

1. **Intro**

- Comfort Agreements
  - Thirsty, Toilet, Movement, Cold, Hot, etc.
  - Create a safe space for yourself to focus.
- Guidelines
  - Do what helps you be tuned into the topic. Doodle, wiggle. If you have a question pertinent to the topic, please ask. If it's outside, please wait till end.
- Objective
  - Increase your comfort level working with students with diverse needs.
  - Offer simple tools to begin a conversation with your instructors.
  - Highlight the relationship between behavior management and People Skills.

2. **Language & Disability Etiquette**

- Human kindness, taught skills around language and expectations, patience and experience.
  - People First Language centers the person.
    - Some people with disabilities prefer to center their disability. Defer to each person's personal choice, but it is best to start with Person First Language.
    - Ex: Child with autism instead of autistic child.
  - Age-appropriate language.
    - Speak to the lived age of the person.
    - Especially important for adults who socially/emotionally behave more like a child.
  - Speak directly to the student.
    - Ex: If student Ava and her Mom are meeting you for the first time, speak to Ava, not Mom.
      - a. This tends to be "worse" when we know a student has a disability and/or think they can't understand.
  - Ask relevant questions.
    - What do you need to know to teach this student a snow sport?

3. **What is Behavior Management?**

- More and more people with disabilities (disclosed and undisclosed) are signing up for Resort School lessons, and this will continue to grow if trends continue. Our hope is to help you identify those students' needs, and think about what you

can do to better support them. We are all building a foundation of a more inclusive environment.

- Invite the group to recall a lesson when you felt like you were 'stuck'. Maybe they seemed disconnected or in their own world. Maybe they were asking for attention in ways that felt unproductive ... especially in a group setting. What did you think was going on, and why?
- Exercise: Groups of 2-4 for 2 mins total to each share concisely about an experience where someone's needs were diverse and you student acted out.
- <<Hang on to that thought, we will come back to it. >>

#### 4. Instructor Awareness

- What behaviors are we talking about, and why is it our role to help manage them?
- **Over-Threshold**: There is too much stimulus in the area and/or too much is being asked of them. When a person is outside of their comfort zone beyond their capacity to communicate clearly. Their needs for basic survival are threatened. Exceeding the limit, maxed out.
- Acting out is a form of communication and applies to everyone.
- What does *Over Threshold* look like? Ask for people to share their story from earlier. Most stories will easily fit into one or more of these three categories:
  - Frustrated
  - Distracted
  - Disinterested
- **Why** is it happening? What's the **cause**?  
ASK THE GROUP:
  - Hungry/thirsty.
  - Too hot/cold.
  - Painful or unfamiliar gear.
  - New or different environment.
  - Stress
  - Inconsistent asks, unclear expectations.
  - Change of schedule
  - Lack of interest
  - Pressure to achieve
  - Challenges at home, school
  - Consider: What might it be like to see the experience of skiing and learning through your student's *experience*, not yours.

#### 5. Recovery Toolkit:

- How can we help students to recover from these behaviors?
- Step 1: Identify **how** your student is acting out.
  - Is the core behavior physical?
  - Vocal? Quiet, Yelling?
  - All?

- Step 2: Choose a solution based on your observation.
  1. **Physical** Release
    - a. Create tension in part of, or the whole body and then let it go.
    - b. Push-ups, push against.
    - c. Wiggles
  2. **Verbal** Release
    - a. Create a designated quiet or yelling time and space.
      - i. Ex: I want to yell for 15 seconds as loud as I can, will you join me?
      - ii. Ex: Ugh, life is so freakin' hard sometimes and this ski stuff, I hear you. Sometimes when I am maxed, I love a 3 second yell. Dare to give it a try?
  3. **All:** Tantrum, Fits, Meltdown  
If the person is safe, try:
    - a. Giving them space. Set boundaries, and let them know you care.
      - i. Focusing on the negative behavior usually perpetuates it.
      - ii. Give them parameters to re-engage (or stay engaged).  
Ex: When you are ready to join, come check in with me.
    - b. Timed break, go for a walk, sit in the snow and change the subject, etc.
    - c. Redirect and change the activity.
- Step 3: Re-entry or pushing through
  - Prep the transition back into the activity.  
Examples:
    - After a 5-minute break to build snowmen we're going to put our skis back on.
    - Let's take a quick water break in the lodge and then regroup to head back out on snow.
  - Either/Or Choices: Offer an acceptable "either/or" choice instead of just saying "no".  
Examples:
    - I hear that you want to go home, but we aren't finished until 3pm. Would you like to keep skiing or take a break from skiing to build a snowman.
    - I know you're ready to be done, but we need to get to the bottom of the ski lift to finish our lesson. Would you like to take this trail or that trail? It's also ok to take a break and then decide.

## 6. **Prevention:**

- How to set your student/lesson up for success? Setting your clinic up for success?
- Set **boundaries** early and often.
  - Consent

- Ex: Please ask before you touch me. I like hugs, but I like to be asked first. Lead by example with these boundaries.
  - Ex: May I hold your hand when we go out to load the chair?
  - Ex: May I touch your leg to help you feel the way it can move to perform the task? If the answer is no, refrain from selling it. No gets to mean no.
  - Tip: Be honest about your emotional availability and needs. Students can read through inauthenticity.
- Understand your student's **Motivations and Desire**
  - Why are they here? Did someone force them? Is there pressure to succeed?
  - Meet motivations with realistic expectations.
  - Celebrate Success: Be mindful of how this can change someone's learning behavior. Keep it age-appropriate. Limit your fluffy compliments, make sure they are real and earned.
- Manage the **Pace** of your lesson.
  - Make a game plan, set a tentative schedule, discuss changes.
  - Consider how a slow or fast pace may affect your student's comfort.
  - Understand the value of the plan, sticking with the plan and verbalizing changes when they come up.
    - Ex: I told you we were going to go ski Wild Cat, I know you were looking forward to it, we are out of time, I am so sorry.
      - a. Take ownership
      - b. Provide as much forewarning as possible
      - c. Allow your student time to process the change. This may be 2 seconds or 5 mins.
    - It can be really challenging for some to go with the flow and feel safe.
- **Teach** to your student.
  - Change your teaching style to meet the needs of your student.
  - Discover your student's learning style early and adapt if it changes.
  - Simple Directions: Avoid providing too much information. Before you ask a question, ask yourself why you are asking it. Be consistent.
  - Provide feedback to what you're teaching.
- Use your **Resources**
  - Ask student or parent how to redirect from an unproductive behavior, they can often be your best resource!
  - Ask relevant questions.
    - Ex: Before the lesson, ask Mom or Dad if their child has any specific likes, or interests.
    - Ex: I'm seeing this, how can I best support you to change that behavior?
    - Ex: Ask your student about what they like outside of skiing. How are they feeling about today's lesson?

**7. Questions:**

- What could you consider doing differently, as an instructor or a trainer?

**8. Next Steps**

- Clinics are available to dive deeper into behavior management, how to be more perceptive and inclusive.
- We've talked a lot about the what, less about the how. Use resources available within the division.
  - On-Snow
    - Talk with division about scheduling a clinic for your school.
    - Want input from you all about what/when/where open clinics will be successful.
  - Webinar (Available through Rocky and Central, stay tuned for more info.)
- Cross-share and cross-train with your local adaptive school.
- Reach out, we're available to discuss.
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