



Lakes Region Disabled Sports at Gunstock Inc.

719 Cherry Valley Rd. Gilford, NH 03249

Phone: (603) 737 - 4365 www.lradaptive.org Email: ski@lradaptive.org

VOLUNTEER HANDBOOK

WELCOME TO Lakes Region Disabled Sports At Gunstock, Inc.



LRDS is an organization whose sole goal is to enhance the lives of individuals with disabilities through adaptive instruction of snow sports. The program could not exist without the generous donation of many thousands of hours donated by their volunteers. The volunteer staff is truly the foundation on which LRDS rests.

LRDS is a non-profit organization that raises funds through special events, individual donations, corporations, and grants.

We are confident that your experience with LRDS will be rewarding. We look forward to sharing our enthusiasm for adventure and the sense of freedom that skiing provides. Most importantly, we hope to share our deep respect for the determination of our students' achievements.

LRDS VOLUNTEER COMMITMENT

Time commitment required per season to receive a season pass is 12 days to include participating in one day of orientation/off-snow training and two days of on-snow training plus 10 full days teaching throughout the whole season. As long as you are a volunteer in good standing, your season pass

can be retained according to the Gunstock Mountain and LRDS policy guidelines. A volunteer does not have property right in the retention of his/her season pass. Any Program Director, Program Manager or volunteer of the Board of Directors may suspend a season pass in the case of a serious rule violation of LRDS or Gunstock Mountain policies.

Fundraising is an important part of the LRDS mission. As a non-profit organization, we must raise funds, as our program fees do not cover operating expenses. Dates and information about these events are available at our website www.lradaptive.org and they will be posted at the LRDS building. Volunteers are encouraged to participate in fundraising events and solicit donations when appropriate.

NEW AND RETURNING VOLUNTEERS

It is required that all new and returning volunteers attend and participate in ONE Orientation/off-snow training held in November at the LRDS building. First and second year Volunteers are required to attend 2 full days of on-snow training: 1 day of ATS (American Teaching System) on-snow training and 1 day of Adaptive on-snow training. Volunteers with 3+ years require 1 full day on-snow training.

All volunteers must have paperwork complete and returned before on-snow training. After on-snow training is complete you will be able to get your season pass. If you have a season pass already you must request, complete, and submit a reimbursement form from LRDS BEFORE January 1. This reimbursement form must be submitted to Gunstock Season Pass office.

Volunteers must agree to submit references and, if applicable, training certification. Some, but certainly not all of LRDS's volunteers, have PSIA certification. Knowing the experience background and any restrictions will help the Program Director and Program Manager to understand his or her volunteers day-to-day when this information is provided.

At the inception of the season if there is any part of this handbook or any aspect of the program a new or returning volunteer does not understand, one can schedule time with the Program Director or Program Manager to further review its contents.

During your first few instructional opportunities, new volunteers will assist an experienced LRDS volunteer instructor.

All volunteer instructors are required to fill out a daily lesson report on their student. It is important that instructors evaluate their students each day they teach. Please be specific and thorough when filling out progress reports. Use who, what, when, where, why and how when writing your reports. At the end of a lesson, it is also necessary for new volunteers to participate in the lesson report procedure for each student you assisted teaching that day.

It is important to review your student's file BEFORE the lesson and familiarize yourself with any pertinent or potentially dangerous symptoms or previous injury the student might have. If there is any medical or other terminology in the student's file that you do not understand or would like clarification on, please consult the student's caregiver, the Program Director, or Program Manager. It is LRDS's policy that every student must fill out a Participant Registration form and Release of Liability form every season they participate in adaptive snow sports with LRDS. If the student is incapable of filling out the required registration material, it is important to seek out either the family or the aide attending the program with the student.

LRDS BUILDING POLICIES FOR VOLUNTEERS

Always make room for the students even offering them your seat. Treat them as honored guests. Students and Guests are NOT allowed in the LRDS building break room. Please leave the door separating break room and main building closed. During lesson days, please assist in keeping the LRDS building neat, orderly and clean. Space is at a premium. We love to meet your friends and relatives but please be sensitive to the needs and space needed for our students and other volunteers.

As long as you are a volunteer in good standing, for your convenience, LRDS permits you to change your clothing and use the kitchen area in the LRDS building break room. Please leave the main adaptive building room for our students and their families. Personal cubby spaces are provided on a first come first served basis in the break room. We ask that you store your gear out of the way when you are on a lesson and when you leave. Your mothers do not live here: Please clean up after yourself in the kitchen area (microwave, sink, refrigerator, table). LRDS permits you to store your equipment in the equipment shed. Please be courteous and only store your own gear, not that of friends and family, there are many volunteers with equipment that share the equipment shed. Please do not block sit-ski equipment with your equipment. Neither Gunstock Mountain nor LRDS is responsible or liable for equipment or personal belongings you store at the LRDS building or equipment shed.

All volunteer staff should maintain a neat and clean appearance. Volunteers should keep their personal lives separate from their teaching situation. It is expected that each volunteer will project a positive professional attitude whenever in contact with students or their families.

It is the policy of LRDS to foster a volunteer environment free from the effects of illegal or non prescribed drugs and alcoholic beverages. LRDS also is required to maintain a drug free environment in compliance with the Drug-Free Workplace Act of 1988. Abuse of alcohol impairs volunteer staff judgement, which may result in increased safety risks, volunteer injuries and faulty decision making. As a result, to help ensure a safe and productive work environment, LRDS strictly prohibits the manufacture, distribution, dispensation, possession, or use of alcohol or controlled substances within the LRDS building. In addition, LRDS strictly prohibits any volunteer staff person from volunteering while impaired. Failure to comply with this policy is grounds for immediate termination from the LRDS volunteer staff.

