

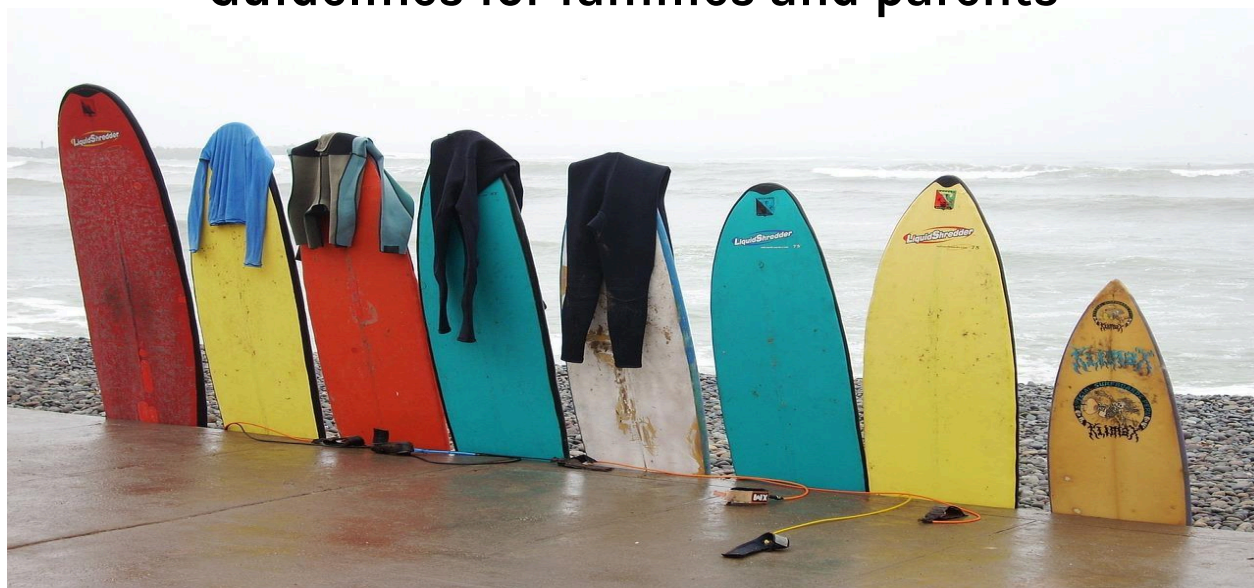
SurFedAUT

Project

European **S**afety **F**ramework
in surf therapy for **A**UTism

Deliverable 3.3

Guidelines for families and parents



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INDEX

1. INTRODUCTION	3
2. WHAT FAMILIES NEED TO KNOW ABOUT SURF THERAPY	4
2.1 Does the surf school have knowledge and are they certified to work with children with autism?	4
2.2 What elements are important to know if my child is not being properly attended to in this Surf activity by an instructor?	6
2.3 What should Families do within this Surf Activity, are they active or passive agents?	7
3. EXPERIENCES OF FAMILIES WHO HAVE PARTICIPATED IN THE SURFEDAUT METHODOLOGY	12

1. INTRODUCTION

This guide for families is created and designed to promote knowledge about the occupational safety that surf schools must comply with, as well as to provide parents with a reference guide to take into account when consuming activities such as surf therapy, addressing their essential needs such as:

- Beach Safety.
- Occupational Safety.
- Professionalism and Quality of the school instructors.
- Protocols for action and evaluation of the activity under the SURFEDAUT model.

This guide helps to promote the proper use of the Surfedaute practice for people with Autism grade 1, the experimental functionality where families check under this model the importance of schools having the necessary regulated training in occupational safety, to control the stress caused by activities that do not meet prerequisites such as those of the surfedaute model and the final quality that benefits people with Autism, and the connectivity with the natural context, such as the beach and the environmental context that affects their development and interaction.

We have previous experience based on results that provide us with the necessary quality for its implementation and contrast with family units and how to improve social interaction and increase the good use of Surf Therapy activity in Surf schools involved and trained under this integrative model.

1. WHAT FAMILIES NEED TO KNOW ABOUT SURF THERAPY

When we choose an activity like Surfing for our children to practice, we have to know you beforehand.

2.1 Does the surf school have knowledge and are they certified to work with children with autism?

It is important for families to have prior information about the school in training, as it is not considered safe not to have knowledge about the profile of people with Autism and the different needs.



When we are consuming a product activity, be it ludic or therapeutic, we must know the risks we are putting our children with Autism in, and which collateral effects can be caused between this professional-user relationship.



In the [Surfedaut project](#) we propose, as long as the Surf schools are trained in the activity of surfing, here we talk about all the official certificates as instructors in first aid, emergencies, safety and health, in addition to contemplating certification and knowledge about care for people with Autism.



