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SurFedAUT Project

European Safety Framework
in surf therapy for AUTism

Deliverable 3.1

Manual of Best Practices in Surf Therapy for Autism

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Manual of Best Practices

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Introduction

The document serves as a comprehensive guide for implementing safe and effective surf therapy activities for young participants with Autism Spectrum Disorder (ASD) Level 1. It begins by introducing the importance of occupational safety in surf therapy and the role of the European Safety Framework for Surf Therapy and Surf activitiesAutism (ESFA) in piloting safety measures across partner countries.

The Manual specifically targets surf schools seeking to implement surf activities tailored for young people on the autism spectrum (older than 8, and with ASD grade 1). It also addresses surf instructors, volunteers, and Surf Instructor Coordinators who will be employed by these surf schools to deliver these activities. It is divided into several sections, starting with identifying the target audience and outlining the purpose and scope of the Manual of Best Practices. It details the seven crucial steps for providing surf activities to participants with autism, emphasizing the importance of structured processes.

The guide also highlights the role of occupational risk prevention companies, showcasing how they can certify safety protocols by adapting to various national contexts and regulations.

Module 1 focuses on organizing the team, specifying the roles required, including promoters (surf schools and clubs), surf therapy instructors, and volunteers.

Module 2 addresses training the team, detailing steps for professional staff training and volunteer preparation, with considerations for staff turnover.

Module 3 covers delivering the surf activities, providing a step-by-step guide on planning, preparation, execution, and termination of the sessions. It also includes specific considerations for participants with and without epilepsy, ensuring tailored safety measures are in place for diverse needs.

Overall, the document aims to ensure a safe, supportive, and enriching environment for both surf workers and autistic participants through structured guidelines and collaboration with occupational safety experts that take away any stress or additional risk factor by applying a risk prevention culture.

It is the basis of the e-learning course targeting surf workers developed within the SurFedAUT project.

It is developed on the basis of the European Safety Framework for surf activities for Autism, which outlines a framework to facilitate surf schools tools and good practices for the provision of surf services adapted to the needs of special users.

The Manual is going to guide the implementation of the pilots in the four Countries, and it is meant to be a learning resource for surf schools about how to implement safe adapted surf activities.

Who is the Manual for

The Manual of Best Practices is designed for surf schools and clubs that are interested in adapting their activities to meet the specific needs of young people on the autism spectrum. These organizations, referred to as promoters, play a crucial role in implementing safe and effective surf therapy sessions.

Promoters, which include surf schools and surf clubs, are the primary audience for this manual. They are responsible for coordinating surf therapy activities and ensuring that their staff, including Surf Instructors, Volunteers, and Surf Therapy Coordinators (ISTC), are trained and prepared. These roles are also targeted by this Manual, which provides relevant protocols for training and retraining all the components of the roles of the team involved in delivering surf activities.

By addressing these surf schools and clubs, the manual aims to create an environment where occupational safety is prioritized, and activities are tailored to support the unique needs of autistic participants. The guidance provided ensures that promoters can confidently deliver enriching and transformative surf experiences for young people with Autism Spectrum Disorder (ASD) Level 1 that are older than 8.

Overview of the Manual of Best Practices

The Manual of Best Practices in Surf Therapy is designed to enhance the safety of surf schools and clubs offering surf activities to young people with autism grade 1. Given the unique challenges faced by children with autism grade 1, such as limited environmental engagement, repetitive body movements, atypical language patterns, significant deviations in nonverbal communication, and rigid adherence to routines, surf instructors may encounter increased stress when managing these specific needs (see “Additional Resources about Autism and Surf Therapy” section). To address this, the European Safety Framework emphasizes the importance of a comprehensive safety framework to improve occupational safety for surf instructors working with this demographic. The Manual, built upon the ESFA guidelines, provides a step-by-step guide to ensuring the highest level of safety for surf workers, thereby reducing risks and managing the challenges associated with working with children who have specific needs.

