



@Liberty Mountain Resort

2024-2025 Volunteer Training Manual



LIBERTY MOUNTAIN
RESORT



Welcome to volunteering at Blue Ridge Adaptive Snow Sports Inc. (BRASS)!

All kinds of volunteers make our program a success. They are the heart and hands of our program. Our volunteers will tell you that the gift is theirs – the opportunity to work with the Adaptive Program is so rewarding.

Volunteers make up the Blue Ridge Adaptive Snow Sports Inc. (BRASS) team, from instructors, on-snow volunteers, administrative, fundraising and more. ***You are integral to the success of BRASS.*** Without your help, BRASS would not be able to provide the quality service we give to our clients.

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CONTACT INFORMATION (2024-2025 Season)

Important Telephone Numbers:

- BRASS: 717-804-4811 (direct to Operations)
- Ski Patrol: 717-642-7014 (direct)
- Steve Gurney: Program Operations Coordinator, cell: 703-966-6182
- Tom Estok: Program Operations [Coordinator](#), cell: 443-837-5511
- Tonya TBD: Program Operations Assistant, cell: TBD

Important Web sites and Email Addresses

- BRASS - www.brasski.org
- Email - brassadapt@gmail.com
- Facebook - <https://www.facebook.com/groups/54975729458/>
- Liberty (general) - www.libertymountainresort.com
- Fareharbor - [app for all BRASS scheduling \(See Tom Estok or Steve Gurney for account\)](#)
- Training calendar for BRASS instructors/volunteers: <https://www.brasski.org/instructor-page.html>

GPS Address

78 Country Club Trail, Fairfield PA, 17320

MISSION

Our mission is to enhance the lives of people of all abilities through adaptive snow sports and recreational activities. We achieve this by offering ski and snowboard instruction for people of all abilities at Liberty Mountain Resort in south central Pennsylvania. We serve those with visual/cognitive impairments, amputations, spinal cord injuries, dwarfism, multiple sclerosis, head injuries, cerebral palsy, and other neuromuscular and orthopedic conditions utilizing special equipment. Adaptive snow sports allow people of all abilities to enjoy the outdoors and freedom of movement.

OUR HISTORY

BRASS Founders - Leslie and Dick White

The Adaptive Program began during the 1997-1998 season on a very limited basis. Liberty's Ski School Director and General Manager saw the need for an adaptive program at the mountain. Through their support, we purchased used sit-down equipment from another adaptive program and subsidized the teaching certification process for the program director. The program recruited volunteer instructors from the ski school and began training them in adaptive techniques. Due to a core group of very dedicated volunteers, lessons were provided, and a nonprofit organization was created.

Blue Ridge Adaptive Snow Sports Inc. (BRASS) was incorporated in 2001 as a nonprofit (501(c)(3)) organization and a chapter of Move United. Today, BRASS has over 30 snow sport lead and assistant instructors, an active Board of Directors and a strong core group of students and supporters. We teach over 300 lessons each season. Our growth has been achieved primarily through word of mouth since BRASS was hesitant to actively advertise for fear of the inability to meet the demand. The demand and need for adaptive snow sports lessons and opportunities is large and it is BRASS's goal to meet this need. One of the ways we address this need is to develop partnerships with businesses and other organizations serving people with disabilities.

Partnerships

Blue Ridge Adaptive Snow Sports, Inc (BRASS), Inc. is a nonprofit (501(c)(3)) organization and a chapter of Move United. BRASS partners with many organizations to enable people with disabilities to enjoy snow sports.

Move United is a national nonprofit, 501(c)(3), organization established in 1956 by disabled Vietnam veterans to serve the war injured. Move United now offers nationwide sports rehabilitation programs to anyone with a permanent disability by way of their member chapters. Activities include winter skiing, water sports, summer and winter competitions, fitness and special sports events. Participants include those with visual impairments, amputations, spinal cord injury, dwarfism, multiple sclerosis, head injury, cerebral palsy, and other neuromuscular and orthopedic conditions. BRASS Inc. is one of Move United 's 250-chapter members. Move United provides its members education

resources, training grants, networking with like organizations, insurance and more. They also have specific high standard requirements to which chapter members must comply.

Easter Seals Western and Central Pennsylvania is another partner whereby its recreation program provides the opportunity for its clientele to receive adaptive snow sports instruction at Liberty Mountain Resort. Two weekends each season, Easter Seals offers a program for its clients to enjoy skiing and snowboarding.

Special Olympics Maryland (SOMD) has a Modified Alpine program in conjunction with its other Winter Games sports of cross-country skiing, and snowshoe. SOMD is one of only a few state programs within the Special Olympics movement that offers the opportunity for sit-down skiers to train and compete at the state level. Many of the BRASS instructors are also coaches. BRASS and SOMD share equipment and resources to expand the opportunity for people with disabilities to enjoy various snow sport competitions. Many of our instructors help with training coaches and athletes. Our instructors also are part of the course management team that supervise and run the competitive courses during the annual SOMD winter games held at Wisp Resort each February.

Korean American Disabled Peoples Association has hosted a family weekend of snow sports instruction and fellowship at Liberty Mountain Resort since February 2000. BRASS provides snow sports lessons for approximately 20 children during the weekend. Many of the children came for lessons throughout the season.

Columbia Lighthouse for the Blind enjoyed bringing a group of clients to learn to ski and snowboard and hopes to continue as an annual program. This is an opportunity for visually impaired students to enjoy winter sports.

Wounded Warrior Disabled Sports Project (now known as Warfighter Sports) was a joint program between the Wounded Warrior Project and Disabled Sports USA that offered recreational sports opportunities to military personnel wounded while fighting the global war on terrorism. BRASS hosted several injured military personnel from Walter Reed Military Hospital and other military bases for a weekend of skiing and snowboarding. In the past, the weekends were also generously supported by the Times and News Publishing Company, publisher of *The Gettysburg Times*, American Legion Post 202 (Gettysburg), the Gettysburg Quality Inn, DynCorp and various private donations.

WHO WE SERVE

Blue Ridge Adaptive Snow Sports, Inc. serves people with disabilities of all ages. The students include children, teens, adults and veterans who employ a wide range of disabilities, including physical and cognitive impairments. BRASS strives to enable anyone with a disability to enjoy the sport of skiing and snowboarding regardless of the nature of his or her ability.

Our clientele lives and work in south central Pennsylvania and the greater Baltimore-Washington metropolitan area including Northern Virginia. We have had students from Mexico, New York, Florida, and North Carolina participate in the program.

BRASS DEPENDS ON VOLUNTEERS

BRASS cannot exist without our volunteers who have donated countless hours every year to serve individual participants, adaptive programs and veteran programs. BRASS cannot succeed in our mission without enthusiastic and dedicated volunteers involved in every aspect of BRASS operations.

BRASS is led and run by volunteers dedicated to providing an exciting experience for the students. Our highly trained volunteer team includes instructors certified by PSIA (Professional Ski Instructors of America) and AASI (American Association of Snowboard Instructors) as well as those training for certification. Kudos especially goes to the BRASS team's off-snow helpers who keep things running smoothly all season long.



The BRASS Team

BRASS Leadership

BRASS leadership consists of a daily operations team, individuals dedicated to training of the BRASS staff, and the BRASS Board of Directors.

Program Operations Coordinators:

- Tom Estok
- Steve Gurney

Training Director:

- Kim Keller

BRASS Board of Directors:

- President - Jeff Brown
- Vice President - Bruce Bennett
- Treasurer - Trippi Penland
- Secretary - Terra Lyons

Other Supporting Board Members:

Tom Estok	Steve Gurney	Meredith Peace
Linsley Harris (PSIA Examiner)	Mike McGregor	Julia Silber
Mike Hoffman		

VOLUNTEERING

Adaptive Instructor

Many of our instructors have been trained as Alpine Ski/Snowboard (Ski/Ride) Instructors and have accreditation with Professional Associations: Professional Ski Instructors of America (PSIA) and the American Association of Snowboard Instructors (AASI). The instructor performs an assessment of the student to gain overall knowledge of the student, their physical and cognitive abilities as well as adaptive equipment needs.

The Instructor teaches the student (new or experienced) to ski or snowboard (ride) while using adaptive equipment if needed.

On-Snow Volunteers

Our on-snow volunteers help with various tasks to assist the instructor and students. They are part of the student’s safety on the mountain.

The on-snow volunteer assists the instructor with the lesson both indoors and on-the-hill. The on-snow volunteer is also an ambassador to the student and his/her family explaining our Adaptive Program and their involvement. Outside activities involve skiing/riding with the lesson, while helping the instructor with the student. They may assist with student loading or unloading chairlift.

We encourage all of our on-snow volunteers to train, learn, and if interested, work toward Adaptive Instructor status.

Off-Snow Volunteers

Off-snow volunteers are always needed to keep the program running including administrative activities before and after the lessons. Examples: checking “Student Information and Waiver forms” have been completed and signed; verify the instructors has completed the “Lesson Evaluation” form at the end of the lesson; maintain instructor

and student record files; verify instructors have an updated signed “Volunteer Waiver form; ordering lunch for the volunteers. Other Off -snow volunteer activities as needed.:

Readying student ski/ride equipment and assist with student fitting	Volunteer coordinating/ Recruiting (see below)
Equipment maintenance and spare part inventory*	Photography
Fundraising (see below)	Returning rentals at the end of the day
Assisting with other recordkeeping duties	Assisting with post lesson room clean up
Membership recruiting	Social Media (updating current Facebook and integral accounts)

*Assistance with equipment maintenance is to be done under the oversight of an experienced Instructor that has been assigned+ by the Program Operation Coordinator.