1. Lifeguard Stand.
2. This beach has flags indicating how the beach is for your use.

3. The school has health professionals at its disposal or coordinates with entities that provide services, to users with previous pathologies such as epilepsy or care in case of drowning, accident on the beach, etc.

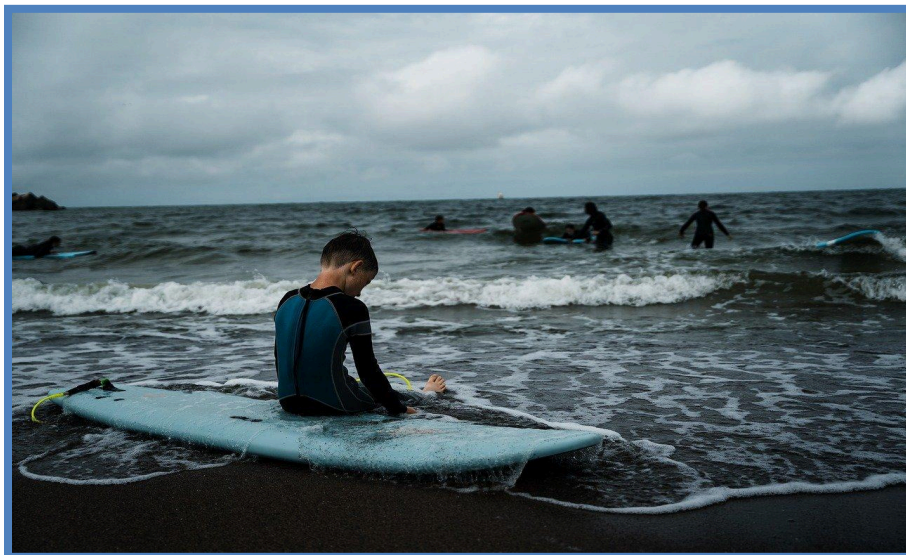
“In case of not having safety on the beach, it is not recommended for families with Autism, to go to activities on unsafe beaches, or schools do not have the above”.

2.2 What elements are important to know if my child is not being properly attended to in this Surf activity by an instructor?

Families must have and request information on services in advance which must be in writing and detailed, here are some examples.

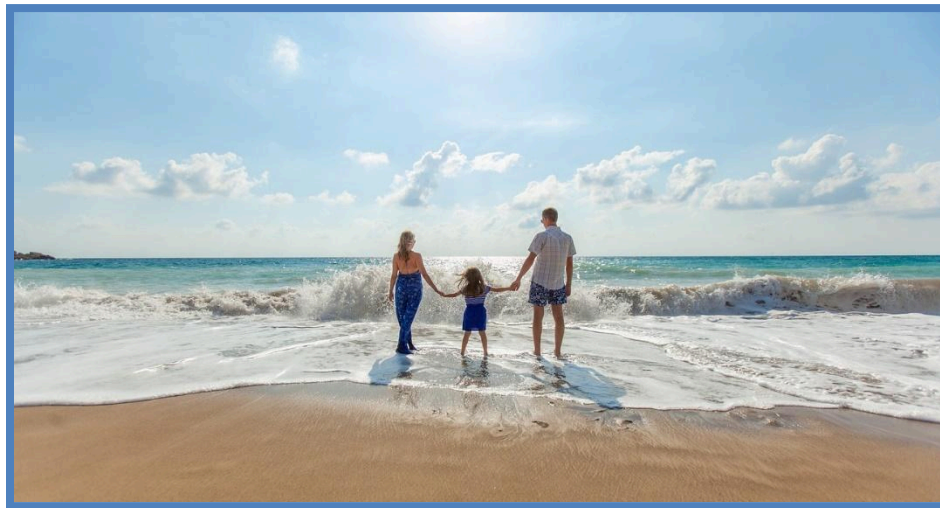
1. *safety and prevention of risks at sea.*
2. *Know the number of kids in each group.*
3. *Know if they follow an adapted and scientifically proven methodology.*

From the [Surfedaut project](#), we propose the following points that we consider to be fundamental for the SurfTherapy Activity to be effective and safe, ecological and sustainable over time, that is why, it complies with the manual of good practices that we have created where it creates a network effect aimed at instructors-schools- entities-users with Autism -Member Families; who consume an activity created to generate effective impact, low stress and order.



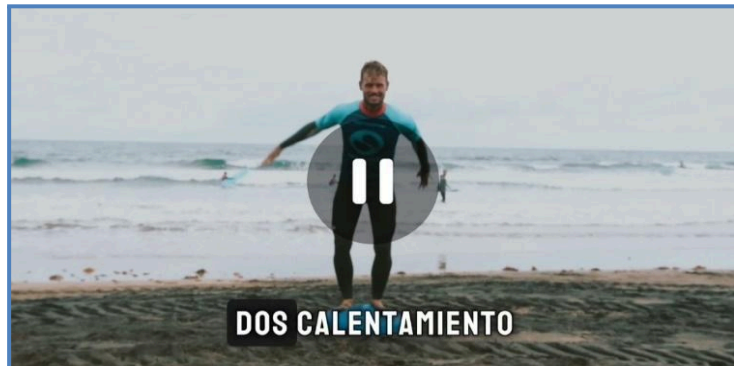
2.3 What should Families do within this Surf Activity, are they active or passive agents?