The objective of the Manual is to facilitate surf workers in the delivery of an accompaniment process of the client/participant with ASD grade 1 and his family members characterized by awareness of all risks involved arising not only from surf, but from the specific needs of users on the autism spectrum. The process to be followed breaks down into 8 steps. Each one of them helps not only to reduce risk, but also to reinforce the participation from users, creating a circuit of interest and positive feedback from the participation.

The steps are meant to be implemented before, during and after every surf activity delivered by a team of surf workers to users with autism G1. Each step is supported by a sheet that allows to get the information needed (see section “Tools to implement the eight steps: the sheets”).

The steps are summarized here:

- Prior to the surf activity: overall process of adaptation of the activity to the participants' operating and health profile.

Step 1: Informing about the surf therapy service

Step 2: Assess the performance and health profile by recording data

Step 3: Prepare the client-participant through a preparation plan to be carried out outside of the surf school-club context.

Step 4: Prepare the surf instructor therapy coordinator for work on the beach

- During the surf Activity: Implement the work protocols in the beach session.

Step 5: Conduct and evaluate the first personal Surf Therapy (ST) session (limiting content).

Step 6: Conduct and evaluate the second personal or group ST session (incremental content)

Step 7: Conduct and evaluate third and successive ST sessions.

- After the surf activity: Implement evaluation processes through CHECK-OUT reports.

Step 8: Establish an occupational safety process informed by a feedback loop (show interest-participate-positive evaluation) giving data about accident rate in the worker and data of functionality and safety in the process of integral development of the client-participant.

In order to be able to carry out with increased safety the 8 steps of the delivery of the activity, three Modules should be learned and implemented by the surf schools and surf workers in order for the surf school to prepare the activities:

- **Module 1:** Organizing the team
- **Module 2:** Training the team
- **Module 3:** Delivering the surf activities

Figure 1 provides an overview of how the process of delivering a surf activity to a participant on the autism spectrum.

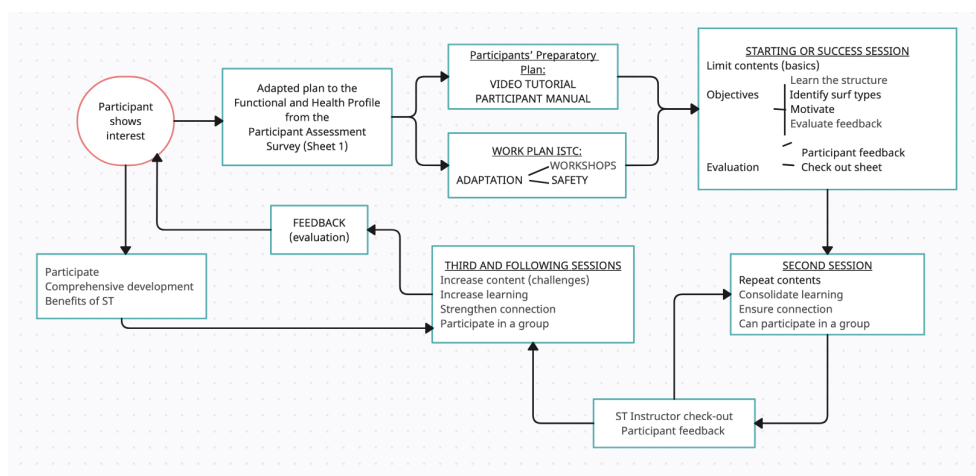


Figure 1:
Process of involvement of a participant with ASD Grade 1 in safe surf activities.

The eight steps of providing surf activities to participants with autism G1

The following table describes in detail, for each one of the eight steps, the 5Ws (What, Who, When, Where, How) and an additional “With what” section, that indicates the additional resources provided to carry out each step. Indeed, each step is supported by a sheet, provided in the section “Sheets”, that allows to get and organize the information needed. All these sheets are a guide and can be used in the pilots or can be adapted and modified in content and form, according to the interests of the different centers in relation to their functional, ethical, legal and legal needs for data management, during the pilots or in their final presentation as a manual in the countries of Europe where they are used.