On days that any Volunteer is fulfilling a volunteer commitment or training: LRDS volunteers are NOT permitted in Powder Keg, Pistol Pub, Panorama Pub or any establishment at Gunstock where alcohol is served for any reason. Abuse of this regulation will warrant immediate termination.

Skiing is an inherently dangerous activity. It is mandated LRDS policy that all volunteers of LRDS, while involved in any on slope activity, wear a helmet for their own protection. It is mandated that all helmets be worn with chin strap attached while involved in any on slope activity. If a LRDS volunteer disregards this policy, they will be subject to termination as a volunteer and LRDS will not assume any liability/responsibility for the injury/expenses sustained by that volunteer. As we serve a population of some individuals who have sustained a traumatic brain injury, wearing a helmet sets a standard, which our students will notice and, hopefully, emulate.

PARKING in the lot in front of the LRDS adaptive building is only for people possessing valid handicapped placards/plates and our students participating with the adaptive program. Volunteers

are welcome to use the adaptive parking lot to drop off/pick up their equipment only. Volunteers are asked by Gunstock to use the Pistol parking lot while volunteering. On very busy weekends/holidays the parking lots fill up quickly and overflow to satellite Alpine Ridge parking with shuttle service, please plan ahead for extra time to get to the adaptive building on weekends/holidays.

SCHEDULING PROCEDURES

When signed up to volunteer at LRDS for the day, please sign in to the Daily Volunteer Log in LRDS building break room by 8:30 a.m.(weekends) 9:00 am (weekdays) to receive your daily assignments. This policy applies to all volunteers whether they are instructors or not. Individual Volunteer Logs also need to be filled out by each volunteer on each day they are on schedule to teach, indicating the time and name of Student they either taught or assisted with and type of equipment/discipline.

When signed up and unable to participate, email ski@lradaptive.org and call (603) 737-4365 as soon as possible. Alternately you can call/text Program Director Paige Davis at (207) 459-0642

When scheduled on the board, follow appropriate guidelines according to the discipline you are assigned. Although some of our instructors are specialized in specific disciplines, there are times when help is needed in other areas. Please be respectful of the students' feelings that you are assigned to. All LRDS instructors and volunteers are expected to conduct themselves in a friendly and professional manner at all times when working with students.

Lessons will only be cancelled in inclement weather. LRDS will notify all volunteers on schedule that day as far in advance as possible. Please check your emails and text messages regularly as they are our main method to communicate cancellations.

SNOWSPORTS SAFETY AND ON SNOW POLICY

Our uniform jackets identify all of us as LRDS volunteers. We are expected to follow most of the same rules which govern Gunstock Mountain employees. Gunstock Mountain policies can be obtained at the LRDS building. Each day is a new opportunity to choose your attitude. The attitude that you choose is the key to you and your student's success. It is critical to LRDS's success that we all work together as a team. When a team works together, they win.

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

Gunstock Mountain is our host and we are their guests. You are host to your guest student. Whatever your guest sees you doing; they will undoubtedly associate your actions with the mountain as a whole. When skiing and riding with your student, help them by sharing your love for snow sports. We are all ambassadors of good-will when skiing, snowboarding and riding. When not riding with a student, try to ride with a Gunstock Mountain guest. It is a great opportunity to promote our program to the public.

Before using any lift, you must have the knowledge and the ability to load, ride and unload safely. Never allow a fourth individual to ride the chairlift with a sit-down skier. It is inadvisable (because of

offloading) that a snowboarder ride with a sit-down skier. This also applies to three and four trackers as they have two additional skis on the ground per person.

Seizure prone individuals are required to use a harness and fall arrest/seat retention strap when riding the chairlift. Exceptions to not using a retention strap MUST be authorized by the Program Director or Program Manager.

Never cut a lift line without a lesson or otherwise instructed by a LRDS volunteer instructor in charge of a lesson. Reprimand will be severe for all violators to include suspension of pass or any LRDS privileges for an undetermined time until such time the incident is reviewed by the Board of Directors and/or Program Director and Program Manager.

Do not overestimate a student's mental or physical ability, some may fatigue easily.

If you choose to wear your LRDS jacket while not volunteering, it is very important to maintain the highest level of professionalism. This privilege will be revoked if inappropriate behaviors are observed. Behavior should be compliant with the highest standards outlined by Gunstock Mountain Administration and this policy handbook.

Follow mountain etiquette and treat our hosts, colleagues and students as if they were guests in your home.

If a volunteer has any issue/problem with the Gunstock Mountain staff or LRDS volunteer, the volunteer will contact the Program Director or a representative of the Board of Directors. LRDS volunteers are NOT to try to deal with the Gunstock Mountain Management directly. The only exception to contacting Gunstock Mountain Staff would be to alert them of a dangerous situation.

Know LRDS's policies and if you do not, refer to someone who does.

Be on time, helpful and respectful to our guests, their families and operation.

