
CANADIAN ADAPTIVE SNOWBOARD PROGRAM

Sport Building Task Force Summary Report

CASP NATIONAL SUMMIT • Canada Olympic Park, AB • January 30 to February 14, 2007



canadian snowboard federation
FÉDÉRATION CANADIENNE DE SNOWBOARD

Report On The Sport Building Summit CANADIAN ADAPTIVE SNOWBOARD PROGRAM



Canada Olympic Park, Calgary, Alberta, January 30 to February 14, 2007

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I. Introduction

The Canadian Adaptive Snowboard Program (CASP) Sport Building Summit consisted of a number of activities held at and around Canada Olympic Park in Calgary from January 30 – February 14, 2007.

The objective of the Sport Building Summit was to build on the research and preliminary work done by the Canadian Snowboard Federation to establish a Canadian Adaptive Snowboard Program. Specific Sport Building Summit activities included:

- Train to Train adaptive snowboarding athlete clinic.
- Adaptive Snowboarding Parallel Slalom (PSL) Competition.
- Basic Coach workshop with an integrated module for coaching athletes with a disability in snowboarding.
- Sport Building Seminar.

Participants in the Sport Building Summit included the following:

Athletes:

- Emily Cavallin, Telkwa, BC (below-knee amputee)
- Corey Hansen, Oxford, NS (oral facial digital syndrome)
- Lucas Grossi USA (below-knee amputee)
- Tim Inglis, Ottawa, ON (below-knee amputee)
- Ian Locky, Rossland, BC (incomplete paraplegic)
- Tyler Mosher, Whistler, BC (incomplete paraplegic)
- Basil Petropoulos, Duncan, BC (cerebral palsy)
- Barry Pickett, Ottawa, ON (above-knee amputee)
- Jodie Thring, Bondi Beach, Australia (incomplete quadriplegic)

Coaches:

- Ivan Sierralta, Calgary, AB (CADS level 2; CASI level 2)
- Ross Holden, Kars, ON (CADS level 2)
- David Culliford, Toronto, ON (CADS level 2; CASI level 1)
- Barry Pickett, Ottawa, ON (CSIA level 1)
- Hirokazu Ozawa, Wentworth, NS (CASI level 3 certified)
- Danny Buntain, Vancouver, BC (CSCP Basic Coach trained)
- Christian Hrab, Mt-Tremblant, QC (CSCP Comp Dev trained; NCCP level 4 in-training; CASI level 4 certified)

Administrators, Volunteers, and Expert Resources:

- Tom McIlfaterick, Vancouver, BC (CSF)
- Ozzie Sawicki, Calgary, AB (Alpine Canada)
- Marjana Lappi, Oslo, Norway (World Snowboard Federation)
- Lucas Grossi USA (Adaptive Action Sports)
- Kim Atkins, Calgary, AB (CADS Technical Committee)
- Susan Hughes, Vancouver, BC (DSABC)
- David Legg, Calgary, AB (CPC Vice President)

II. Canadian Adaptive Snowboard Program Background

What is Adaptive Snowboarding?

Adaptive Snowboarding refers to a modified version of the sport, with changes in equipment, rules, and technical specifications that enable persons with physical disabilities to participate in both recreational and competitive activities. It enables snowboarders who have become disabled and others who live with a disability to be a part of the sport, recreation, and lifestyle that is snowboarding.

The Canadian Snowboard Federation has recognized the need for adaptive snowboarding and, as the national governing body for the sport of snowboarding, is working to create a structured program that is aligned with ***Vision 2020: The Long Term Athlete Development Plan for Snowboarding***.

The CSF's comprehensive adaptive snowboarding program will be formally introduced for the 2007/08 program year. Some test activities are occurring this season.

Integration

The CSF's philosophy of adaptive snowboarding is to have it fully integrated with the delivery of programs and activities for able-bodied participants of the sport. Adaptive snowboarding is currently integrated into ***Vision 2020: The Long-Term Athlete Development Plan for Snowboarding***, and into the Canadian Snowboard Coaching Program.

The Canadian Snowboard Coaching Program (CSCP) is the CSF's resource for the training and certification of snowboard coaches. The CSCP is a part of the Coaching Association of Canada's National Coaching Certification Program (NCCP). Detailed information on the CSCP is available at www.csf.ca/en/coaching.

Categories of Adaptive Snowboarders

There are four general categories of adaptive snowboarders: standing, sitting, and visually impaired physical categories, and snowboarding for persons with intellectual disabilities. These categories are consistent with the approach taken by other snow sports.