Table 1: The eight steps of providing surf activities to participants with autism in detail.

WHAT	WHO	WHEN	WHERE	HOW (PROPOSAL)	WITH WHAT
STEP 1 Customer Information And Contract	Promoters The SurFedAUT Manual of Best Practices training process has been completed.	Before you begin	At the promoter's headquarters (physical-virtual)	Informs participant and family about the service, its resources and its organization.	Own resources
STEP 2 Adaptation plan to the customer health and performance profile	Promoters ISTC	Before work at the beach	At the promoter's headquarters (physical-virtual)	The customer completes Initial questionnaire sheet 1 and Health sheet 2 The promoter receives data that help to know the needs of work and safety prevention, preventing psychosocial factors in the ISTC.	Adaptation of sheets 1 initial questionnaire and 2 health profile sheet of the manual to the needs of the promoter and the cultural-legal context of the country.
STEP 3 Tutor and client-participant preparation plan for ASD G1 older than 8.	Promoters ISTC	Before work at the beach	Participant's place, or other places outside the promoter's premises	The promoter or ISTC sends the manual Sheet 3 (Guidelines for the Tutor and the Participant) . Allows the client-participant to learn about the experience, facilitating cognitive adaptability. Allows the tutor to assist in the process of preparation and work on the beach by following guidelines. ISTC ensures the control of the risk of psychosocial factors in its work in the initial session.	Adaptation of Sheet 3 (Guidelines for the tutor and the participant) of the manual to the needs of the promoter and the cultural-legal context of the country. Adaptation of the proposed technical resources (videos) by others according to the type of technical work developed by the promoter.
STEP 4 ISTC prepare the Work Plan	Promoters ISTC	Before work at the beach	At the promoter's headquarters (physical-virtual)	Worksheet 4 ISTC WORK PLAN Identification of work needs to facilitate participation	Adaptation of sheets 4 (ISTC Work Plan) of the manual to the needs of the promoter and the cultural-legal context of the country.

			irtual) workplace	Identification of expected risks Establishment of the work objectives in the workshops of the initial session	Possibility of adapting technical resources proposed by other resources according to the type of technical work and methodologies of the developer.
STEP 5 Success session 1	ISTC	First scheduled session on the beach	At the headquarters work site (beach and areas assigned to the promoter)	Implementation of the SurFedAUT Manual of Best Practices, specifically Module 3 (work protocols in the ST session for ISTC) adapted to the regulations for the use of workspaces. Implementation of the functional and safe contents established in Sheet 4.	Adaptation of Sheets 4 (ISTC Work Plan) of the manual to the needs of the promoter and the cultural-legal context of the country. Possibility of adapting technical resources proposed by other resources according to the type of technical work and methodologies of the developer.
STEP 6 Strengthening Session 2	ISTC	Second session scheduled on the beach	At the headquarters work site (beach and areas assigned to the promoter)	Implementation of the SurFedAUT Manual of Best Practices, specifically Module 3 (work protocols in the ST session for ISTC) adapted to the regulations for the use of workspaces. Revision and functional and safe increase of the functional and safe contents and the number of participants established in Tab 4.	Adaptation of sheets 4 (ISTC Work Plan) of the manual to the needs of the promoter and the cultural-legal context of the country. Possibility of adapting technical resources proposed by other resources according to the type of technical work and methodologies of the developer.
STEP 7 Session 3 and Subsequent Sessions	ISTC	From the 3rd scheduled session on the beach	At the headquarters work site (beach and areas assigned to the promoter)	Implementation of the SurFedAUT Manual of Best Practices, specifically Module 3 (work protocols in the ST session for ISTC) adapted to the regulations for the use of workspaces. Revision and functional and safe increase of the functional and safe contents and the number of participants established in Tab 4.	Adaptation of sheets 4 (ISTC Work Plan) of the manual to the needs of the promoter and the cultural-legal context of the country. Possibility of adapting technical resources proposed by other resources according to the type of technical work and methodologies of the developer.
STEP 8 Feedback for the Occupational Safety Process	Promoters ISTC	Program sessions	At the headquarters work site (beach and areas assigned to the promoter)	Implementation of the SurFedAUT Manual of Best Practices, specifically Module 3 (work protocols in the ST session for ISTC) adapted to the regulations for the use of workspaces. By broadcasting CHECK-OUT REPORT digital platforms.	Adaptation of the CHECK-OUT REPORT sheets 8 of the manual to the needs of the promoter and the cultural-legal context of the country. Possibility of adapting the technical resources proposed by other resources according to the