Be sensitive and discrete when discussing a student's challenge or disability. If you have trouble with the terminology in a student's chart, consult with the Program Director or Program Manager, the student's family or guardians, another volunteer with a medical background, or finally, yet importantly, seek the medical dictionary at the LRDS building. Treat the LRDS file as a medical record and protect its confidentiality by returning it to the office when you have completed your notes. Do NOT discuss, at any time, the medical information of your student with any person unrelated to LRDS. Discrimination of any kind toward any student by any instructor/ volunteer will not be tolerated by LRDS. We are a team and when help is needed, volunteers with expertise in certain disciplines may be directed to assist in areas overbooked or in need of volunteer power. Conversations overheard at the LRDS building between volunteers with regard to disability discrimination will not be tolerated. Any breach of confidentiality or discriminatory type behavior conducted "off site" brought to the attention of the Board of Directors by a person present, will activate a hearing process. After hearing processes take place, disciplinary action will take place with a warning in place AT THE LEAST for such conduct. Any instructor actively involved in such conduct will be disciplined and volunteership will be suspended or revoked. Volunteers must be advised immediately that their volunteership as well as their ability to volunteer is at risk. If the volunteer refuses the opportunity for a hearing, the volunteer's volunteership will immediately be revoked.

Disciplinary actions can range from a written warning, revocation of privileges to dismissal depending upon the nature of the incident. Any volunteers associated with any incident of this kind can be terminated from the volunteer pool.

LRDS has a zero tolerance for physical abuse by its volunteers or volunteers toward anyone while on Gunstock Mountain property. Assaultive behavior will result in removal from the program. Students who may exhibit a threat of assault to volunteers will be removed as well.

Always observe the skier's responsibility code:

- When riding up the lift, always close the safety bar.
- Never ski out of bounds or on closed trails, especially with a student.
- Always stay in control and be able to stop to avoid other people or objects.
- People ahead of you have the right of way. It is your responsibility to avoid them.
- You must not stop where you obstruct a trail or are not visible from above.
- Whenever starting downhill or merging into a trail, look uphill and yield to others.
- Always use devices to help prevent runaway equipment.
- Observe all posted signs and warnings.
- Keep off closed trails and out of closed areas.

ACCIDENTS

If an accident occurs in your lesson, get immediate help from Ski Patrol. Help can be obtained from many places and in many ways.

- Contact Gunstock Safety Services directly by radio or cell phone.
- Send your best skier or a passing skier to the top or bottom of a lift.
- If under a lift, calmly communicate to riders to send help. Have them pass a message up line to speed response.
- Be exact as to location (always carry a trail map and pencil)
- Give nature of injury (neck, leg, knee, etc.)
- Secure the scene, i.e. cross your skis above the accident and have someone block the injured student or instructor.
- Contact the LRDS office by radio or sending someone.
- Stay with the injured until help arrives.
- DO NOT APPLY FIRST AID or MOVE THE PERSON, as your responsibility is to comfort the injured and protect him or her from further injury. Never let the injured move or be moved until Ski Patrol arrives.

If the student refuses First Aid and wants to leave the scene, please explain to the student that they need to stay until Ski Patrol arrives.

If the student refuses to stay, the lead instructor must remain with the student, while another instructor/volunteer waits for Ski Patrol.

If your student or yourself go to First Aid, or you are witness to an accident, you must fill out an accident report for ski patrol with a brief statement of the accident (as you saw it). If the accident involved one of our students, you should go to First Aid with them. If it is a group situation, take care of the rest of your group first. Please call the LRDS building so the medical record can be sent over to First Aid. Please request a copy of the incident report for LRDS. Even minor mishaps should be reported and recorded in the book at the LRDS building. Accurate reporting of incidents can drastically reduce false liability suits incurred by Gunstock Mountain or LRDS.

If a LRDS student needs to be transported to the hospital, and parents or guardians are not available, the LRDS volunteer, Program Director, or Program Manager should accompany the student in transport to the hospital.

If the student was on LRDS or Gunstock Mountain rental equipment, please let the rental shop know.

When you return to the LRDS building, you must speak with the Program Director or Program Manager and fill out a LRDS Incident Report.

IF AN ACCIDENT HAPPENS TO YOU

If you are injured, seek assistance from Ski Patrol or LRDS for your student and proceed to First Aid immediately. You must report your injury immediately to the Program Director or Program Manager. Near misses or minor injuries should be reported to the Program Director or Program Manager and an LRDS Incident Report filled out.

It is mandatory that by the start of the skiing season all volunteers sign a Liability Release and Acceptance & Understanding of Policy Signature Sheet. It is important that you understand that you are in no way signing away any of your rights under New Hampshire Law. These forms are intended to protect LRDS against false claims and at the same time allow you proper coverage while you are volunteering. Please remember that we are not Gunstock Mountain employees.

IF YOU BECOME SEPARATED FROM YOUR STUDENT

Before you begin your lesson, orient your student/s to where you will be skiing and what lifts you will be using. If you are working at the novice area, invite your student's parents/guardians/aides to watch and encourage from the bottom of the hill. Instruct students, if lost, to go to the bottom of the lift and wait for you to arrive. Alert the LRDS building, Program Director or Program Manager that one of the students is missing. Search parties will be established. When reporting a missing child, LRDS uses the code "10A" to signify an event. Using this term has been found to reduce stress and concern for the other students around you if they are in earshot of your conversations. When reporting a 10A, you will be asked for the following information: student's name, nature of disability, age and a brief description.

CONCUSSION PROTOCOL

LRDS concussion protocol follows the CDC HEADS UP initiative that provides important information on preventing, recognizing, and responding to a concussion. Please review HEADS UP here: <https://www.cdc.gov/headsup/youthsports/training/index.html>

LRDS follows the 5R concussion protocol designed to minimize the risk of short and long term effects to the brain: Recognize, Remove, Refer, Recover, Return.