The CSF is currently working with adaptive snowboarding athletes in the visually impaired and standing categories. The introduction of a “sit snowboarding” program is dependent on the design of appropriate equipment and is still being researched and evaluated.

The possible development of a snowboarding program for persons with intellectual disabilities will be reviewed at a later date.

Competition Formats

Development of the CASP to date has focused on the Alpine discipline and the Parallel Giant Slalom and Parallel Slalom events. These activities have the lowest inherent level of risk (i.e. no contact, easily managed terrain) and offer the greatest opportunity for participation.

The development of activities, including competitions, in other formats such as Snowboard Cross, Halfpipe, and Slope Style will be introduced as expertise, resources, and participant interest allow.

LTAD Pilot Clinics

The CSF is developing clinics to provide adaptive snowboarding instruction at the appropriate stages of the LTAD model. The “Learn To Ride” and “Train To Train” clinics are being piloted during the 2006/07 season:

Learn to Ride Clinics (Big White BC, Whistler BC, Camp Fortune, QC)

- Introduction to racing skills (competition).
- Building turning skills with speed (emphasis on developing fundamental snowboarding skills).
- Learning to find balance and stability.
- Introduction to general fitness framework.

Train to Train Clinic (Calgary, Alberta)

- Focus on technical training (on and off snow) and competition preparation.
- Discipline specialization.
- Core strength and injury prevention.
- Instruction in high volume, low intensity workloads.

What's Next?

The CSF is continuing to research adaptive snowboarding, develop resources, and build a network of program delivery points.

The CASP program objectives for the coming year include the following:

- Increase awareness of adaptive snowboarding in Canada.
- Increase participation by athletes, coaches, officials, and volunteers.
- Work with interested parties in refining the design of adaptive snowboarding equipment (e.g. sit-snowboards).
- Fully implement the Basic Coach Course with the integrated module for coaching athletes with a disability.
- Pilot the inclusion of an integrated module for coaching athletes with a disability into the Competition Introduction (Comp-Intro) Coaching Course.
- Stage at least three adaptive snowboarding competitions.
- Actively assist the development of adaptive snowboarding in other countries.
- Actively promote the staging of an international seminar to further the development of adaptive snowboarding.

The CASP program objectives for the next five years include the following:

- Complete the development of adaptive snowboarding policies, procedures, and resource materials.
- Develop a national adaptive snowboarding program with instructional and/or competitive opportunities available at a minimum of thirty program delivery points.
- Organize an annual series of adaptive snowboarding competitions in Canada.
- Actively assist the development of adaptive snowboarding in other countries with a goal of programs in at least ten countries on at least three continents.
- Actively promote the development of an international adaptive snowboarding competition series and an Adaptive Snowboarding World Championship.
- Gain the inclusion of Adaptive Snowboarding in the Paralympic Winter Games.

III. Best Practices and Experiences - Alpine Skiing

Ozzie Sawicki, former Head Coach of the Canadian Alpine Disabled Ski Team, provided an overview of the development of disabled skiing, and highlighted learnings that could prove useful in the evolution of adaptive snowboarding. Ozzie is currently editing all Canadian Ski Coaches Federation coach education material to adapt the content for athletes with a disability in skiing.

Ozzie noted that there are three tiers of club integration in disabled skiing:

- Learn to Ski
- Able-body Race Club
- Introduction to Racing

Key points and recommendations from his presentation were:

- Create a structure for talent identification at the grass roots level to recruit athletes into the competition stream; fill in the gap between grass roots and high performance.
- Recruit coaches from integrated programs.
- Focus on coach education; having a successful first contact with the athlete is key to successful recruitment (usually made by the coach).
- Train coaches to identify talent.
- Create a classification system for adaptive snowboarding that is based on the unique aspects and circumstances of snowboarding; don't simply copy any other sport.
- Classifiers can be drawn from the ranks of experts from other sports, physiotherapists, and those with a strong knowledge of snowboard technique through their own snowboarding experience (preferably snowboard coaches).
- Be unique and innovative to get noticed.
- Build sustainability before building a high performance program.
- Use resources made available by the CSCF, Coaching Association of Canada, NCCP, and other sport organizations.
- Build Learn to Ride programs linked into Learn to Snowboard programs.

IV. Recreational and Competitive Athlete Continuum

Danny Buntain, Coordinator of Sport Development, led a discussion of issues related to recreational and athletic continuum of adaptive snowboarding.