Other Volunteer Opportunities

We have many other volunteer opportunities at BRASS. Refer to the appendix A at the end of this manual for details. Let us know if you have skills in these areas and would like to join our team fulfilling any of these positions.

Key Position Responsibilities

- **Adaptive Instructor** – Teach Adaptive Snow Sports to new or experienced students with varied physical or mental disabilities using PSIA/ AASI recognized methodology.
- **On-Snow Volunteer Assist** the Adaptive Instructor and student during the student lesson. They may also work alongside other instructors or volunteers to tailor lessons to individual needs.
- **Engage with All Ages:** Work with guests of all ages and various types of disabilities, delivering personalized and compassionate instruction.
- **Deliver Exceptional Service:** Provide world-class guest service, ensuring that both students and their families have a positive, supportive experience.
- **Create a Safe Environment:** Ensure that the learning environment is safe, fun, and conducive to the growth and confidence of the participants.
- **Support School Initiatives:** Contribute to the overall needs of the adaptive snow sports school, assisting with various initiatives and tasks as required.
- **On-Snow Volunteer Training*:** Attend annual volunteer On-snow training – 1 day or more days depending on goals. If working toward Instructor status, training may include attendance at a separate Instructor Training Course (ITC) conducted by BRASS trainers.

Off-Snow Volunteer Orientation Training*: Attend annual volunteer orientation training session –1day or as needed depending on responsibilities.

Ongoing Training (Instructors and On-Snow Volunteers) *: Participate in organized training sessions aimed at maintaining or working toward snow sport certification in Adaptive Snow Sports through PSIA/ASSI.

- **Commitment:** Honor your volunteer time commitment. Our students and families rely on your commitment to your schedule. If you do not show up, we cannot meet the need of our students and families.

Inform a BRASS Operations Coordinator as early as possible with schedule changes. This allows our operations team time to find instructor alternatives and to avoid last minute urgent situations. No shows with no advanced notification are not acceptable.

Required Training*

Position Requirements

- **Skiing/Riding Competency (Instructor or On-Snow Volunteer):** Must be comfortable and competent skiing or riding on groomed blue terrain.
- **Minimum age** - 16 years
- **Willingness to Engage:** Must be eager to work with guests of all ages and have a strong level of comfort in teaching students with disabilities.
- **Communication:** Fluent in English with strong communication skills to effectively engage with participants and team members.
- **Commitment to Schedule:** Must be willing to work weekends and holidays, with comfort being in ski boots for extended periods.
- **Training Completion:** Complete All **Required Training*** If working toward placement as an instructor, this is contingent upon successful completion of BRASS ITC, as well as ongoing season training to meet required skills, guest service, and safety standards. An assessment will be conducted by Training Dept. to confirm instructor status.
- **Background Checks:** Must pass FBI fingerprinting and Pennsylvania Act 153 (Act 153)-required background checks initially with annual background checks each year after. Cost is reimbursable upon successful completion of training and commitment.
- **Safe Sport Act Training** – Must successfully complete required training annually (see below).
- **Waiver and Liability Agreement:** Must sign and complete BRASS Volunteer waiver and liability agreements annually.

Position Commitment:

Time commitment options per season:

Instructor Commitment – Instructors must commit to 5 to 10 full days of teaching, completing required season training, or providing needed volunteer services to BRASS. Note: Only Instructors that commit to 10+ days are eligible for a Vail Season pass. In addition, new instructors are to participate in 1/2 day of orientation/off-snow and two day of on-snow ITC training. Instructors will also be required to attend 2 Movement Analysis Zoom sessions provided by the Liberty Training Staff. (Notification emails will be provided for these)

On or Off Snow volunteers – Must commit to a minimum of 5 days, but we encourage up to 10 to improve skiing and adaptive skills for future certification.

On-Snow Volunteers working toward Instructor Position – must complete the BRASS ITC (Instructor Training Course) consisting of an off snow and on snow training and assessment. (2 days). These potential instructors will also be required to complete PSIA/ASSI Level 1/ Alpine Ski/ Snowboard Adaptive Assessment by the end of their 3rd Season.

Season Pass Policy and Lift Ticket Policy

To be eligible for a season pass, a 10+ day teaching commitment as an Adaptive Instructor or an on snow assistant is required. As long as you are an instructor in good standing, your season pass can be retained according to these BRASS policy guidelines. A volunteer does not have property right in the retention of his/her season pass. Any Operations Coordinator or Board of Directors member may suspend a season pass in the case of a rule violation or not meeting the required commitment.

9 day or less On- Snow and off-snow Volunteers – receive a lift ticket for their participation per day of commitment. On a pre-approved basis, an additional lift ticket for each day of their completed commitment will be considered.

Benefits

Skiing/ Riding Skills Improvement: Enhance your skiing or riding skills while making a positive impact through adaptive snow sports as well as, making new friends. BRASS offers scheduled clinics to improve your skiing/riding and adaptive teaching abilities.

Professional Training: Receive specialized training for Skiing /Snowboard Skills & Adaptive Snow Sports while working toward progressive certification through PSIA/ASSI.

Training is provided by highly trained and certified PSIA instructors. see: <https://www.brasski.org/instructor-page.html>

- **Professional Ski Associations:** Opportunity to become a member of PSIA and/or AASI for professional development, training, networking, and gear discounts.
- **Free Ski Pass or lift tickets based on position:** As a reward for completing your scheduled commitment and required training for your position:
- **Meals Provided:** Lunches provided on the weekend days you volunteer.
- **Community Impact:** Play a key role in enhancing the lives of people with disabilities, making a meaningful contribution to your community.

A Typical Lesson Routine

Refer to Appendix B for a detailed description of a typical lesson routine.

WORKER'S COMPENSATION INSURANCE

As volunteers, BRASS instructors and assistants are not eligible for workers compensation coverage.

BACKGROUND CERTIFICATIONS

All volunteers, who will be interacting with BRASS participants during snow sports programs, must complete a background check. Initially and annually after. **This must be completed in order to volunteer and should be completed 30 days prior to the season beginning.** The Background check is conducted by way of a BRASS contracted company (see below). The background check also includes FBI-Fingerprinting as mandated by The Pennsylvania Child Abuse Law. See the Operations Team for the appropriate instruction.

Pennsylvania Act 153 (Act 153) requires employees, volunteers, and other individuals who have routine contact with minors to obtain three different background certifications:

- 1 Pennsylvania Criminal History Check through the Pennsylvania State Police (PATCH)
- 2 Pennsylvania Child Abuse History Check through the Pennsylvania Department of Human Services; and,
- 3 FBI Criminal History Check, which requires the individual to submit their fingerprints to the FBI (By way of specific IdenTOGO finger printing sites). Instructions will be provided to you from our BRASS team.

CBY Systems, Inc. of York, PA, will assist with the completion of the background check process. Notification will be provided to you by email. **YOU MUST COMPLY WITH ALL BACKGROUND CHECK REQUIRMENTS IN ORDER TO BE A BRASS VOLUNTEER IN ANY COMPACITY.**

SPORTS PROTECTION TRAINING REQUIREMENTS

In compliance with the USA's newest youth sports safety and prevention requirements **The Safe Sport Act**, as well as requirements as a member chapter of Move United, BRASS Inc requires all of their volunteers to complete SAFE SPORT TRAINING. BRASS Inc. has chosen an on-line course which outlines, abuse prevention, recognition and reporting. The course is 1.5 hours, requires satisfactory completion of knowledge quiz, and a certificate receipt. **This must be completed in order to volunteer and should be completed 30 days prior to the seasons beginning date.** This will be assigned by way of one of the BRASS Inc. Safe Sport Act coordinators Joan Murphy / Meredith Peace.

BRASS is also compliant with mandatory Safe Sport Act policies for reporting procedures. See our Safe Sport Policy on our website. Operations also has a full administrative manual for reporting and other recordkeeping procedures.

CODE OF CONDUCT

BRASS has an outstanding group of volunteers serving in every capacity of BRASS operations. We act in a positive and professional manner throughout entire activity. We encourage, motivate, and provide positive feedback for participants to help improve their skills.

On the rare and isolated occasions when volunteers do not adhere to the standards required of BRASS volunteers, the Operations Coordinators and members of the board of directives reserves the right to dismiss the volunteer without recourse.

As a representative of BRASS and guest of Liberty Mountain/Vail, it is expected that you act in a professional manner.

All BRASS participants must:

- Treat each other with respect and consideration. All forms of harassment are prohibited. Harassment is any conduct where a person feels it interferes with work and learning or creates an offensive environment. This includes but is not limited to following obscene gestures, physical contact, use of profanity, display of circulation of written material or pictured derogatory to gender, race color, religion, creed, sexual orientation, national origin, ancestry, age, disability political beliefs, appearance or ethnicity.
- Not physically, verbally, sexually, mentally, abuse or neglect anyone. Abuse or neglect of any type will not be tolerated and is cause for immediate dismissal.
- Be in control of your own body and equipment throughout activity. It is your responsibility to stop or avoid people or objects and obey posted signs and warnings for closed areas.
- Recognize your role as a matter of trust and will not pursue any activities with any of my students outside of the confines of BRASS without notifying one of our BRASS Program

Operations Coordinators. Any activities or communications outside of the BRASS Program are not sanctioned by BRASS. The volunteer must inform both the student and their guardians/ parents or caregivers that such outside activities are not within the scope of the BRASS Adaptive Snowsports Program.