1. Recognize the symptoms
2. Remove the athlete from activity
3. Refer the athlete to a healthcare professional
4. Recover the athlete with rest
5. Return to sport strategy

TRAINING OPPORTUNITIES

After the required on-snow training has been completed and the program has been opened for the season, the Program Director and Program Manager will prepare, post, and schedule clinics that you may participate in. If you feel you are not getting enough clinic time, or have a request for any specific clinic topic, please speak to the Program Director or Program Manager so we can accommodate additional clinic time. We will offer continuing opportunities for skill and safety training, covering ATS, Adaptive methods and equipment, teaching tactics, skills concept, and personal skiing improvement during times when low volume and/or no lessons are scheduled on volunteer days.

Professional Ski Instructors of America (PSIA) and American Association of Snowboard Instructors (AASI) are organizations that provide development programs and teaching standards across the country for ski/snowboard instructors. PSIA/AASI provide membership, certification, and specialized training in alpine, adaptive, snowboard, telemark, and nordic disciplines. PSIA/AASI information is available from the Program Director or Program Manager. LRDS encourages our instructors to join, train, and certify with PSIA/AASI. LRDS offers a PSIA/AASI exam certification reimbursement program, please speak to the Program Director or Program Manager for more information.

UNIFORM POLICY

LRDS has a limited number of uniform jackets for volunteers to use. Please be courteous and hang up the coat you have used for your volunteer day. LRDS coats are not to be taken from the property or used on other ski mountains. LRDS volunteers may wear a LRDS coat at Gunstock when they are not teaching but please be sure those that are teaching have a coat in their size to use before you use one. Remember that you are an ambassador for the LRDS program when you free-ski in a LRDS coat. Volunteers are encouraged to purchase from the LRDS program a black LRDS vest to use on warm (and cold) days. Name tags are provided; please attach them to the pocket flap so that pin holes are not continuously placed in coats. Remove name tags after each volunteer day and return coat to closet.

EQUIPMENT

There are three types of equipment for use: snowboard, sit-down and standup:

Snowboards are either rented from Gunstock or are owned by students.

Ensure you get advice for the appropriate size and type of snowboard and boots for your student. Proper binding stance in regard to width of stance, width of board, angle of front and back foot, and regular or goofy stance should all be evaluated.

Sit-down equipment consists of bi-skis, mono-skis, and dual-skis of various types. This equipment is quite complex and extraordinarily expensive. If you are a new volunteer for sit-down students, a lengthy apprenticeship is required before qualifying as an independent instructor. Much experience can be gained by loading (helping instructors load and unload students from the lifts). Ancillary sit down equipment consists of tethers for the instructors and outriggers for the student. Appropriate length for both is a necessity. Shorter skis for tethering are recommended.

Stand-up equipment is simpler, but more extensive. Volunteers will often be asked to assist in outfitting students for their first session. Volunteers need to familiarize themselves with all the available gear so that they can ensure their students have the optimum fit and type. Adjustments may be required, and the slope side instructor is often the best judge. If you are not sure, ask the director or manager. All of the stand-up equipment includes:

- **Boots** Help the rental techs fit your student by sizing the feet and making sure the boot is comfortable.
- **Skis**: Students capable of some control will learn quicker with shorter, shaped skis.
- **Poles** Beginners are discouraged from using poles.
- **Adaptive accessories**: Ski walkers, sliders, hoops, ski-pals, bamboo poles, tethers, bibs, spreaders, tip clamps, outriggers, and other devices are stowed in the adaptive building or in the equipment shed. Get advice for the appropriate type and size of accessory for your student.
- **Helmets** are available in sizes from XS to L. They are required for all students and all volunteers, please help your student get fitted for a helmet.

LRDS equipment: Please inspect ALL equipment before every lesson, including rental skis, boots, sit-skis, outriggers, and adaptive accessories. If there are any equipment problems with LRDS adaptive equipment you must notify Program Director or Program Manager immediately so that the equipment can be inspected and repaired. You are responsible for returning your student's equipment to the rental shop, LRDS equipment to proper storage place, and your own equipment to the storage shed or home every day. Make sure it is clean, snow-free, and buckled. If there are equipment problems, please let rental techs know and explain the problem, so the item can be held out of use until repaired.

SKI AND EQUIPMENT CONSIDERATIONS

Pace progressions and learning situations to the individual. Make sure the student is dressed appropriately and in layers. There is extra clothing in the LRDS building for participant use if they arrive unprepared for the cold weather. Also, evaluate the necessity of poles and determine whether to wait or introduce them right away. Sit-skis of all types must stay in designated beginner area until both the instructor and the Program Director/Program Manager reach appropriate confidence level. Tethers must be used.

THUMB TETHERING/BUCKETING SIT-SKIS is allowed only on runs accessed off of the Penny Pitou chairlift and is otherwise expressly discouraged except when transporting a sit-ski, at flat intervals of a trail, and at bottom of slope leading up to lift line.

HOOPS and SKI PAL are designed to be used either in front of or behind the student, not next to the student. Risk of injury increases greatly when the Ski Pal is used in an incorrect manner, especially with changes in snow conditions, a steeper pitch of slope, narrower width of slope, and skill level of instructor and student.

THE SKILLS CONCEPT Achieving Balance in Motion

The P.S.I.A.¹ Skills Concept is nothing more than a way of looking at skiing as a **GROUP OF FUNDAMENTAL MOVEMENTS** that lead a specific result – staying in balance while in motion. The Skills Concept is useful as a teaching tool as it allows us as instructors to use a **COMMON LANGUAGE** (or common reference points) that evaluates ski performance in an objective, nonjudgmental manner – the observed interaction of the ski on the snow can always be traced back to specific movements which can in turn be improved and lead to improved results.