Key points identified were:

- The importance of defining the proper snowboard terminology as found in the Snowboard Long Term Athlete Development Plan:

Learn to Snowboard:

- Learning to snowboard (developing basic fundamental snowboard skills; i.e. turning).
- Participation opportunities are obtained through ski and snowboard schools and Canadian Association for Disabled Skiing (CADS) programs.
- Instructors are CADS and Canadian Association of Snowboard Instructors (CASI) certified.

The focus is on recreation, not competition.

Learn to Ride:

- Introducing persons who already snowboard to snowboard competition through skill (air & speed) development.
- Competitive opportunities are provided through RBC Riders events and inter club competitions.
- Coaches have Basic Coach and Comp Intro level training.
- The focus is on competition, not. recreation

Appendices B and C set out the CSF's Participant Development Model and Coach Development Model. These are reference documents for identifying opportunities and pre-requisites for participation at different stages of the recreational and athletic continuum of adaptive snowboarding.

It was discussed that, with respect to adaptive snowboarding, the CSF's mission is to be the provider of opportunities from park to podium. Following from this, the CSF's main objective with respect to adaptive snowboarding is to help individuals with disabilities to lead richer and fuller lives through active participation in recreational and competitive snowboarding.

The following recommendations rose from the discussion:

- Stage “Have a Try” at snowboarding days to increase awareness and recruitment of adaptive snowboarding athletes.
- Develop a partnership with CADS to continue delivering the recreational side of adaptive snowboarding.
- Have a snowboard representative on the CADS Board of Directors.
- Align the snowboard component of the CADS grass roots delivery system with the Snowboard Long Term Athlete Development Plan.
- Develop a talent identification structure to bridge the gap between recreational and competitive snowboarding.
 - Develop a partnership with CASI to integrate adaptive snowboarding into the snowboard instructor curriculum.
 - Develop a communication strategy to effectively distribute information on adaptive snowboarding at the national, provincial, and club levels.

V. Integrated Coaching Module

Christian Hrab, Director of Sport Development, led a discussion of the Canadian Snowboard Coaching Program (CSCP) with particular emphasis on the integrated module for coaching athletes with a disability.

Appendices D and E set out the CSCP Coach Development Model and the Integrated Coaching Module for Athletes with a Disability.

The key points raised during the discussion were:

- Three elements (SAC) to remember when coaching athletes with a disability at the introductory level:
 - 1) Sensitivity
 - 2) Awareness
 - 3) Creativity

- Three main considerations when working with athletes with a disability:
 - 1) Time (transportation, washrooms, breaks, skill development, etc.)
 - 2) Exhaustion (muscle fatigue and lack of muscles)
 - 3) Cold (sensitivity and effects of the cold)

- Coaches (and others) will have sensitivity with respect to the athlete's disability. Questions such as the following can affect the coach/athlete relationship:
 - Does it matter to the coach how the athlete became disabled?
 - Does the coach need to know this information? Is it dependent on the effectiveness of the coach?
 - Is it the responsibility of the coach to ask how the athlete became disabled; or is it the responsibility of the athlete to tell the coach?
 - Is it dependent on the athlete and the situation?

How to deal with these is addressed in the Manual on Coaching Adaptive Snowboarding Athletes (Appendix E, page 3).

- Although the subject of equipment is generally addressed in the Integrated Module for Coaching Athletes with a Disability (Appendix D, page 3), one specific question which arose was: "When working with amputee athletes what leg does the athlete put forward (in the front binding)?" In response to this it was suggested having the athlete try riding both ways by placing bindings in a "duck" position, enabling the athlete to ride switch until he or she feels one way is more comfortable and/or stronger.

VI. Adaptive Snowboarding Events

Danny Buntain led a discussion of subjects related to the staging of adaptive snowboarding events.

Competition Formats

The current competition formats for adaptive snowboarding are the Parallel Giant Slalom (PGS) and Parallel Slalom (PSL) Alpine events. The reasons for this are:

- Low physiological impact.
- Non-contact (safety).
- Increased participation.
- Available facilities.
- Minimal maintenance costs.
- Disabled Alpine Skiing's rules and regulation.

