 3-track.

Common Disabilities Include: Amputation and Limb Deficiency, CP, TBI/CVA, Diabetes, Post-Polio.

Common Equipment Used: Outriggers



We have a limited amount of complimentary PSIA Adaptive Manuals so please see a DSES Staff Member if you would like one.

Thank You!

Thank you for your time and have fun as an instructor for DSES. We really appreciate your commitment to the program. We have an “open door” policy and encourage you to ask questions or come to us if you encounter a problem with your lesson. We all have the same goal – to help students enjoy skiing and snowboarding as much as we do!

Resources

Alpine Technical Manual – Skiing and Teaching Skills. 2002 &2015. Professional Ski Instructors of America Education Foundation. Lakewood, CO.

Core Concepts for Snowsports Instructors. 2001. Professional Ski Instructors of America Education Foundation. Lakewood, CO.

Adaptive Snowsports Instruction. 2003. Professional Ski Instructors of America Education Foundation. Lakewood, CO.

Childrens Instruction Manual. 1997. Professional Ski Instructors of America Education Foundation. Lakewood, CO.

Alpine Technical Manual. 1996. Professional Ski Instructors of America Education Foundation. Lakewood, CO.