These fundamental movements consist of:

- **Balancing Movements** - Such as adjusting the width of our skis; moving fore and aft; or side to side
- **Tipping Movements** - To promote or resist (as the situations warrants) edging of the skis and side-slipping
- **Steering Movements** – To provide the shape and duration of the turn and to complement the natural tendency of an edged ski to turn
- **Pressure Control Movements** – To control the physical forces that build up on the ski during a turn.

At any level of skiing (beginner, intermediate or advanced), a skier will always use a blend of these four movements to maintain balance as he or she moves down the hill.

Skiing Skill....	Lead to...	What we observe...
Balancing Movements	Maintaining balance	Stance, width of ski apart, Too far forward? To far back?
Tipping or Edging Movements	Adjusting the angle at which the edge of ski meets the snow (more or less angle)	More or less slipping or skidding, carving, holding an edge on a traverse...
Steering or Rotation Movements	Guiding the tips of the skis to determine the size and shape of a given turn	Steering the feet? “Swishing the tails of the ski” vs. steering the tips. Upper body rotation vs. lower body rotation?
Pressure Control	Managing the forces that build up on the ski and skier under differing conditions	Extension and flexion of legs to create and absorb pressure.

¹ Professional Ski Instructors of America. This material is taken from the PSIA's *Alpine Technical Manual: Skiing and Teaching Skills*, 2002.

TEACHING TO AN OUTCOME THE RESULTS A STUDENT TAKES HOME

Teaching to an outcome allows the teacher in the lesson to take his or her more advanced knowledge of the fundamental movements in skiing and create a lesson plan for the day which allows the student to achieve a specific result leading to an improvement in one or more of these movements. The result of an improvement in one of these fundamental movements will be a measurable result in the overall performance of the skier and his/her skis on the snow.

Every student will come to a lesson at a particular entry point with respect to the four fundamental skills or movements. By analyzing these movements of the skier at that entry point on any given day and any given set of conditions, we can determine the specific outcome(s) we would like to achieve in a particular skill area.

THE PROCESS OF MOVEMENT ANALYSIS AND DETERMINING OUTCOMES²

- By observing and analyzing a skier's movements and movement patterns. (What is the stance or the width of skis? Is the skier tipping the skis onto an edge? What happens to the skier's balance at the end of turn? Is he/she thrown back on the skis or remaining balanced?)
- Determining 'cause and effect' relationships between what we observe in movements and how the skis are performing on the snow.
- Prioritizing the skills and movements that, if improved or enhanced, will have the greatest impact on the performance of the skis.
- Preparing a lesson plan based on that student's needs on that given day and given the conditions that exist on that day.

² Alpine Manual, Professional Ski Instructors of America

TERMINOLOGY & DESCRIPTION

NEUROLOGICAL CHALLENGES/DISABILITIES

Below are listed some terminology words and some descriptions of the disabilities often seen at LRDS in our students. Please do not forget through all the medical jargon and definitions that our students are each unique. It is possible to group disabilities and disciplines but we cannot “pigeonhole students”. One must understand that the diversities within even one disability category can vary greatly. Please treat each student as an individual. Please keep in mind that the foregoing descriptions and explanations only encompass some of the most commonly seen challenges. If your student has a neurological challenge that is not addressed below, please ask the Program Director or Program Manager for assistance with any questions you may have.

Seizure Disorder: Experience resulting in the brain caused by abnormal electrical discharges. Symptoms and types of seizures vary greatly. Discussing symptomatology, triggers and medication with the student or family volunteer is imperative.

Generalized seizures affect areas of both sides of the brain, usually with loss of consciousness. The physician’s report often stipulates the type. Defining seizure type can sometimes be difficult—seizure patterns can change because of hormone changes, diet, temperature, a simple cold virus or something as simple as sunlight flickering through trees. Some people experience more than one type of seizure, with no clear pattern. It is very important that the student’s file be carefully reviewed as well as seeking out family volunteers or caretakers with regard to the type or, sometimes, types of seizure disorder the student has.

Tonic-clonic seizures:	Formerly called grand mal seizures, cause the person to cry out, stiffen, and fall. Shaking and tongue biting is common. This seizure, while perhaps the type of epilepsy most visible in the public mind, is not the most common. Approximately two-thirds of people with epilepsy have complex partial seizures.
Absence Seizures:	Formerly called petit mal seizures, cause staring, blinking, or twitching. They occur mainly in children who are often mistaken to be daydreaming.
Atonic Seizures:	Formerly called drop attacks, cause sudden loss of muscle tone. This type of seizure can literally cause a person to drop to the ground.
Myoclonic Seizures:	Cause limbs to jerk suddenly, and often happen just after waking.

<p>Status Epilepticus</p>	<p>A term describing a state of recurring seizures between which consciousnesses does not return. This type of seizure demands immediate medical care, as it can lead to severe brain damage and even loss of life. This term should be studied in the event that it occurs on snow.</p>
----------------------------------	--

Partial Seizures: Also called focal seizures, occur in just one part of the brain. About 60% of people with epilepsy have partial seizures. There are generally no convulsions unless the patient has what is called a *partial seizure secondarily generalized* when a convulsion occurs after the partial seizure. Partial seizures are the most common type of seizure. A partial seizure can stimulate your emotions and your senses, make your body move, interfere with your perceptions, generate perceptions, and produce vivid, extended hallucinations that you can see or hear. Often the physician's report will stipulate the type. Symptoms of partial seizures can be mistaken for other disorders. For example, dreamlike perceptions of partial seizures may be mistaken for migraine headache, which also can cause a dreamlike state. However, the progression of symptoms tends to be the same or similar in each person, every time. There are two types in this category:

1. Simple Partial Seizures:

May cause unusual feelings or sensations that can take many forms, such as sudden, unexplained feelings of joy, anger, sadness, or nausea. It is common to hear, smell, taste, see, or feel things that are not real. During simple partial seizures, patients remain alert and aware. These seizures usually last just a few seconds.