Issues raised with respect to competition formats were:

- Most snowboarders coming into the competition side of the sport will be using soft boots and bindings (i.e. freestyle/free-riding) set up, when able-body alpine snowboarders use alpine equipment (i.e. hard boots and racing boards). This could result in a decrease in participation due to equipment costs and skill development (having to learn how to snowboard and race on alpine equipment).
- Excitement vs. development & sustainability: alpine is not typically as exciting a discipline of snowboarding as Snowboardcross or Halfpipe.
- Option for competitive formats are:
 - PGS
 - PSL
 - Slingshot Snowboard Cross (1 person at a time) - i.e. RBC Riders format
 - Full Snowboard Cross (4 persons at a time)
 - Freestyle (halfpipe and slopestyle)
 - Combinations of events (different disciplines- multi-skill)
- Recommendations from the discussion were:
 - Engage athletes and the public in the decision making process.
 - Chose the format(s) that will facilitate the participation of as many adaptive snowboarders as possible.

Rules & Regulations

Currently there are no specific rules and/or regulations in place for adaptive snowboarding in Canada. Points raised during the discussion included:

- How, through classifications, do we guarantee equality amongst athletes in competition?
- How do we deal with classifications for judged events?
- Do we need to factor in the difficulty of courses? Alpine disabled skiing uses women's FIS standards for course specifications, but FIS course specification in snowboarding do not differentiate between women's and men's events.

Following discussion it was recommended that rules and regulations be kept to a minimum to provide for the maximum amount of participation at events, and to allow the sport to evolve without artificial barriers.

Equipment

There was considerable discussion with respect to "sit-snowboarding". Questions raised were:

- What is considered to be "sit-snowboarding"?
- How should sit-snowboards be structured?
- How is "sit-snowboarding" different from sit-skiing?

Suggestions offered through the discussion were:

- A snowboard has a minimum width of 16cm; this should apply to adaptive snowboarding as well as to able bodied snowboarding.
- It doesn't matter how the athlete sits on the snowboard (forward, sideways, etc.).
- The bucket should be close to the snowboard; this is different from sit-skiing where buckets are usually elevated. The video "Snowblind" has an example of the structure of a sit-snowboard.
- There should be no use of outriggers, as hands can be used for balance; this is a consequence of the minimal elevation of the bucket off the snowboard.

There was also considerable discussion with respect to the use of outriggers in adaptive snowboarding. Questions raised were:

- Should outriggers be allowed in snowboarding, or do they only belong in disabled skiing?
- Should outriggers be used as training tools for athletes developing their snowboard skills, but not allowed in adaptive snowboard competitions?

It was noted that snowboarding is very inclusive as most athletes' disabilities are not visible to the eye during snowboarding; however, the use of outriggers displays that the athlete has a disability. It was also noted that outriggers are already designed for adaptive skiing and easily available, and could be of value in making adaptive snowboarding more accessible.

The following recommendations arose from the discussion:

- Keep rules on sit-snowboarding equipment to a minimum to provide for the maximum amount of participation from athletes in the "sitting" classification category.
- A natural evolution of rules and regulations will be guided by safety as the sport develops.

VII. Communication Strategies

Danny Buntain, led a discussion with respect to communication strategies for adaptive snowboarding.

Points raised during the discussion included:

- There is a need to develop an awareness plan (see “No Accidental Champions”: LTAD for Athletes with a Disability, p.16).
- There is a need to develop national and international adaptive snowboarding networks.
- Get the word out about adaptive snowboarding.
- Create a catchy 2-5 minute video to promote adaptive snowboarding; use the CPC “Feel the Rush” promotional video as an example.
- The adaptive snowboarding section on the CSF website (www.csf.ca/en/dev/adaptive/) should have constant updates, and links to able body provincial associations and clubs, disabled snowboard programs, competition opportunities, etc.
- There should be effective visual (pictures, video clips, etc.) promotion of the sport , making the disability visible by showing the prothesis, adaptive equipment, etc.
- Promote the program to physiotherapists, rehabilitation centers, hospitals, and other places frequented by people with disabilities. Resources could include posters with business cards and/or contact information. It is essential to provide basic, accurate, and up-to-date information.
- Be present in the media as much as possible (e.g. CSF news releases).
- Build provincial networks (i.e. able-body provincial associations & clubs, CADS programs, and disabled clubs).
- Have a provincial adaptive snowboarding coordinator to distribute information from the CSF (at the national level) down through the provinces.

VII. Designing Adaptive Snowboarding Activities

Christian Hrab, led a discussion with respect to designing adaptive snowboarding activities.

Susan Hughes, Executive Director of the Disabled Skiers Association of B.C., outlined that association's "Building Our Best" program, the purpose of which is to bridge the gap between recreational and competitive (high performance) disabled alpine skiing. In the ensuing discussion the following points were raised:

- Have adaptive snowboarders come through DSABC programs at the recreational level.
- Develop a partnership with DSABC to assist in talent identification and recruitment: DSABC would continue delivering the recreational stream of adaptive snowboarding; CSF would deliver the competitive stream.