- All information I learn about our students and family members will be kept confidential.
- Report to the BRASS Program Operations Coordinators any practice or situation that endangers the health, safety, or well-being of yourself, employees, contractors, volunteers, sponsors and program participants. You have an ethical responsibility to inform one of the following: Program Operations Coordinators; Tom Estok, Steve Gurney. They in turn are responsible for informing the BRASS Board "Conduct Committee" Failure to comply with the Code of Conduct may result in volunteer dismissal.
- Meredith Peace and/or Joan Murphy will be the BRASS Inc. Conduct Committee representatives to report suspicion of abuse.
- Not be under the influence of any substance that impairs their ability to participate in volunteer duties.
- Not smoke or use tobacco products of any type during program activities or on the mountain. BRASS follows Liberty/Vail rules, the designated tobacco smoking area is outside between the pond and the CLC building. Smoking is not permitted anywhere else.
- Not use or possess alcohol if under the age of 21. Consuming alcoholic products while volunteering is prohibited.
- Keep personal effects including valuable and medication secured. BRASS Inc is not responsible for any personal effects.
- Be on time for all volunteer activities and training. Notify the Operations Coordinators as soon as possible if you will be absent or late for your scheduled activity.
- Adhere to all written policies, procedures, and guidelines.
- Attend orientations, trainings, and staff meetings to provide the best possible service to our participants.
- Have a means to communicate with Ski patrol and emergency medical crew and BRASS Operations in case of an emergency or accident (i.e. cellphone).
- Must abide by Move United's Sport Protection Program requirements and report any suspicious activity required by our policy.

CONFIDENTIALITY

BRASS is committed to keeping the confidentiality of our participants, volunteers, and staff. As such, volunteers of BRASS will not disclose confidential information to anyone who is not a volunteer with BRASS, or anyone who does not need to know such information to assist in rendering services. The disclosure, distribution, electronic transmission or copying of BRASS confidential information is prohibited and subject to disciplinary action.

Media (Pictures/Video)

To take pictures or video of the student, the parents/guardians must sign the Media Release form. The release gives BRASS consent to use the pictures/videos. The Media Release is optional for students, and you must honor their wishes.

All BRASS volunteers are ambassadors for BRASS and Liberty Mountain Resort. Follow guidelines when using photographs, videos, etc., particularly regarding social media. Do not defame or discredit, air grievances, disclose personal information, discuss accidents, etc. Respect the privacy of our students and volunteers, promote our resort and organization in a positive light.

APPEARANCE & BEHAVIOR GUIDELINES

- The BRASS Instructor jackets are reserved for Instructors. Instructors must wear either the teal colored BRASS instructor jacket, softshell Black Liberty jacket or vest, or orange vest designated with “instructor”. On-snow Assistants wear the BRASS orange vest without an instructor designation over personal ski jacket. Personal Ski pants and jacket are to be in good condition. As you are representing our program, please arrive looking neat!
- Helmets are mandatory for all BRASS on the snow volunteers.
- Please remember BRASS is a guest of Liberty Mountain Resort and as such, we follow their policies. All guests get our utmost respect. It is our privilege as instructors, to teach on the mountain. BRASS Instructors are to use the ski school line only during the lesson.
- BRASS members are not to engage in confrontation with ANY Liberty/Vail employees. Do not confront directly! Take any concerns to a BRASS Program Operations Coordinators to address.
- Please be friendly and helpful to everyone who walks through our door.
- Be on time for all volunteer/instructor activities and training. Notify the Operations Team as soon as possible, if you will be absent or late for your scheduled activity.

- Attend orientations, trainings, staff meetings to provide the best possible service to our participants.
- The Nova/ Alpine room is designated for the BRASS program only. As some of our students may have sensory concerns, all volunteers should promote a calm environment. The space is used as a priority for students, their families, care givers and our BRASS volunteers. The room should only be used by instructors or volunteers ON DUTY. You cannot use this room unless you are on the BRASS schedule.

SKIER RESPONSIBILITY CODE (Adopted by the NSAA National Ski Area Association)

1. Always stay in control. You must be able to stop or avoid people or objects.
2. People ahead or downhill of you have the right-of-way. You must avoid them.
3. Stop only where you are visible from above and do not restrict traffic.
4. Look uphill and avoid others before starting downhill or entering a trail.
5. You must prevent runaway equipment.
6. Read and obey all signs, warnings, and hazard markings.
7. Keep off closed trails and out of closed areas.
8. You must know how and be able to load, ride and unload lifts safely. If you need assistance, ask the lift attendant.
9. Do not use lifts or terrain when impaired by alcohol or drugs.
10. If you are involved in a collision or incident, share your contact information with each other and a ski area employee.

Know the code. It is your responsibility!

TERRAIN PARK

Snow Sports conducted within the Liberty Mountain “Terrain Park” area, require a specific skill set and safety instructions. Therefore, we follow the Liberty Mountain Resort Policy. An instructor must hold a PSIA FS1 certification (Professional Ski Instructors of America Free Style Specialist Level 1 or higher) to enter or take students into the Terrain Park.

SNOWSPORTS INJURY PROCEDURES

Important Telephone Numbers:

- Liberty Ski Patrol: 717-642-7014 (Direct)
- Program Coordinator, Tom Estok cell: 443-837-5511.
- Program Coordinator, Steve Gurney cell: 703 - 966-618.

- BRASS 717-804-4811 (voice mail msg)

In The Event of an Injury

1. Secure the area. Cross skis or place snowboard in the snow above the injured party to warn other skiers of the injured party.
2. Make sure all participants in your group are secure and to the side of the trail away from traffic if possible. Specifically direct students to wait for your direction.
3. Contact Ski Patrol at 717-642-7014

Send someone to a lift to report the injury if no cell phone is available. Make sure they know the exact location of the event.

It is recommended that you enter the Ski Patrol number in your cell phone prior to skiing/riding with a BRASS participant.

4. Stay with the injured party until the ski patrol arrives.

Do you know your student?

Ski Patrol will need to know any important information such as medical conditions and considerations. Such as diabetes, seizures, epi pens, shunts and so on. Pay attention to your student forms.

5. After the ski patrol arrives and assumes control of the situation, stay with the participant.
6. If another person is involved in the accident/incident, acquire their contact information, ask them to stay until Ski Patrol arrives on the scene. All parties involved must remain at the scene until cleared by the ski patrol. If there are witnesses to the accident, collect their contact information. Name, phone number and address.
7. Contact your BRASS Operations Coordinator who is on duty, so BRASS can provide the Student Information form to Ski Patrol and contact the parents or family.
8. Do Not Discuss the Incident: Do not discuss the incident with anyone other than the program director, or Ski Patrol. Do not give opinion, place blame, or admit guilt-just state the facts. Legal liability for an incident is never determined on the scene. If it becomes an issue, all relevant facts and circumstances are investigated and analyzed. Statements such as "I shouldn't have ..." or "I'm sorry" are usually interpreted as admission of legal liability that obscures other relevant facts.
9. Go with the injured skier to the ski Patrol building. If you have more than one participant, go only after handing the other participant off to another volunteer Provide Ski Patrol with the participant information form, if applicable, so that they are aware of any important medical considerations.

10. Following any accident, involving Ski Patrol, the instructor must complete the Ski Patrol Accident form. Also secure the file number and completed report from Ski Patrol.

11. Immediately following, meet with a BRASS Operations Coordinator to fill out the Move United Incident Form. This must be completed immediately and sent to Move United per their recommended procedures. Related information for this will be provided with assistance by a BRASS inc. Program Operations Coordinator.

12. Complete, in detail, all areas of the required Incident Reports using the following steps:

- Provide sufficient details to ensure that anyone who did not witness the incident will be able to understand exactly what occurred at the incident.
- When needed, attach additional pages to completely detail the incident.
- Request a copy of the Ski Patrol Report to secure contact information from possible witnesses and additional information from the accident. Each witness shall complete a separate incident Report Form to ensure all details are captured.
- Keep all narratives to known objective facts. Do not speculate on injuries or medical information that has not been verified by a trained medical professional (i.e., "Susie complained of pain in her knee" vs. "Susie sprained her knee")
- Use first names when detailing the incident, avoid the use of pronouns (he, she, they, we)
- Attach all relevant documentation to ALL forms.
- The completed incident report form along with the waivers and Release Forms must be submitted immediately to a BRASS supervisor for submission to MU.

MEDICAL AND SAFETY CONCERNS

Safety is a top priority at BRASS. If you have any pre-existing conditions such as back, knee, shoulders etc., a serious allergy, or any condition that may pose injury potentials while volunteering, please immediately bring it to our attention. If for any reason, you do not feel comfortable doing something we ask, please just let us know. We never want to put you in a position to compromise your safety.

Also, check with the instructor about where your student is going to ski and make sure you are confident on the proposed terrain.

Back Injury Prevention/ Lifting & Loading Clients in Ski Equipment

The instructor is in control of the lifting procedure and explains the process to the on-snow volunteer.

Some students who use wheelchairs can transfer themselves, but others need assistance. The extent of your involvement will depend on the student's or caregiver's ability to help. Most people can be transferred safely from wheelchair to equipment and back by using the two-person method.

When having to assist in a lifting procedure, make sure this is done using a 'team lift' (instructor and on-snow volunteer). Assess the required lift. Get additional help if needed. Use verbal signals with your team member when lifting. **Always do a practice lift.**

For any lifting procedure use the following steps. Get as close to the load as possible. This position will reduce the use of your back. Use your leg muscles for the lift while having a good grip on the load. Squat in a way that engages your leg muscles only. Your back should be in a straight position (with a slight curve). **Do not flex** or round the back. Do not twist while lifting.

You will have opportunities for training for lifting and loading. For full details on transferring, refer to Appendix C for Transfer Guidelines.

Flexibility and physical fitness play an important part in reducing fatigue and injury. Stay fit to be a volunteer!

Allergies

BRASS Instructors and volunteers are not authorized to administer medications to participants.