2. Complex Partial Seizures:

Cause a change in or loss of consciousness. Altered consciousness can produce a dreamlike experience. Strange, repetitious behaviors such as blinks, twitches, mouth movements, or even walking in a circle occur. Throwing objects or striking walls or furniture, as if in anger or fear, may also occur. These seizures usually last just one or two minutes.

Sensory Seizures:

Some simple partial seizures consist of a sensory experience. The child may see lights; hear a buzzing sound or feel tingling or numbness in a part of the body. These seizures are sometimes called Jacksonian sensory seizures.

Motor Seizures:

Other simple partial seizures consist of convulsive movements, which are generally clonic (jerking). Jerking typically begins in one area of the body: the face, arm, leg or trunk. Jerking may then spread from that part to other parts of the

body. These seizures are sometimes called *Jacksonian motor seizures* and the spreading wave of the seizure is called the Jacksonian March. The process cannot be stopped.

MEDICAL TERMINOLOGY FOR PERSONS WITH DISABILITIES

Blind:	No useable vision.
Vision Impaired:	Limited useable vision.
Deaf:	No useable hearing.
Hearing Impaired:	Limited useable hearing.
Aphasia:	Loss of speech or having disorganized speech.
Paraplegia:	Paralysis of the lower body.
Quadriplegia:	Paralysis of both upper and lower body.
Traumatic Brain Injury:	Reduced motor, emotional, and cognitive skills due to a head injury or stroke.
Down's Syndrome:	A chromosomal abnormality exhibiting mental retardation in combination with other birth defects. Physical manifestations include a short neck, joint laxity, oval-shaped eyes, and possibly short stature.
ALS (Lou Gherig Disease) (Amyotrophic Lateral Sclerosis)	progressive wasting away of certain nerve cells of the brain and spinal column called motor neurons. The motor neurons control the voluntary muscles, which are the muscles that allow movement. It is a progressive, disabling, usually fatal disease. Walking, speaking, eating, swallowing, breathing, and other basic functions become more difficult with time. These problems can lead to injury, illness, and other complications.
Multiple Sclerosis:	Disorder in which the nerves of the eye, brain, and spinal cord lose layers of myelin (insulation), resulting in the loss of nerve sensation to the muscle sheaths.
Cerebral Palsy:	Condition characterized by poor muscle control, spasticity, paralysis, and other conditions due to brain injury during birth.
Spinal Cord Injury:	Severe injury or disease to the spinal cord causing loss of sensation and voluntary movement below the level of the injury.

Developmental Delay:	Lower intellectual ability than normal. Difficulties in learning and social adaptation.
PDD: (pervasive developmental delay)	A less debilitating form of autism involving better communication and more eye contact.
Autism:	A disorder in which an individual cannot develop normal social relationships, prefers to be alone, will not cuddle, and does not make eye contact. Autism contains a developmental delay component.
Asperger's Syndrome:	A condition in which the individual demonstrates deficits in social development, restricted range of interest, and behaviors associated with autism but has normal development of communication or cognitive skills.

GUIDELINES FOR COMMUNICATION AND SPECIFIC SAFETY GUIDELINES PER DIAGNOSIS

- When speaking to individuals with disabilities, speak directly to them not their companion, family or interpreter.
- When speaking to a person in a wheelchair for more than a few minutes, place yourself at eye level. Pull up a chair or kneel down if possible. This will create equality of position and spare both of you a sore neck.
- When greeting an individual who is blind or visually impaired, always identify yourself and others in the group. Speak in a normal tone of voice and let them know when you are changing positions. The basic adaptation is in communicating through talk and touch to replace the function of vision. Speak to your student to make him/her aware of your presence. Modulate your voice, speaking clearly and looking directly at your student. Do not raise your voice if the student does not have a hearing impairment. Be aware of the student's balance and any problems he/she might have with equilibrium. Give only one command at a time making it short and concise.
- When shaking hands with an individual who is blind or visually impaired they will usually offer their hand first.
- If you do not know what to do or how to help or communicate with someone, the best thing to do is ask.

Teaching developmentally delayed students involves not so much a modification of technique but more so modifying the student's behavior and your communication with them. The key is to make it fun and create a positive atmosphere. When the Instructor is introduced to the student, the Instructor should have already been informed via the record as to any type of medication, medical problems or behavioral idiosyncrasies. Prerequisite equipment, safety precautions and teaching strategies may be available. Visual aids and

actions are most productive when teaching the developmentally delayed. Working “in front” of the student and providing visual demonstrations will allow the student to gain a sense of security with the instructor ahead of him/her and nearby while also enhancing safety. It would be helpful to ask the parents what vocabulary is most commonly used to communicate. Any ideas from parents to assist with instruction are always helpful. For example, “what are the students likes/dislikes,” so you will have something to talk about other than ski commands.