The following recommendations were also made during the general discussion of adaptive snowboarding activities:

- Stage Learn to Snowboard clinics/camps in the evenings at local mountains:
 - Advertise as "bring your kids out".
 - Provide lift tickets and rental equipment.
 - Have coaches, instructors, and club representatives present.
 - Seek funding/sponsorship to provide as much assistance as possible.
 - A similar program is in place at Seymour Mountain, BC, through Vancouver Adaptive Snow Sports (VASS).
- Promote and provide information about adaptive snowboarding to War Amps, rehab centers, hospitals, etc.
- Integrate adaptive snowboarding into the able-body snowboard provincial associations.
- Establish a partnership with CASI to develop and implement an integrated module to teach athletes with a disability in snowboarding (a half to full day training session).
- Encourage participation and training by having lift ticket deals across Canada (e.g. CADS has a 2 for 1 on lift tickets across Canada).

APPENDIX A: Results - Adaptive Parallel Slalom Competition



Adaptive PSL
Official Results



Date: February 3, 2007 Canada Olympic Park Start time: 9:30am

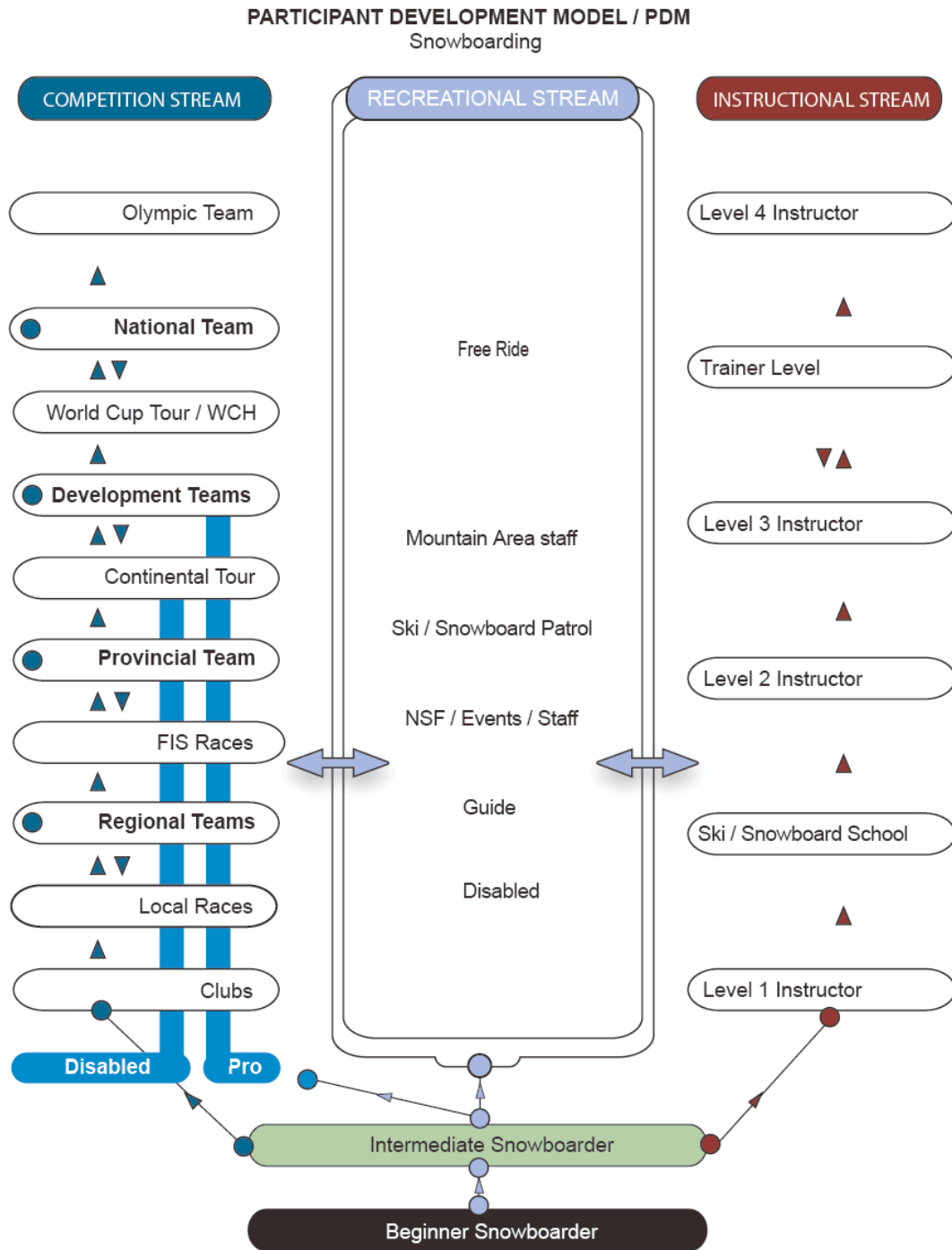
Race Director: Dominique Langelier
Chief of course: Tom McIlfaterick
Chief of timing: Jean Phillip Martin