Epi-Pen

EpiPen is an injection containing epinephrine, a chemical that narrows blood vessels and opens airways in the lungs. These effects can reverse severe low blood pressure, wheezing, severe skin itching, hives, and other symptoms of an **allergic** reaction.

If a student marks epi-pen on their Student Information form, it is required that they also fill out an additional Epi-Pen form.

The epi-pen should be carried by the student unless not possible. You are not authorized to administer medications. The student must administer their epi-pen or ski patrol when they arrive.

Food Allergies

Determine if your student has any food or other allergies. Do not give the student any food unless it has been pre-approved by the parents/caregivers.

NUT allergies are very common so please don't bring any food containing nuts into the Nova Room.

Standard Precautions

Standard Precautions are a set of precautions that the Centers for Disease Control and Prevention (CDC) has called for to minimize the risk that you will catch an infection from a patient or spread infection among patients.

You may have heard the term "Universal Precautions"--these were developed beginning in the 1980s specifically to protect you from blood borne pathogens. These are now the Standard Precautions you as a volunteer with BRASS should be following.

- Avoid needle sticks and other sharp instruments by using all sharp items carefully, making use of safety devices which are available, and disposing of all sharps appropriately.
- Wear gloves when touching blood, body fluids, secretions, excretions, and contaminated items. Put on clean gloves just before touching a patient's mucous membranes and non-intact skin. ***BRASS provides kits with gloves, tissues and Ziplocs for your use during lessons.***
- Wash hands after touching blood, body fluids, secretions, excretions, and contaminated items, whether or not gloves had been worn.
- Protect and shield your own eyes, nose and mouth, when possible, where there is the possibility of splashes or sprays of blood, body fluids, secretions or excretions.
- Handle used patient care equipment soiled with blood, body fluids, secretions and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of microorganisms to other patients and environments. USE the Ziplocs in your BRASS kit to dispose of tissues, contaminated items. Dispose the soiled items in the Hazardous Waste containers in the Ski Patrol Room.

BASIC RULE OF THUMB: Take precautions when working with students and bodily fluid. Use the supplies in your kit!

Standard Precautions must be always observed with ALL students, regardless of their age, gender, or diagnosis.

The Outdoor Environment

It's important to keep our students skiing and riding comfortably in the winter. There are a few things to beware of, particularly when areas of poor circulation or little feedback contribute to cold weather challenges. Warm clothing is a priority. BRASS has additional clothing, gloves, goggles, neck gators, etc. available for students.

The outdoor environment can be invigorating and a new and welcoming environment for our students. However, we need to recognize potential exposures. These can include, but are not limited to frostbite, hypothermia, sunburn and more. Refer to detailed information on environmental exposures and precautions in the rear appendix of this manual.

Frostbite

Definition: The actual freezing of a body part when the heat produced in a body part, plus the heat carried to this body part by the blood, are insufficient to counteract the effects of below freezing temperatures. Skiers/riders are very susceptible to frostbite. Body areas with a higher risk of developing frostbite include the hands, feet, ears, nose and cheeks.

Prevention: Be sure to adequately cover the head, ears, hands and feet. Coverings should not be too tight as to restrict blood circulation. If socks or mittens get wet, dry them or replace them. Never touch ski bindings or other metal objects with bare fingers, fingers can freeze to these objects.

Hypothermia

Definition: Hypothermia or exposure refers to the cooling of the body to a core temperature below 95 degrees. This can occur in temperature well above and below freezing. The combination of cold, wind and water are especially dangerous. When the body temperature falls progressively, the body will initially trigger shivering. This is followed by clumsiness, stumbling, falling, slow reactions, mental confusion and difficulty speaking. Shivering usually ceases as the body temperature drops, and then the body will not be able to warm itself without outside help.

Prevention: Appropriate clothing is very important. Cotton garments, like denim and corduroy, should not be worn because of poor insulating values. BRASS has ski pants available for student's use. Layer clothing to prevent chilling. Wind proof and waterproof outer garments are important, as is a hat. BRASS requires all volunteers and students to wear helmets and hats can go under them if necessary. Heat production can be increased by increasing the level of muscular activity so swinging arms and wiggling toes and fingers does help. AND KNOW WHEN TO QUIT!

Sunburn

Definition: A first or second-degree skin burn caused by Ultraviolet light. It is very easy to sunburn while skiing. The snow reflects the sun, amplifying the risk.

Prevention: Use sunscreen. For everyone, even if the sky is overcast. Get in the habit! Reapply when skiing/riding for a full day.

Windburn

Definition: Irritation of the skin that resembles a first-degree sunburn caused by cold wind.

Prevention: Apply sunscreen and face masks are good or keeping neck gators pulled up so as to protect the face.

Snow blindness

Definition: This is sunburn of the conjunctiva of the eye (the lining of the eyelids and covering the eyeball). Symptoms develop 6-12 hours after exposure. The eyes feel irritated and are sensitive to light. The conjunctiva is reddened, excessive tearing occurs, there is swelling around the eyes and pain with eye movement.

Remember - The snow reflects the sunlight, magnifying the sun's effect.

Prevention: Wear suitable dark glasses or goggles. BRASS has goggles available for students.

ADAPTIVE DISCIPLINES & EQUIPMENT

When we work with an adaptive student for the first time, we take a positive approach to determining the type of teaching style and equipment that is best suited for the student. We then determine what combination of equipment and learning techniques later addressed) are right for that student to create a safe and positive learning experience on the snow!

The following information is intended to give you working understanding and terminology of various adaptive disciplines, types of students within the discipline, common disabilities and associated adaptive equipment utilized.

This material will be much easier to comprehend once you begin working with the student and equipment. Don't overwhelm yourself by trying to commit it all to memory.

Based on the student assessment, nature of disability, the skier/rider will fall into one or more related disciplines

STAND UP SKIER/RIDER– A person that can partially or completely support their weight while standing.

Visually Impaired

This skier/rider is normally capable of conventional alpinestand up skiing or snowboarding. Brightly colored vests are worn by this participant and the on-snow

assistant to make them visible to the public. Communication and teamwork are key in this student. Guiding language and techniques must be solidified with the participant prior to getting on snow.

Common Disabilities:	Albinism	Blindness
Cataracts		Partial-Sightedness
Corneal disease		Glaucoma
Tunnel vision		Retinal damage.
Diabetes		Trauma
Nerve disease		
Macular degeneration		
Hearing Loss/ Full or Partial		

Cognitive Impairments

These skiers/snowboarders are often stand-up participants and may use conventional or standard equipment with special aids, such as ski bras, tethers, bamboo poles, etc.

Common Disabilities:	Autism
	Cerebral Palsy
Epilepsy	
Fetal Alcohol Syndrome	
Learning disabilities	
Muscular dystrophy	
Multiple sclerosis	
Traumatic Brain Injury	
Parkinson's Disease	

Visually Impaired/Cognitively Impaired

Skier/rider would have a full or partial visual impairment and also a cognitive disability.

Skeletal Impairments

Students can have a wide range of skeletal impairments as described below. Some may require minimal equipment assistance, some require more. Ambulatory skiers are able to stand up with equipment assistance. Non-ambulatory skiers are able to ski while sitting down in specifically designed adaptive equipment.

4 Track: These students use 2 skis with 2 outriggers. These students usually experience balance problems or general weakness in the lower extremities. A student stands on two conventional skis using 2 hand-held outriggers which look like crutches with small skis on the bottom. Outriggers provide extra support and balance. These students must have at least four points of contact with the snow. (Figure 1 & 2)

Typical Common disabilities to 4-Track:

- Brain Trauma
- Cerebral Palsy
- Multiple Sclerosis
- Muscular dystrophy
- Post Polio
- Spina bifida
- Spinal Cord Injury
- Traumatic brain injury

Snow Slider: Is a successful piece of equipment for individuals who have good upper body strength but require extra support to stand. This is a highly adjustable piece of equipment which looks like a walker on skis and is used in addition to a participant's own skis. To control turns and speed, the slider can be held from the sides using instructor bars or it can be tethered from behind.

A safety retention device is always needed as the slider cannot stop of its own. (Figure 2)

Typical common disabilities using a snow slider:

- Cerebral Palsy
- Multiple Sclerosis
- Stroke

3 Track: These skiers use one ski and outriggers for balance. The outriggers provide a three-point balance system, enabling the student to maintain dynamic balance while skiing. A participant leaves 3 tracks in the snow, standing up, in a combination of skis, poles, and/or handheld outriggers. This method of skiing is common for amputees. (Figure 3)

Typical common disabilities to 3 tracks

- Amputations
- Diseases or trauma that affect one leg.
- Post Polio
- Stroke
- Brain trauma

Sit Down Skiers – Non-ambulatory skiers are able to ski while sitting down in specifically designed adaptive equipment.

Mono-Ski: A mono ski allows the skier to eventually ski independently and to perform at a higher level than a bi-ski. In this discipline a skier is seated. The molded seat and foot support are mounted on a shock absorber attached to a single ski. Outriggers are used by the skier to maintain balance. Skiers of this type have strong upper bodies and limited or no movement from the waist down. They should be able

to use outriggers to move the ski on the flats and uphill slopes as well as lift and rotate the ski while seated in it.