Autism is a spectrum disorder; therefore, children will range quite a bit in ability. These are some typical characteristics and things to look for but not present in all autistic children. Autistic children tend not to like to be touched or have their “circle of personal space” invaded (picture a hoola hoop). Autistic children at the more severe end of the spectrum also tend not to make good eye contact and do not usually have much if any speech. These children are also very sensitive to sound (hyperacusis) and light. Do not persist in trying to communicate if the child seems initially afraid or apprehensive. When preparing the child to dress for on-snow, it is advisable that a family volunteer, aid or someone the child knows assists in dressing them. DO NOT YELL at an autistic child at any time. Always provide goggles before on-snow to prevent light sensitivity and sensory overload in the autistic child. Most autistic children are less apprehensive and more cooperative after getting to know you. Instead of providing verbal instructions, some kids benefit from supplementing with gestures, pictures or written instructions. It is the family’s responsibility to share the best communication technique with the staff. Most kids on the spectrum will be less anxious if they know what to expect. Explaining the expectation is often difficult when working with a child with autism. The general rule is to show rather than tell.

Do not go out on snow without reading the student’s file first.

🚻 LRDS volunteers should always request assistance from another volunteer, student, chaperone or guardian when escorting a student to the restroom. For liability reasons, do not go into the restroom alone with your student. Volunteers are not required to assist students who need help using the restroom. If this is an issue with a particular student, we will typically require a family volunteer, counselor, or teacher to be available to assist the student.

Students with Multiple Sclerosis (MS) and Cerebral Palsy (CP) will be very sensitive to cold. It is imperative the student be dressed appropriately for cold weather. They tend to have low tone and sensitivity to feel too cold or too hot. Check their feet and hands intermittently to insure they are tolerating weather conditions properly. This would also be applicable in a person who has had a brain hemorrhage or stroke. Low sensation to temperature is a common problem when the brain is affected in any way.

Students with spinal cord injury have an extensive array of characteristics and symptoms. The most dangerous of symptoms to watch for is called **autonomic dysreflexia**. **(considered an emergency situation)**. The condition is a hypertensive (high blood pressure) crisis where the SCI person experiences severe sweating, goose bumps, flushed feeling, chilling without fever, severe pounding headache and increased spasticity (involuntary movements or tremors). Be aware of your student's condition when you are leaving the LRDS building and be cognizant of any changes in their neurological symptoms as the day goes on. Cold intolerance is evaluated by touching the skin, watching skin tone, and mental status of your student (i.e. extreme swings in temperament).

GUIDELINES FOR UNDERSTANDING STUDENT MEDICATION REGIMEN

Medications used for the neurologically impaired students are intricate and powerful. Often many combinations of medicines are used to make the patient as comfortable as possible. There can be significant side effects from medicines if not taken properly or even when taken properly. When suddenly physically active, in particular, medicines may wear off more quickly because of increased metabolism. If your student is on any medicines at all, it is important to politely inquire whether they have eaten within a reasonable period before physical exertion. In the situation of the person with a seizure disorder or epilepsy, it is important to inquire when their last seizure was, note the permission slip in the file from the physician and inquire whether there is any particular "trigger" factor involved in your student's disorder. There are many types of seizure disorders. Many epileptics or seizure prone patients can remain seizure free for a number of years and, suddenly, for no apparent reason can have a seizure. DO NOT ASSUME the patient will not ever have another seizure. Use all outlined precautions for protecting your student.

If a student has a seizure, roll them on their side, do not attempt to put anything in their mouths, radio or send your assistant for Ski Patrol and wait! Do not attempt to administer First Aid on your own.

A volunteer can educate themselves either by asking their student, a student's family, LRDS volunteers with medical background or the medical information dictionary in the LRDS building. If there is a first time lesson with a person of a particularly complex medical condition with which the volunteer is uncomfortable, the volunteer should seek assistance from the Program Director or Program Manager. At that time, another instructor will be assigned with the first assigned volunteer put on as an assistant. This process will educate the less experienced volunteer with this particular disability.

If there are particular symptoms you are concerned about that the student is unable to explain, please consult the student's caregiver or the Program Director/Program Manager.

There are many medications used in seizure disorders and some of the common medications are Dilantin, Tegretol, Phenobarbital, and many many others. These types of medicines (anticonvulsants) often cause headache, nausea and sleepiness. It is important to be polite and not too invasive with a student. In order to provide the safest and most productive lesson for the student that day and in the future, volunteers should attempt to educate themselves. Seizure disorder students often benefit with the use of red tinted goggles, which reduces the chances of certain types of focal stimulation, which causes seizure activity. Often, a student will want to return to their original volunteer for subsequent lessons (this is not always possible to accommodate) and in this case it is especially advantageous to be familiar with your student's challenges.

FUND RAISING

Sustaining existing programs and creating accessible, meaningful and fun recreational opportunities is always a challenge to secure funding. LRDS is a non-profit organization. Our Board of Directors, volunteers and volunteers work with individuals, foundations, and corporations to raise funds. The Board of Directors is always seeking to develop new sources of revenue via planned giving, matching gift programs and our special events.

LRDS is recognized as a 501(C)(3) non-profit organization with the Internal Revenue Service. As such, any fundraising activity must be reviewed by the Board of Directors to ensure that we, as an organization, comply with the IRS rules and regulations. Any monies received by a volunteer on behalf of LRDS have to be turned over to the Treasurer to maintain LRDS's tax-exempt status.

Giving your time as a volunteer is greatly appreciated! Because of your commitment to LRDS, you can be a tremendous asset in assisting our fund raising efforts by identifying people, including yourself, your employees, your employer and matching funds, co-workers or other organizations that may wish to support our program. Please contact our Program Director or Program Manager. LRDS needs everyone more than ever participating in these efforts.

JOIN IN ON THE FUN AT PARTY ON THE SNOW!!