Course setter: Mark Ballard
Start Referee: Danny Buntain
Finish Referee: Craig Watson

Ladies									
Rnk	Bib	Competitor	Coach	Run 1	Run 2	Run 3	Best	Difference	Points
1	114	CAVALLIN Emily (BC)	Christian Hrab	1:09.50	1:07.80		1:07.80		1000.0
2	115	JODIE Thring (BC)	Christian Hrab	1:45.33	3:05.86		1:45.33	0:37.53	800.0

Men									
Rnk	Bib	Competitor	Coach	Run 1	Run 2	Run 3	Best	Difference	Points
1	116	IAN Lockey (BC)	Christian Hrab	0:54.96	1:00.54		0:54.96		1000.0
2	117	TYLER Mosher (BC)	Christian Hrab	1:03.18	0:57.33		0:57.33	0:02.37	800.0
3	128	LUCAS Grossi (MN)	Christian Hrab	1:02.47	1:02.80		1:02.47	0:07.51	600.0
4	119	TIM Inglis (ON)	Christian Hrab	1:14.55	1:23.84		1:14.55	0:19.59	500.0
5	118	BARRY Pickett (ON)	Christian Hrab	1:35.27	1:28.67		1:28.67	0:33.71	450.0
6	113	COREY Hansen (NS)	Hirokazu Ozawa	1:37.79	1:45.41		1:37.79	0:42.83	400.0
7	112	BASIL Petropoulos (BC)	Christian Hrab	3:41.62	1:38.68		1:38.68	0:43.72	360.0

APPENDIX B: Participant Development Model



APPENDIX C: Coach Development Model

COACH DEVELOPMENT MODEL Snowboarding



Multi-discipline

Basic Coach

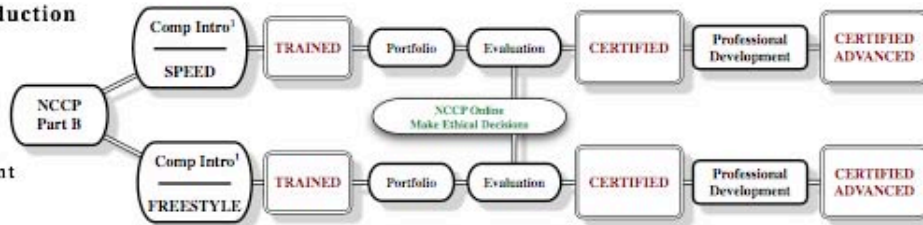
3 days on snow +
2 days NCCP



Event specialization

Competition Introduction

5 days on snow +
2 days NCCP +
Portfolio +
1 day evaluation +
On-going development



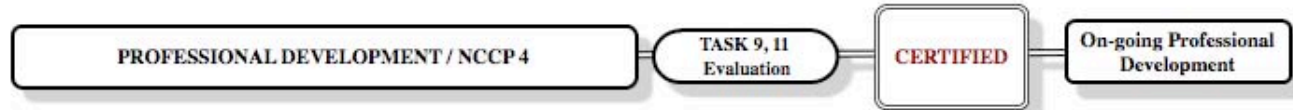
Competition Development

6 days on snow +
6 days NCCP +
Portfolio +
2 days evaluation +
On-going development



Comp High Performance

A career on snow



APPENDIX D: Integrated Module for Coaching Athletes with a Disability (Basic Coach)



Basic Coach Integrated Module for Athletes with a Disability

- | | |
|---|---------|
| I. Introduction: Coaching is Coaching | .15 hrs |
| II. Review and discuss
“Coaching Adaptive Snowboarding Athletes” | .5 hrs |
| III. Three Elements of Coaching
Athletes with a Disability | .25 hrs |
| IV. Case Studies | .85 hrs |
| V. Where to go from here? | .25 hrs |

Total: 2 hrs



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I. Coaching is Coaching (.15 hrs)

Open discussion: What is coaching to you?