Mono-skiers must be able to perform the following tasks:

- Trunk: While sitting be able to bend down and sit back up.
- Trunk Rotation: Twist the upper body with arms up.
- Lateral Movement: While sitting they can pick up an object off the floor on either side of the chair.
- Upper Body Strength: They can resist hands being pushed forward, backward, side-in, side-out, and up and down. The participant should also be able to lift him/herself up into the wheelchair. Grip Strength: Be able to grasp both of assessor's hands firmly. People with lower-level injuries including paraplegia and ortho impairments most often use the mono-ski. (Figure 4)

Typical common disabilities for a mono - skier:

- Brain Trauma
- Cerebral Palsy
- Double Amputee
- Spinal cord injury
- Post Polio
- Multiple Sclerosis
- Muscular Dystrophy
- Spina bifida

Bi-Ski: Skier is seated in a device attached to an articulating undercarriage, which is mounted on two uniquely designed skis. This enables a person with a high-level disability to ski while being tethered by their instructor. A bi-ski provides more stability than the mono-ski, as it has a wide base of support and a relatively low center of gravity. It is equipped with optional fixed outriggers which control lateral stability and assist in defining the arc of the turn. Some advanced skiers may use individual handheld outriggers (not fixed), self-load, and ski untethered as long as they can self-arrest the ski. (Figure 5)

If fixed outriggers are attached to the bi-ski, a qualified instructor must tether the skier. When being tethered or using fixed riggers, bi-skiers should stay on beginner terrain (Green and mellow Blue). Individuals with the following disabilities often use a bi-ski.

Typical common disabilities for a Bi-skier:

- Cerebral Palsy
- Multiple Sclerosis
- Muscular Dystrophy

- Quadruple amputee
- Unilateral or bilateral leg amputation
- Spinal cord injury (high level C1- T7)
- Spina bifida
- Severe epilepsy
- Severe balance impairments
- Stroke
- Cognitive and intellectual disabilities

Snowboarding/ Rider

There are adaptive techniques to use in an adaptive snowboard lesson. Equipment can be used to facilitate ideal efficiency of movement, using a combination of outriggers, harness, tethers, bamboo poles, and other adaptive equipment (Figure11).

Students with amputations, cognitive and intellectual disabilities often find success with snowboarding.

Additional Tools/Equipment

Sno-Go Bike: A stand-up device that resembles a bike with small skis versus tires. It allows a stand-up skier to lean on support while enabling independence. **A PSIA Sno-Go certification is required in order to teach students to use the Sno-Go Bike.**

Outriggers

Outriggers are adapted forearm crutches with ski tips mounted on the bottom. Outriggers provide extra balance mobility and turning maneuverability that a standard ski pole doesn't. They are height adjustable and can convert to walking crutches or poles in the "up" position. They aid the skier in balance, mobility, and turning. Outriggers come in sizes for stand-up or for sit skiers. (Figure 6)

Ski Bra

A rigid tip retention device used to hold the tips of the skis together causing the skier to ski on opposing edges (wedge). (Figure 8)

Edgie Wedgie

A lightweight (6") piece of rubber tubing with a small clamp and a thumb screw at each end. It does not prevent the ski tips from crossing, but loosely holds the tips together. This helps the ski to ski on opposing edges (wedge). (Figure 10)

Spacer Bar

A heel stabilizer made from a hollow piece of tubing (often PVC pipe) with a bungee cord running through it. The spacer bar attaches under the ski boots at the heels and helps the skier keep his/her skis from crossing or getting too far apart. When using a spacer bar, you should ALWAYS use a tip stabilizer, such as a ski bra or slider.

This is a piece of tubular webbing used to aid a participant with snow sports movements. Tethers can be attached to the ski-bra or sit-ski to control the turn shape and speed of the participant. Tethers should always be secured to instructor with a girth hitch, under all clothing, making direct contact with skin. (Figure 7)

Ski-Pal

This equipment is an adjustable, oblong-shaped, heavy-duty tube that can be used to assist a stand-up skier or snowboarder control speed and initiate turns. (Figure 11)

Bamboo Pole

Bamboo poles or lengths of PVC pipe that can be used by the instructor and participant to aid in snow sports movements, such as providing a sense of security for a participant who is nervous, developing turn shape, assisting with speed control, or perhaps guiding a participant with a visual impairment. (Figure 9)



Figure 1 4-Track Skiing Figure 2 Slider
hand-held outriggers



Figure 3: 3-Track Skiing with



Figure 4: Mono-skiing
With handheld outriggers



Figure 5: Bi-skiing with Handheld
outriggers and tethers



Figure 6: Hand-held outriggers



Figure 7: Tethers, girth hitched



Figure 9: Bamboo pole



Figure 8: Ski Bra



Figure 10 : Edgie Wedgie



Figure 11: Ski Pal

COMMON DISABILITIES

You can find a good and brief explanation of Disabilities in the Professional Ski Association’s 2014 Adaptive Study Guide. The Study Guide is full of great information that can help you become a better volunteer. More information on common disabilities, a PDF of the 2014 adaptive study guide can be found here:

<https://easternsnowpros.org/download/ed/adaptive-ed/AdaptiveStudyGuide.pdf>

A brief list of disabilities includes:

- | | |
|----------------------------|--------------------------------|
| Amputations | Intellectual Disabilities |
| Aphasia | Learning Disabilities |
| Attention Deficit Disorder | Multiple Sclerosis |
| Autism | Muscular Dystrophy |
| Cerebral Palsy | Neuromuscular Diseases |
| Cognitive Disabilities | Polio/Post Polio Syndrome |
| Blind/Visually Impaired | Stroke |
| Deaf/Hearing Impaired | Spina Bifida |
| Diabetes | Spinal Cord Injury |
| Down Syndrome | Traumatic Brain Disorder |
| Epilepsy/Seizure Disorder | Post Traumatic Stress Disorder |

MEDICATIONS

Every BRASS student completes a Student Information Form. This form allows us to prepare for a lesson before the student arrives. All the information is very important,

especially the medications the student is currently taking, and if they are current on their medication intake schedule. Refer to the Medications Section in the Appendix E of this manual.

COMMON COGNITIVE IMPAIRMENTS

Learning Impairment

- Messages to the brain become jumbled, thus making it difficult for person to learn by traditional methods. Visual and/or auditory.

Attention Deficit Hyperactivity Disorder

- Neurological syndrome caused by deficiencies in “neurotransmitters” the chemicals that either send or stop messages relayed in brain. Chemical, not an emotional or psychiatric disease. Normal or better intelligence.
- Predominantly Hyperactive - Impulsive
- Predominantly Inattentive
- Combined

Emotionally Disturbed

- Has difficulty controlling emotions, often “acts out”

Cognitive Impairments

- Can be resulting from a traumatic brain injury or a person who from childhood develops at a below average rate and experiences moderate to severe delays in learning, social/emotional adjustment, and economic productivity.
- Causes – Non traumatic brain injury cognitive impairments can be any condition that hinders or interferes with cognitive development before or during birth or in early childhood years. Over 250 known causes
- Down Syndrome
- Fragile X Syndrome
- Fetal Alcohol Syndrome

Autism Spectrum Disorders (ASD)

- A category of neurological disorders characterized by (DSM-5):
- Persistent deficits in social communication & social interaction across contexts
- Restricted, repetitive patterns of behavior, interests, or activities

Common Behaviors

- Easily distracted.
- Short attention span tends to be very inattentive.
- Impulsive behavior

- Easily frustrated.
- Difficulty completing tasks or strong need to finish task.
- Confused if asked to do two things simultaneously.
- Difficulty staying still.
- Problems with organization.
- May be very passive, may be aggressive.
- Resistant to change, cannot deal with change.
- Difficulty expressing needs.
- Repeats words or phrases instead of normal, responsive language.
- Uneven gross or fine motor skills.
- Impaired ability to understand messages (processing difficulties).
- Inappropriate social responses.
- Very narrow range of interest (perseverates on a few interests).
- Can't read social cues.

WORKING WITH PEOPLE WITH DISABILITIES

Always ask before you help – People with disabilities want to be treated as independent people. Offer assistance only if the person appears to need it - *ask before you act*.

Always use “people first” language – Always put the person first and disability second when communicating; mention the person first and any relevant description of a disability second. Say “person with a disability” not “disabled person.” For specific disabilities, say “person with cerebral palsy,” “person with autism.” Avoid antiquated terms like “handicapped,” “crippled;” avoid jargon, euphemistic terms like “physically challenged,” “differently-abled.”

People with disabilities are individuals - Emphasize abilities instead of limitations. Do not assume that the way you help one person with a disability will be the same for all people with similar disabilities.

When discussing a person do not reference their disability unless this information is relevant to the conversation.

It is okay to use everyday phrases that may relate to the person’s disability – It’s fine to say, “Let’s walk over here,” to someone using a wheelchair or, “It is nice to see you” to someone who is blind.

Always talk to the person - Always speak directly to the person with a disability, not the companion, aide, or sign language interpreter. Talk to the person as you would anyone else.

Be sensitive about physical contact – Some people with disabilities depend on their arms for balance. Grabbing them – even if your intention is to assist – could knock them off balance.

Be polite. The Golden Rule of treating others as you would hope to be treated certainly applies here.

- Do not expect yourself to know how to be helpful; ask if and how you can be helpful or of assistance.
- The person with a disability has more experience dealing with him/herself and with you than you do. Ask him/her what the best way to do something is.
- Make sure to inform the person you are working with exactly what you are going to do before you do it.
- A wheelchair is very much a part of the person who uses it. Leaning or sitting on a person's wheelchair is akin to leaning or hanging on a person and is usually considered annoying or rude.
- When a person with a disability falls, wait for them to give you a cue. If the individuals can get up by themselves, they may prefer doing that. If they need help, they will tell you the easiest way to assist them.