Families are always active and fundamental agents for the management and comfort of their children. That is why families should collaborate with the schools, instructors and therapists who support these activities, if any, in order to create an informative and committed network with users and their needs. That is why families should collaborate with the schools, instructors and therapists who support these activities, if any, in order to create an informative and committed network with users and their needs.



Below is an example that helps this network with Families:

1. **We anticipate the activity;** According to the degree of communication in GRADE 1 Autism, it can be accompanied, for example, by an explanatory and visual video of the activity edited by the surf instructor - presenting the activity.





2. [User data sheet \(Diagnostic assessments-health of the user with Autism;](#) It is important that families give the correct user data to take into account everything related to safety and health at beach.



3. It would be advisable that the instructors and therapists who collaborate can [check the activity](#) that helps to make a record of successes and improvements

and even to reinforce the behaviors that we want to achieve in the Surfing activity itself.



4. Suggestion Box for Families as a means of communication or support to have active communication with schools: It is important to always maintain contact between all the agents that are around the user with Autism, even in adults with Autism grade 1 with high ability to communicate and personal autonomy, it is ideal that he/she can have direct contact with his/her school, instructor and therapist.



5. Surf therapy activity where the Family also comes as a client/consumer: We also know that on many occasions families want to try the Surf Activity for their emotional management, stress or as an ideal means to connect with their children. From the [SurFedAut Project](#) we recommend following the same steps and requirements when choosing the right school for us and informing the schools and instructors what needs we have and what we want to achieve with this practice as a Family.
6. In the same way, we will be approaching a reliable and, above all, safe working methodology. Safety as a determining factor must be a requirement that families can know, where we are going to Surf, what are the contexts that we can find, which are the agents that accompany me during the process.

“THE RESULT OF WHAT IS EXPECTED DEPENDS ON THE FACTORS THAT DESIGN IT”.



- ASPECTS SUCH AS:
 - ✓ SUSTAINABLE ENVIRONMENTAL FACTORS.
 - ✓ PROFESSIONALISM -REGULATED TRAINING.
 - ✓ QUALITY CERTIFICATE FOR MY USERS (COMPETITIVE).

3. EXPERIENCES OF FAMILIES WHO HAVE PARTICIPATED IN THE SURFEDAUT METHODOLOGY

Below we present some of the testimonies of the families who have participated in the surfedaut project using its methodologies and applying therapeutic surfing. You can access the videos through the website [https://asociacionmihijoyyo.org/surfedaut/Family Stories about SURFEDAUT project](https://asociacionmihijoyyo.org/surfedaut/Family%20Stories%20about%20SURFEDAUT%20project):

Minor Family with Autism Grade 1 frequently attends Surf lessons with social entity “ASOCIACIÓN MI HIJO Y YO”.

- Testimony of a mother with autism who participated in the SURFEDAUT model of “Asociación Mi Hijo y Yo”:



“Here we are, having a surfing experience. My son is delighted, because he is in the water. He has always liked it. I am one of the mothers of the association Mi Hijo y Yo, one of the oldest. Jorge has been surfing for at least eight, nine years. From the first time they did this activity, I saw that my son loved it. And, well, he comes out of the water delighted. Delighted with the instructors. These children are wonderful. The truth is that when he comes out of the water he is a child who is super relaxed, he comes home and tells me Mommy, I want more when we can go again. And nothing. It is that the water is wonderful for them.

He, and many children of the association, I think that the sea releases energy, releases emotions. They are super happy. They go very happy with their green t-shirts to this activity.”

Story of the Surf instructor under the experience of previous work with the Family to apply the protocol of the Manual in the work safety of Surfing activity.



“My name is Kevin Borges. I am a surf instructor and surf coordinator for the SURFEDAUT project. This is our second pilot class for the project. We have been using the guides and manuals that we have been given. The classes have gone much better, even than expected. The students have received a very good reception throughout the class. They have all participated and managed to surf. We are leaving, to be honest, very happy, since everything we had done before had been totally different. In this way, neither the children nor the instructors received a load of stress and we all leave with a very good taste in our mouths. Some of the students have even congratulated their instructors and the parents welcome us with great joy to see that their children have participated in the activity. They have followed it 100% and have obtained results. We are super happy and super satisfied and grateful, since in these two pilots we have seen that using the resources that have been given to us, everything has gone very well and we have concluded with a 100% surf class.”