Athletes with a Disability (AWAD) are applicable to everything in the able-bodied Basic Coaching workshop. The additional 2 hour module that has been included in this workshop is only concerned with additional factors that need to be considered when working with AWAD in snowboarding.

II. Review and discuss “Coaching Athletes with a Disability in Snowboarding” (.5 hrs)

Key points to take from “Coaching Athletes with a Disability in Snowboarding”:

- Get to know the person first (ex. Their interest to the sport)
- Focusing on what they can do, and not on what they cannot do
- Understanding their physical disability
- Understanding their stage in their disability (ex. Congenital or acquired - if acquired, the time line since their disability), and the attitude of the athlete
- Understanding their specific and general training age* (*see LTAD)
- Understanding their Adaptive Snowboarding specific training age

III. The 3 elements (SAC) to remember when coaching AWAD at the introductory level are: (.25 hrs)

- a) Sensitivity
- b) Awareness
- c) Creativity

IV. Case Studies (.85 hrs)

In small groups, read the below case studies and determine a solution to the problem statement while keeping in mind the 3 elements (SAU) of coaching adaptive snowboarding athletes.

1. Stacey is 25 years old and is a below the knee amputee. She has been involved in sport all her life prior to her accident (a year and a half ago), including 10 years of recreational snowboarding experience. She approaches you at your club and wants to start snowboarding competitively. What are some considerations you should think about for program planning for Stacey for the next three months?

2. Jill is 14 years old and was born without the right bottom part of her leg (below the knee). Jill wears a sport prosthesis, and has been involved in sport sporadically throughout her youth. Jill, however, has never snowboarded, but is interested in getting involved. What leg does she put forward (in the front binding) and why?
3. John is 11 years old and has come to your program looking to get involved with snowboarding at a competitive level. John was born with cerebral palsy. Below is John's exact description of his disability
 - Left Spastic Hemiplegia and Bilateral Intoeing, with little use of left arm/hand and a weak left leg. John uses braces to assist him walk.
 How do you find out what this means?
4. Pat is 18 years old and is 100% visually impaired. He was a gold medalist in the sport of swimming at the last Paralympics. He has snowboarded recreationally for the past 8 years and is now interested in getting involved in snowboarding competitively. What does a training day look like?

V. Where to go from here? (.25 hrs.)

If you are still interested in coaching adaptive snowboarding athletes here are some ways to expand your knowledge and experience:

- CADS Level 1
 - Developing a greater understanding for AWAD
 - Learn to manipulate adaptive snow sport equipment
 - Learn to teach beginner adaptive snowboarders
- NCCP
 - Theory
 - Knowledge
- Developing Experience & knowledge
 - Work within specific clubs that offer opportunities to AWAD
 - Interact with different organizations
 - Work with athletes with a disability (understand their daily challenges)
 - Communicate with your provincial snowboard association
- Financial Support
 - Where to get funding (sources of funding)
 - Networking
- Experts in the area of Adaptive Snowboarding
 - CSF
 - Resource materials (Snowboard LTAD: Vision 2020)
- Canadian Snowboard Coaching Program (CSCP)
 - Basic Coach workshop
 - Competition Introduction workshop
 - Competition Development workshop

APPENDIX E: Manual - Coaching Adaptive Snowboarding Athletes

Coaching Adaptive Snowboarding Athletes



Overview of "Coaching Athletes with a Disability"
A Document by the Coaches Association of Canada (CAC)

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Part A: Working for the first time with an athlete with a disability

First Reactions

- Fear, worry about speaking inappropriately to the athlete
- Doubt your own ability to provide adequate support

Making Assumptions

- Communication is key along with the relationship developed between the athlete and the coach
- There are no increased liability risks when working with athletes with a disability
- Do not make assumptions of what an athlete can and cannot do

Accommodating the Situation

- There is not much of a difference in the basic skills and techniques used to coach able-bodied snowboarding athletes
- Focus on the athletes capabilities; emphasize their qualities to help them reach and sometimes even exceed their goals

Part B: First Contact

Welcoming the person with a disability to the snowboard program

- First impressions must be positive
- Each adaptive snowboarder must be accepted as an individual and such things as their wheelchair, prosthesis, guide dog, or level of understanding should not be seen as a barrier
- Focus on getting past the disability
- Passion for the sport of snowboarding should be the common ground
- When integrating athletes with a disability with able-bodied athletes, it is important that the coach inform the other participants a head of time, and to remind them that everyone has the right to participate in snowboarding
- Focus on the athletes capabilities
- Everyone has the right to participate