Interaction/Conversation

- A lack of response does not indicate rudeness. Some people respond in unconventional ways while they may appear to be ignoring you.
- Be aware of the individual's communication needs. To speak with your voice may not be enough--use your face, hands, and body.
- Lack of clear speech does not reflect a person's intelligence. Never assume that a person with impaired speech is cognitively impaired; they may simply have difficulty speaking due to muscle problems. Never pretend to understand someone if you do not.
- Talk directly to the person who has the disability, not to a third party. In the case of a person with a hearing impairment, look and speak directly to them, not to their interpreter.
- If you are conversing with someone in a wheelchair, consider sitting down to share eye level. Place yourself at the wheelchair user's eye level to spare both of you a sore neck.
- Don't get hung up on using words like "walking" or "running" with people who use wheelchairs. Likewise, saying "see you later" to a person with a visual impairment is also acceptable.
- Keep in mind that just because a person has a disability doesn't mean that they can't hear you. Talk in a normal voice unless otherwise instructed.

Mobility

Several disabilities may make it difficult for the person to stand for prolonged periods of time or move around. People may use assistive aides – canes, walkers, crutches, scooters, or wheelchairs. People who use wheelchairs have different disabilities and

varying abilities. Some can use their arms and hands. Some can get out of their wheelchairs and even walk for short distances.

- Always ask before giving assistance; always ask before you even touch the person's wheelchair and then let them know exactly what you are doing. Ask: "What works best for you?"
- Make sure the route is clear and accessible.
- The wheelchair is an extension of the individual's personal space. Never touch or lean on the chair. Don't lean over someone in a wheelchair to shake another person's hand or ask the wheelchair user to hold coats.
- Put yourself at eye level with the person – kneel or come around your desk or counter and sit down so the person does not have to constantly look up toward you.
- Offer to open heavy doors (accept "no"). Do not expect a wheelchair user to pass through the door under your arm.
- Have a clipboard available as a writing surface.
- People who use canes or crutches need their arms to balance themselves, so never grab them. People who are mobility-impaired may lean on a door for support as they open it. Pushing the door open from behind or unexpectedly opening the door may cause them to fall. Always ask before offering help.

Wheelchair Safety

- Always keep the wheelchair in control.
- Always put the brakes on when you leave a chair sitting.
- Make sure the person's feet are on the foot pedals to prevent dragging.
- When using ramps, go up frontward using your whole body to push, and watch your footing when going down.
- When going up or down a staircase, it is safest to have two people assisting, one in front and one in back. Use proper lifting techniques. If you do not know proper lifting techniques, please ask an ASC employee before proceeding.
-
- If you need assistance with a wheelchair, always ask an instructor or fellow volunteer.

Visual Impairments

The extent of visual impairment ranges from totally blind to partially blind. People with visual impairment know how to orient themselves and get around on the street. They are competent to travel unassisted, though they may use a cane or guide dog.

When greeting a person with a visual impairment, always identify yourself and others. Speak in a normal tone of voice and indicate when the conversation is over.

Clearly state who you are as you approach the person and tell him/her your role if it's appropriate, such as security guard, usher, receptionist, etc.

Don't touch the person's cane. The cane is a part of the person's personal space. If the person puts the cane down, don't move it. Let him know if the cane is in the way.

Don't touch the person's cane or guide dog. The dog is working and needs to concentrate – **do not pet!** If the dog is distracted from its work, its owner can be in danger. Always ask permission of the owner before interacting with the dog.

If the person has a guide dog, walk on the side opposite the dog. As you are walking, describe the setting, revolving doors, doors, any objects protruding from the wall and any other obstacles.

When aiding a person with a visual impairment, allow that person to take your arm; do not grab theirs. Let them hold your arm so that they can anticipate your movements. If they pull your arm or tighten their grip, you may be traveling too fast. Remember to mention steps, ice, curbs, ramps, etc.

If you need to move to another area, offer to serve as a guide. Offer your arm – don't take his/her arm. Allow the person to hold your arm and lead by walking slightly in front. Hesitate slightly before taking a step up or down. Let the person know when you arrive at steps (or an elevator) and indicate whether they are going up or down.

When giving directions be specific and descriptive.

If giving a warning, be specific. Hollering "Look out!" does tell the person if he should stop, run, run, duck or jump.

If giving directions, give specific, nonvisual information. "Walk forward to the end of the aisle and make a full right."

If assisting a person on a stairway, guide their hand to the banister. If assisting someone about to sit, place their hand on the back of the chair.

When offering a seat, place the individual's hand on the chair back or arm and then move away.

If you need to leave the area, let the person know. Let him know where the exit is, then leave him near a wall, table, or some other landmark. Do not leave the person in the middle of the room.

Count out change so that they know which bills are which. If available, offer written information in large print, audio type, computer disk and Braille. Offer to read written information.

Verbal Expression

Some people may have difficulty expressing themselves. This may be related to physical production of speech that may result in not being able to be understood quickly

or easily. A cognitive impairment may also lead to difficulty with word finding, speaking about certain topics or an inability to speak at all. Keep in mind that the ability to speak is not necessarily correlated to a person's level of intelligence.

- Concentrate on what the person is saying.
- When the person pauses in speech indicate what you do understand; if you do not comprehend something, let the person know. For example, "Your name is Mary, but I did not understand the rest of what you said."
- Be patient. The person may have to repeat what is said several times before you understand what is being conveyed. Try writing the message down if, after several attempts, the person cannot be understood.
- Avoid attempting to complete the person's thoughts or sentences.
- Try to meet in a quiet and distraction-free area.

Auditory Impairments

Some people may not be able to hear, and others may be able to hear a little, many individuals will use hearing aids, read lips or use sign language.

- If the individual does not tell you, then ask – either verbally or in writing – how you should communicate.
- If necessary, gain the person's attention before you begin to talk by gently waving your hand or lightly touching the individual on the shoulder.
- Use a normal tone unless you are asked to raise your voice. Shouting will usually be of no help; speak expressively. A person with a hearing impairment may not hear subtle changes in tone, which may indicate sarcasm or seriousness, and many will rely on your facial expression, gestures, and body movement to understand you.
- Speak directly to the person. Speak clearly and distinctly, but don't over-exaggerate. Use normal speed unless asked to slow down.
- Provide a clear view of your mouth. Waving your hands or holding something in front of your lips makes lip-reading impossible.
- If the person asks to speak to them, but repeatedly has trouble understanding what you are trying to communicate, try writing the message down.
- If you are having trouble understanding a person's speech, ask them to repeat. If that doesn't work, use a paper and a pen. Communication is your goal; the method doesn't matter.
- If you know any sign language, try using it. Usually, your attempts will be appreciated and supported.
- If the person is going to read your lips, speak at a normal pace or slow down if your normal pace is fast, and speak clearly. Use your hands and body movements if it helps get the point across. Do not look down and continue to speak; remember the person needs to be able to see your lips to communicate.

- If accompanied by an interpreter, look and speak to the person with the disability. Speak at a normal pace; the interpreter will let you know if you need to slow down.

Cognitive Impairments

Some individuals may have difficulties with learning because of problems associated with memory, attention and concentration and other cognitive skills.

- Keep your concepts clear and concise. Don't use complex sentences.
- Don't patronize or be condescending. Speak directly to the person as an adult if they are an adult, not as a child.
- Repeat information or questions more than once if the person does not seem to comprehend what is said.
- Rephrase information or questions in a different way, if needed.
- Ask the person to paraphrase what is understood to help clarify what additional information is needed.
- If the person has trouble paying attention, eliminate distractions and move so you are closer to and/or within their line of vision and hearing.
- If possible, give the person adequate time to make decisions.
- It is okay to offer help but wait until your offer is accepted. You may think someone needs assistance, but they may prefer doing it themselves.

Behavior Management Techniques

The following is to help volunteers gain insight into handling behavioral issues that may arise in a lesson, including dealing with family relations; class-handling tactics for dealing with students who fall into the general classification of Autistic Spectrum Disorders (ASD), Attention Deficit Disorders (ADD), Traumatic Brain Injuries (TBI) or Post Traumatic Stress Disorder (PTSD).

Managing Disruptive Behavior (environment)

- Know your students – Triggers, what pushes their buttons, they will push your buttons.
- Organize the environment – Organizational issues, create structure, routines.
- Teach/model skills – You need to be organized. Help them be organized (put in notebook & wait) agenda book signed all.
- Reward positive behavior – positive referrals – reward positive behavior. When you see positive behavior, write up reward for parents. Tell parents. If get so many, get picture on wall.
- Monitor students.
- Establish rules & routines.
- Engage learners.

- Be consistent.
- Don't take things personally – May win the battle but lose war.

Setting Limits

- Be specific & clear.
- Be simple & brief.
- Be positive.
- Offer alternatives/choices.
- Do not use threats.
- Avoid labeling – People first – a person with a disability.
- Replace authoritative words – “I need for you to steer your tips” not, “You need to steer your tips.
- Use external references – Give example from real world – “When the clock says 5:15 you have to do...” Putting it on something else instead of you, the teacher.
- Acknowledge child's feelings.
- Follow through.

Challenging Behavior

An explosive outburst – like other forms of disadvantageous behavior – occurs when cognitive demands being placed upon a person outstrips the person's capacity to respond adaptively.

TEACHING TIPS

- Keep your speech simple – to a level they understand but age appropriate.
- Keep instructions simple, only give one direction/one task at a time.
- Make all directions as clear and concise as possible.
- Confirm that they understand what you are talking about/or asking – don't rely on a stock yes or no.
- Use lots of visuals when teaching.
- Give extra time for each task.
- Keep lesson structured.
- Maintain eye contact during instructions; explain why they should look at you when you speak to them (autism – Rarely make eye contact)
- Encourage them, give lots of praise for any achievement.
- Limit choices to 1 or 2.
- Use turn taking activities.
- Pre-warn them of any changes, and give warning prompts if you want them to finish a task ... “when you're done with a straight run, we will . . .” (1st, then statements)

- Must keep all promises and threats you make – be consistent. Do what you said you would do, if 1 more run then only do 1 run
- People with autism often like structure and schedules
- Don't always expect them to "act their age" they may be immature, make some allowances for it (developmental age not chronological age)
- Find a way of coping with behavior problems – try to ignore if not too bad or other discipline techniques (time out)
- Try to re-direct instead of correct repetitive behaviors or inattention.