ESSENTIAL ELIGIBILITY CRITERIA

In order to participate as a volunteer as an adaptive ski/snowboard instructor for Lakes Region Disabled Sports at Gunstock Inc. (LRDS), at designated levels, one must have the ability to:

- Complete and pass all required on and off snow training
- Make appropriate safety judgements
- Effectively communicate, understand verbal directions, and give instructions
- Respond appropriately to any emergency situation
- Independently ski/snowboard safely at a minimum of level 6 or higher
- Pass a background check including all related databases
- Obtain written doctor clearance to safely participate as an instructor if requested by LRDS

SKI Level 1-8 descriptions:

- 1: First time skier
- 2: Skied before, but cannot make turns, may be able to hold a wedge
- 3: Can make wedge turns and ski easier green trails
- 4: Is starting to match their skis at the end of a turn, skis green trails, maybe easy blue trails
- 5: Can match their skis consistently and skis all green and blue trails
- 6: Basic parallel turns on blue trails and easy black trails
- 7: Strong parallel turns on blue trails and most black trails
- 8: Dynamic parallel skier with the ability to use good technique and turns of any kind, including carved short radius turns, on all terrain and snow conditions

SNOWBOARD Level 1-8 descriptions:

- 1: First time snowboarder
- 2: Can side slip on toe or heel, sliding left or right
- 3: Can slide left and right in control on both edges or complete an independent heel and toe turn on easier green trails
- 4: Able to complete a linked turn on toe and heel side on green trails, maybe easy blue trails
- 5: Able to complete linked turns on toe and heel side on all green and blue trails
- 6: Able to complete linked turns with minimal traverse comfortably on all blue and easy black trails
- 7: Can link turns with rhythm and flow on blue trails and most black trails
- 8: Dynamic snowboarder with the ability to use good technique and turns of any kind, including carved short radius turns, on all terrain and snow conditions

Determining the designated level of each volunteer LRDS ski/snowboard instructor or ambassador will be at the discretion of LRDS staff and trainers.



ESSENTIAL ELIGIBILITY CRITERIA

LRDS ski/snowboard instructor designated levels with role descriptions:

LRDS ALL MOUNTAIN LEAD INSTRUCTOR: Duties are to lead ski/snowboard instruction of student and manage all Back Instructors to assist with lesson. Lesson preparation, lesson report write-up, safety, focus, duration, location, and verbal direction of student and other instructors are the duty of All Mountain Lead Instructor. All Mountain Lead Instructor must be a minimum of level 7 skier/Snowboarder or higher. All Mountain Lead Instructor must be capable of lifting 50 pounds. All Mountain Lead Instructor is capable of teaching lessons on both Lower Mountain (Carpet and Penny Chair) and All Mountain.

LRDS LOWER MOUNTAIN LEAD INSTRUCTOR: Duties are to lead ski/snowboard instruction of student and manage all Back Instructors to assist with lesson. Lesson preparation, lesson report write-up, safety, focus, duration, location, and verbal direction of student and other instructors are the duty of Lower Mountain Lead Instructor. Lower Mountain Lead Instructor must be a minimum of level 6 skier/snowboarder or higher. Lower Mountain Lead Instructor must be capable of lifting 30 pounds. Lower Mountain Lead Instructor is capable of leading/teaching lessons on Lower Mountain (Carpet and Penny Chair) only.

LRDS BACK INSTRUCTOR: Duties are to assist All Mountain Lead Instructor or Lower Mountain Lead Instructor with student and lesson. Back Instructor must be capable of taking over as Lead Instructor during a lesson should the need arise. Back Instructor must be a minimum of level 6 skier/snowboarder or higher. Back Instructor will follow directions from Lead Instructor, assist with getting equipment to and from the LRDS building to lesson location, carrying, collecting, or retrieving adaptive or ski/snowboard equipment and rentals, assist with transporting equipment on surface lift, chairlift, and lift lines. Back Instructors assist with managing ski/snowboard traffic in front of and/or behind the adaptive student.

LRDS JUNIOR VOLUNTEER: There is a limit of 11 LRDS Junior Volunteers per season with a minimum age of 14 years old to participate as a Junior Volunteer. Duties are to assist with s'mores and hot coco, assist with clean-up at the LRDS building, assist with getting equipment to and from the LRDS building to lesson location, carrying, collecting, retrieving or returning adaptive or ski/snowboard equipment and rentals, assist with transporting equipment on surface lift or chairlift, and assist as a Back Instructor on lessons. Junior Volunteers that are a minimum age of 16 years old, are a minimum level 6 skier/snowboarder or higher, and meet all Essential Eligibility Criteria, can, after approval by LRDS staff, teach as a Lower Mountain Lead Instructor, as long as they are accompanied by a Back Instructor that is 18 years or older on the lesson.

LRDS AMBASSADOR: There is a limit of 4 LRDS Ambassadors per season with a minimum age of 14 years old to participate as an Ambassador. LRDS Ambassador positions are reserved for individuals that may not meet all of the Essential Eligibility Criteria to participate as a volunteer adaptive ski/snowboard instructor and/or are not yet at the stage where they can independently ski/snowboard safely. The LRDS Ambassador positions may not qualify as a full volunteer position and may not provide all of the full volunteer adaptive ski/snowboard instructor benefits. Ambassador qualification, level, and benefits are at the discretion of LRDS staff. The LRDS Ambassador duties are to assist at the LRDS building prior to or after lessons, help greet students and families, assist with picking up and dropping off rentals, assist with s'mores and hot coco, and assist with clean-up at the LRDS building.