Finding out more about the disability

- Different types of disabilities are grouped into broad categories such as mobility impairment, sensory impairment, and intellectual impairment
 - In adaptive snowboarding we will be working primarily with visually impaired and standing (standing paraplegics, athletes with prosthesis, and athletes with a disability of the arm and leg due to cerebral palsy)
- Disabilities are either congenital (i.e. present at birth), or acquired (i.e. not present at birth, but acquired through a traumatic injury or an illness)
- Coaches should aim to develop good understanding of the disability or disabilities of the athletes that they coach
- For a coach it can be important to know whether a disability was acquired or congenital. For example, an athlete with an acquired disability may possess skills from previous sport experience; whereas, someone born with a disability has typically adjusted to how his or her body operates but sport opportunities may be limited
- The athlete with the disability is the best judge of what she or he can and cannot do
- It is important for the coach to discuss with the athlete their goals and expectations and how such goals will be established and realized
- The coach should focus on the potential not the limitations

Questions to Consider:

- Does it matter how the athlete's disability happened?
- Does the coach need to find out?
- Is it the responsibility of the coach to ask the athlete or the responsibility of the athlete to tell the coach?

Assessing fitness, coordination, and skill level

- An assessment of the physical, cognitive, and social aspects of adaptive snowboarders is essential in order to provide them with adequate support and sound programming
- Athletes should be assessed based on the demands of snowboarding

Part C: Communication and Interaction

Get to know the person first

- The coach should be able to display knowledge of the athlete's talents, such as past sport or academic experience
- The key is not ignoring the disability but getting past it and seeing the person for who she or he is

Establish trust early in the process

- Open communication is vital (i.e. coaches can and should ask questions that may be assumed to be offensive)
- The best questions are those that would normally be asked to an able-bodied snowboarding athlete
- Honesty is key to successful communication with an athlete with a disability

Parental involvement

- Coaches who encounter overprotective parents may communicate that their child has the same rights as anybody else to participate in snowboarding and enjoy its challenges and risks
- A parent's involvement is not necessary in most cases, but is a great benefit to the snowboard program when offered
- In adaptive snowboarding, parents should be aware that if they can spare the time, their services could be extremely valuable to a coach

Do's and Don'ts

- Do not be scared to ask questions
- Keep questions simple, there should be no preconceived ideas
- Ensure equal treatment
- When working with adaptive snowboarders, the coach should aim to individualize his or her interventions as would be done with any other able-bodied snowboarding athlete
- Sit down when talking to a person in a wheelchair (or to an athlete in a sit snowboard when on snow)



Part D: Inclusion and Integration

- ◆ The value of participation for adaptive snowboarders
 - Snowboarding can open a new world of access for people with a disability: they become stronger, gain more endurance, and are generally healthier and more confident outside of sport
 - These benefits are not limited to the participants themselves; ultimately, everyone gains from the inclusion of persons with a disability in snowboard programs
 - Snowboard skills can be valuable to a person with a disability in everyday life
 - The key to a successful integrated snowboard program is to get everyone involved and helping each other out

Integrated snowboard programs

- For adaptive snowboarders, it is recommended at first to set achievable goals while keeping the sessions challenging
- This should ensure progressive snowboard skill development and encourage athletes with a disability to meet the requirements of the snowboard competition to the best of their ability

Adapting snowboarding

- The most important thing to keep in mind when adapting snowboard programs to athletes with a disability, whether it occurs on a recreational or a competitive level, is to adapt only what is necessary
- Snowboard techniques and equipment should be the only thing that is being adapted NOT the athlete
- When making adaptations, it should be kept as close as possible to able-bodied snowboarding (A snowboard is minimum 16cm wide at the waist)
- Key parameters that can be used to adapt snowboarding include:
 - Space: Training venue (e.g. length of slope, grade of slope, snow type, etc.)
 - Time on snow (e.g. length of session)
 - Speed of execution: Coordination of gross and fine motor skills
 - Equipment
 - Competition formats
 - Rules and classification



- Creativity in the design and modification of adaptive snowboarding equipment and rules can make snowboarding accessible to almost any persons with a disability

Part E: Accessibility

- ◆ Coaches must be knowledgeable about accessibility issues, such as transportation, wheelchair access, railings, appropriate signage, etc.
- ◆ Coaches should be aware of and sensitive to accessibility issues by assisting in overcoming the barriers by exploring options
- ◆ Other accessibility issues coaches need to be aware of are access to hills, resorts, eating facilities, change rooms, and washrooms