Remember the student may get easily frustrated so stay calm.

Sumarizing the Basic Considerations

- Keep in mind that everyone is unique-every person requires different or special needs.
- Work with the individual's abilities, not disabilities.
- Ask before providing assistance.
- Be aware of the individual's communication needs.
- Encourage the person to be independent- let them do as much by themselves as possible.
- Use your imagination to be flexible and adaptable.
- Help provide successful experiences for the individual.

PSIA-AASI Adaptive Alpine Technical Skills

The Five Fundamentals of Alpine Skiing apply to adaptive as well as able-bodied skiers.

Be familiar with the 5 fundamentals of Alpine skiing and how they apply to adaptive lessons.

The 5 Fundamentals of Alpine Skiing

PSIA's American Teaching System is built on the principle of a student-centered learning partnership that adheres to guiding set of skiing mechanics. There are five fundamentals of skiing that relate to ever desired outcome for all skiers, including those using adaptive equipment.

- 1 Control the relationship of the center of mass (CM) to the base of support (BOS) to direct pressure along the length of the skies.
2. Control pressure from ski to ski and direct pressure to the outside ski.
- 3.. Control edge angles which a combination of inclination and angulation.

4. Control the skis' rotation with leg rotation, separate from the upper body

5 Regulate the magnitude of pressure created through ski and snow interaction.

These five fundamentals are a central component to a developmental framework for adaptive alpine skiing. These fundamental align with:

PSIA's Skills Concept: The technical model of the American Ski instruction, based on the knowledge of three skills- **Rotational Control, Edge Control and Pressure Control**. These are integral to all turns and essential to maintaining **Balance**.

Detailed information on the 5 fundamentals can be found in both the current PSIA_AASI Adaptive Alpine Technical Manual & Alpine Technical Manual, where the above information was resourced.

These concepts will also be introduced and developed during your on-snow training with BRASS.

. THE TEACHING CYCLE

Teaching and Progressions

Students with cognitive diagnosis are typically two-track skiers. The Teaching Cycle and progressions in the PSIA Alpine Technical Manual therefore largely apply.

The teaching cycle represents the instructor behavior. It identifies the instructor's role in the learning environment.



Assess Students & Movements

Before you think about having your participant get geared up, it is important that you assess your participant's strengths and challenges.

- Determine your participant's level of cognition and preferred learning style(s), and any effects they might have on communication, your teaching style, and lesson progressions.
- Gain an understanding of your participant's goals to help plan safe and fun activities that lend themselves to successful learning.
- Perform assessments of your participant's physical abilities and limitations, leverage abilities, and be proactive in addressing any safety or other challenges.

Learning Styles

Different people have different ways of absorbing and processing information. It is our responsibility to create a learning partnership with each participant. There are four main classifications of learning styles:

- Doer- Doers tend to be practical and want to experience a new task more than they want to hear about it. Doers learn best by experiencing the task themselves through trial and error. They don't want to stand around listening to lectures; they want a concrete experience.
 - Watcher -Watchers are visual learners who want to see good demos, perform accurately and at task level. Watchers learn by seeing others do it before trying to imitate it. They want to hang back and watch and think about the task before trying it. Use verbal images when explaining.
- Thinker -Thinkers are often auditory learners who want clear, concise descriptions. They want to understand "why" they are performing a task; they need the abstract concepts to understand most effectively. Be precise and to the point. Thinkers need to analyze the situation before trying it. Consider giving thinkers additional technical information on the ski lift. Ask questions to allow the thinker to verbalize and understand the lesson.
- Feeler-Feelers are kinesthetic learners who can tell the difference in how different tasks feel. They learn best by actively experiencing sensations. Hands on positioning (with permission) can be very effective because feelers need sensory feedback. Show and describe what they should "feel." Feelers want to break things down and feel the pieces. Let feelers try to describe what they feel when they perform a task.

Although we all have a dominant learning style, we learn best from a variety of learning experiences. If a participant is struggling to learn something, try presenting the material in a way that appeals to a different learning style.

Determine Goals and Plan Objectives

- Jointly set goals based on the skier's potential and disability.
- Select and fit appropriate adaptive equipment.
- Plan learning objectives relevant to the student's goals.
- Formulate a logical lesson progression. Fit the progression to the adaptive technique and the skier's needs.
- Choose suitable terrain and snow conditions for lesson activities.
- Provide the correct amount of practice time.

- State general goals as well as the student's goals.

Present and Share Information

- Demonstrate the appropriate adaptive technique and, if possible, use the adaptive equipment.
- Vary styles of presenting information to be suitable to the situation. Styles include:
 - Cognitive: explaining the rationale behind the technical, mechanical, and tactical elements in a logical and concise manner.
 - Visual: creating clear and meaningful images of specific movements and patterns.
 - Kinesthetic: developing body awareness and sensations associated with different movements.
- Trial-and-error: allowing the student the opportunity to experiment with new information.
- Adjust pacing of information according to the student's capacity to receive it.
- Schedule time for feedback and reinforcement.
- Address the student's attitude toward process or outcome orientation.
- Divide the lesson into appropriate portions of information delivery, practice, and skiing time.

Guide Practice

- Set practice tasks that are appropriately challenging.
- Include both process-oriented and outcome-oriented activities.
- Provide specific feedback to the student.
- Reinforce student performance with appropriate comments.
- Use a variety of approaches to practice.
- Guide initial practice and prepare the student for effective continuing practice.

Check for Understanding

- Verify the student's level of physical understanding based on skiing performances that are consistent with the lesson objectives.
- Determine the student's level of cognitive understanding by listening to and evaluating verbal statements and responses relating to the lesson objectives.

Summarize the Learning Segment

- Review the learning segment goals and objectives and describe the degree of accomplishment to the student.
- Preview the next learning segment and encourage further development.
- Establish independent practice guidelines for each student.

SEEKING CERTIFICATION

BRASS encourages all on-snow volunteers to consider pursuing a Level 1 PSIA certification.

With regard to *adaptive certification levels*:

- Adaptive Alpine Level I instructors must be certified at Alpine Level I (or equivalent) instructor *and* successfully complete at least one assessment module for paired adaptive disciplines (Cognitive/Visual Impairment, Three-Track/Four-Track, Bi-Ski/Mono-Ski). Candidates are free to seek assessment in any or all paired adaptive-discipline modules, which will confer additional adaptive specialist certificates and establish a broader foundation in adaptive instruction.
- Adaptive Alpine Level II instructors must be certified at Alpine Level II.
- Adaptive Alpine Level III instructors must be certified at Alpine Level III.

For more information on the PSIA -ASSI organization, benefits, training and certification visit <https://www.snowsports.org>

Click on the log in button. This will take you to a page where you can “Create Free Nob-Member Account”.

FORMS

Volunteers must complete the following forms:

- Blue Ridge Adaptive Volunteer Registration Form – each year
- Your Work Schedule
- Volunteer Waiver and Liability Release Agreement
- Appropriate Background Check
- Lesson Evaluation Form – must be completed at the end of each student’s lesson by the instructor and assistant.

The student or caregiver must complete the following forms:

- Student Information, Waivers and Releases - a new one must be completed each season.
- Student Waiver must be completed and signed by parent/guardian, or self is an adult.
- Media releases are optional form.
- Epi Pen form (as needed)
- Rental Equipment Form

APPENDIX A - Other Volunteer Opportunities

Board Member – BRASS has a Board of Directors with a maximum membership of twelve (12) people. Board members are elected by the membership. Board officers include a president, vice president, secretary-treasurer, and any other officers with skills to assist with Board governance (finance, fundraising, marketing and more).

Planning Committee – The Planning Committee is responsible for developing the short term and long-term plans for BRASS. We need new strategic and operational plans to continue to move the organization forward and meet the needs of our clients.

Finance Committee – As a public charity BRASS has a fiscal and fiduciary responsibility to the public, its donors, members, and students to use its funds appropriately. The Finance Committee is responsible for the financial oversight of BRASS including budgeting.

Fundraising – Fundraising is a critical component for any nonprofit organization. BRASS depends upon primarily individual donations but has received many grants and corporate donations. Fundraising is a constant activity with the need for energetic people.

Publicity/Public Relations – Publicity and public relations are first cousins to fundraising. This committee's task is to generate publicity and public awareness about BRASS and the Adaptive Program at Liberty Mountain Resort. This committee will work closely with both the Membership and Fundraising committees.

Volunteer Coordinator- _ This person's typical duties, include recruiting, interviewing, screening, supervising and training volunteers. They would schedule volunteers for ongoing tasks as well as for staffing events.

APPENDIX B TYPICAL LESSON ROUTINE

- The Instructor is responsible for teaching the lesson. The on-snow volunteer should NOT provide additional instruction as it may confuse the student. Any concerns should be discussed with the instructor after the lesson or on the side, not in front of the student.
- The Instructor and on-snow volunteer must review the student information form. Ensure it has been **fully** completed. If it has not been completed, have the guardian or adult student complete the form prior to the lesson. Understanding the students' physical abilities such as seizure history is critical, If they are on medications, has the student taken their medications that day.
- The on-snow volunteer ensures boots and skis/board have been brought into the adaptive room or have been made available for the student. Check the size the size specified in the student form.
- The Instructor and on-snow volunteer meet and greet student and family. Discuss with them their goals for the day and discuss physical/health needs. Collect the guardian phone # prior to getting on snow.
- Ensure the student waiver and media forms are completed and signed by the guardian or adult student.
- While inside, the Instructor and on-snow volunteer conduct a student evaluation, determine, equipment needs and lesson plan. Some equipment adjustment may take place inside. Different Adaptive Instructors have different teaching styles. Ask the instructor their preferences and how you can best assist them.
- Have student try on boots. Children grow fast and sometimes they have outgrown the shoe size the guardian specified. When this occurs, you will need to go to the equipment rental, secure the correct size. Have the ski's/board bindings adjusted accordingly.
- On-snow volunteer will bring needed equipment out to the snow and return to storage or rental at the end of the lesson.
- When a mono or bi-ski is stopped, the on-snow volunteer is to stabilize the equipment/student while the instructor is adjusting the equipment and tethers.
- The on- snow volunteer assists the Instructor in loading and unloading on the chairlift.
- The on-snow volunteer role is also to protect student and lead instructor. This is done by skiing/boarding behind and in sync, and/or a bit ahead of the student's path. This will enable the on-snow volunteer to head off any potential collisions and keep the student safe.
- Be in tune with the student's needs and comfort level. Watch facial expressions; adjust hat or gloves, etc.
- Demonstrate skiing/riding tasks as needed.
- The on-snow volunteer will assist students when they fall.
- At the end of the lesson, return the student to the guardian. The instructor will

discuss with the parents/ guardian a summary of the student's day on the snow. Many parents/guardians are most concerned that they had fun!

- The instructor and on-snow volunteer are responsible for completing a lesson evaluation for each student.

APPENDIX C- TRANSFER GUIDELINES

The following outline describes a safe transfer with a minimum of apprehension for the patient and clinician. Practice these steps before doing an actual patient transfer.

1. Ask the student or caregiver about the preferred transfer method and their ability to help.
2. Prepare the wheelchair by:
 - Remove/move the footrests.
 - Position the wheelchair close to the equipment.
 - Lock the wheels in place and turn the front casters forward.
 - Remove/move the wheelchair armrest next to the equipment.
3. Two Person Transfer
 - Use a Gait Belt for the transfer.
 - One person should be the leader in the transfer process. The leader will “call” the load, usually 1-2-3 lift.
 - First person: Stand behind the patient and grab the gait belt. Help the patient cross his arms across his chest.
 - Second person: Place both hands under the patient's lower thighs. Grasp your opposite wrists. Lead the lift with the prearranged count (1-2-3-lift).

Important Body Position for Transfers

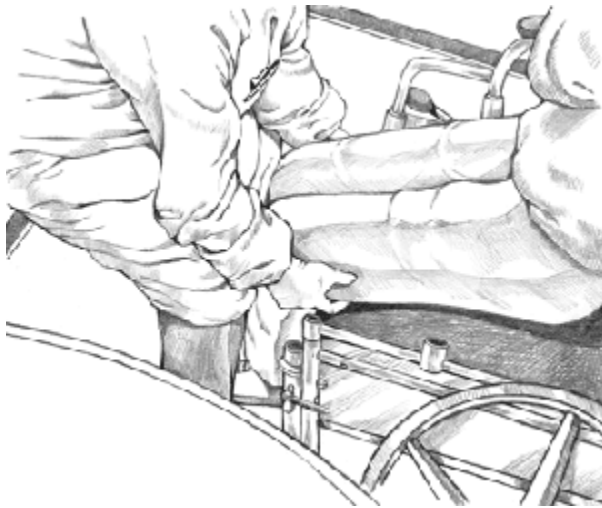
Get as close to the person as possible to reduce using your back. Using your leg and arm muscles while bending your back as little as possible, squatting in a way that engages your leg muscles only, your back straight. Gently lift the patient's torso and legs at the same time.

Secure the student in the equipment or replace the armrest in the wheelchair. Store the wheelchair in the appropriate place. Do not operate a motorized wheelchair, have the caregiver move the chair.

THE TWO-PERSON TRANSFER



First clinician stands behind the patient.



Second clinician initiates the lift.

APPENDIX D - Guidelines from the Society for Human Resource Management: “Dismantling Attitudinal Barriers to Employment for People with Disabilities”

People with disabilities are the nation’s largest minority, and the only one that any person can join at any time and usually quite unexpectedly. If you do not currently have a disability, you have about a 20% chance of becoming disabled at some point during your work life. People with disabilities cross all racial, gender, educational, socioeconomic and organizational lines.

People with disabilities face barriers daily. Often, according to the 1999 SHRM/Cornell University survey on The ADA At Work: Implementation of the Employment Provisions of the Americans with Disabilities Act, the most difficult barrier to overcome is dealing with the attitudes of other people regarding people with disabilities. Whether born from ignorance, fear, misunderstanding or hate, these attitudes and perceptions become barriers to achievement for people with disabilities. The most pervasive negative attitude is focusing on a person’s disability rather than on their abilities. Some attitudinal barriers encountered by people with disabilities include the following:

Inferiority

Because a person may be impaired in one of life’s major functions, some people believe that individual is a “second-class citizen.” However, most people with disabilities have skills that compensate for and/or take priority over the impairment.

Pity

People feel sorry for the person with a disability, which tends to lead to patronizing attitudes. People with disabilities generally do not want pity and charity, just equal opportunity to earn their own way and live independently.

Hero Worship

People consider someone with a disability who lives independently or pursues a profession to be brave or “special” for overcoming a disability. But most people with disabilities do not want accolades for performing day-to-day tasks. The disability is there; the individual has simply learned to adapt by using his or her skills and knowledge.

Ignorance

People with disabilities are often dismissed as incapable of accomplishing a task without the opportunity to display their skills. In fact, people with quadriplegia can drive cars and have children. People who are blind can tell time on a watch and visit museums. People who are deaf can play baseball and enjoy music. People with developmental disabilities can be creative and maintain strong work ethics.

The Spread Effect

People assume that an individual's disability negatively affects other senses, abilities or personality traits, or that the total person is impaired. For example, many people shout at people who are blind or don't expect people with wheelchairs to have the intelligence to speak for themselves. Focusing on the person's abilities rather than his or her disability counters this type of prejudice.

Stereotypes

The other side of the spread effect is the positive and negative generalizations people form about disabilities. For example, many believe that all people who are blind are great musicians or have a keener sense of smell and hearing, that all people who use wheelchairs are docile or compete in Paralympics, that all people with developmental disabilities are innocent and sweet natured, that all people with disabilities are sad and bitter. Aside from diminishing the individual and his or her abilities, such stereotypes can set too high or too low a standard for individuals who are merely human.

Backlash

Many people believe individuals with disabilities are given unfair advantages, such as easier work requirements. Employers need to hold people with disabilities to the same job standards as co-workers, though the means of accomplishing the tasks may differ from person to person. The Americans with Disabilities Act (ADA) does not require special privileges for people with disabilities, just equal opportunities.

Denial

Many disabilities are "hidden," such as learning disabilities, psychiatric disabilities, epilepsy, cancer, arthritis, and heart conditions. People tend to believe these are not bona fide disabilities needing accommodation. The ADA defines "disability" as an impairment that "substantially limits one or more of the major life activities." Accommodating "hidden" disabilities that meet the above definition can keep valued employees on the job and open doors for new employees.

Fear

Many people are afraid they will "do or say the wrong thing" around someone with a disability. They therefore avert their own discomfort by avoiding the individual with a disability. As with meeting a person from a different culture, frequent encounters can raise the comfort level.

Unlike physical and systematic barriers, attitudinal barriers that often lead to illegal discrimination cannot be overcome simply through laws. The best remedy is familiarity, getting people with and without disabilities to mingle as coworkers, associates and social acquaintances. In time, hopefully the attitudes will give way to respect for the individual and their abilities. <http://www.shrm.org/diversity/disabilities/dismant.asp>

APPENDIX E MEDICATIONS

The following table lists some common medications you may encounter. Please note side effects and problems with missed dosages. If there are any questions, you can ask the student, parent/caregiver or “google it”.

Volunteers are not authorized to administer medications to participants!

ANALGESICS	
Used for	Pain relief
Examples	Narcotics: Tylenol with codeine, Percocet, Darvocet
Side effects	Narcotics: drowsiness, difficulty with concentration, circulatory
Missed dosages	Pain interferes with everything
ANTICHOLINERGICS	
Used to	Control bladder spasms, abdominal cramping
Examples	Ditropan, Daricon, Donnatal
Side effects	Dry mouth, blurry vision, constipation, urinary retention
Missed dosages	Intestinal or bladder cramping--quite painful. If severe enough, can cause reflex sympathetic dystrophy
ANTICOAGULANTS	
Used to	Prevent &/or treat blood clots (which are often cause by immobile
Examples	Heparin (given SQ) or Coumadin (oral)
Side effects	Easy bruising, excessive bleeding from a minor wound
Missed dosages	Risk of blood clot, usually in legs. Symptoms won't show for a few days, sometimes first symptom will be shortness of breath, indicative.
ANTICONVULSANTS	
Used to	Control seizures
Examples	Dilantin, Phenobarbital, Tegretol, Depakene, Clonopin
Side effects	Drowsiness, gum overgrowth
Missed dosages	Risk of seizures increases
ANTIEMETICS	
Used to	Control nausea, vomiting
Examples	Comazine, Phenergan, Vistaril, Tigan
Side effects	Drowsiness, circulatory problems, dry mouth
Missed Dosages	Nausea, vomiting
ANTI-INFLAMMATORIES	

Used to	Treat all kinds of inflammation, from swelling in the brain (with a tumor or post-trauma), to inflammatory responses in the skin or joints (rheumatoid arthritis, severe psoriasis), to minor
Examples	Either steroids (Decadron) or NSAI's (Naprosyn, Advil, Aleve)
Side effects	Gastrointestinal irritation and bleeding
Missed Dosages	Pain