				The report includes data on functionality, safety and motivation of all persons and contents, offering them as statistics to the mutual insurance companies that guarantee the occupational safety of the service offered by the promoters.	type of technical work and methodologies developed by the developer.
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The role of occupational risk prevention companies

This Manual serves as an organizational resource, guiding the identification, evaluation, and control of risks, and adjusting to both anticipated and unforeseen hazards and fostering therefore a risk prevention culture when implementing surf activities with participants with autism G1.

As so, the Manual of Best Practices has been thoroughly checked and validated by a Spanish occupational risk prevention company to ensure compliance with Spanish regulations on occupational risk prevention and psychosocial risk management. As part of the implementation process, each country adopting the manual will conduct its own validation to align with national regulations. Additionally, the manual will be validated in parallel by the European Agency for Safety and Health at Work to ensure it meets European standards.

The preventive process follows these steps:

1. Identify risks in specific activities, positions, or environments.
2. Avoid identified risks.
3. Evaluate unavoidable risks.
4. Control these risks.

The Manual of Best Practices section enables workers to plan, identify, and evaluate psychosocial risks through continuous improvement and a preventive culture. CHECK-OUT reports generated after each surf therapy session document occupational accident data, which is then shared with labor mutual insurance companies collaborating with social security services.

For the SOLOSURF Association, occupational risk prevention training is provided by Grupo Quirón, with FREMAP as the contracted mutual insurance company, in collaboration with the Spanish Ministry of Inclusion, Social Security, and Migration.



Contents of the training

Module 1: Organizing the team

The roles required to deliver safe surfing activities for autism Grade 1

It is important to consider the relationship of responsibility that the manual implies from the organization and occupational safety involving the following figures

- 1) Promoters (Surf Schools and Surf Clubs) that carry out surf therapy activities.
- 2) Professionals contracted for their professional development (Surf Therapy Instructor Coordinators (ISTC) and Surf Therapy Instructors (IST)).
- 3) Volunteers supporting surfing activities for people with autism G1.

1. Promoters (Surf Schools and Surf Clubs)

Promoters are responsible for ensuring the quality and safety of their surf therapy activities for clients with Autism Spectrum Disorder (ASD) Level 1 (G1). They must:

1. **Quality Standards:** Ensure that surf therapy services meet high-quality standards tailored to the needs of clients with ASD G1.
2. **Occupational Safety:** Guarantee that their workers, including surf instructors, adhere to occupational safety standards. This includes:
 - Compliance with approved occupational training and occupational risk prevention requirements.
 - Provision of mutual accident insurance for workers.
 - Employment of an external prevention service or another preventive modality according to the ORP regulations of each country, for example if in Spain in accordance with **Law 31/95** on Occupational Risk Prevention for contracted workers.
3. **Specialized Training:** Ensure that workers receive specific training on working with individuals with G1 ASD. This training may be provided by:
 - Internal professionals, such as **Surf Therapy Instructor Coordinators (ISTC)** or **Surf Therapy Instructors (IST)**.
 - External experts, including centers specialized in autism care or organizations experienced in therapeutic surfing.
4. **Continuous Improvement:** Implement and adapt methodologies proven effective over time for clients with G1 ASD, ensuring that all staff are equipped to provide safe, effective, and educational surf therapy services.

These complementary technical training services can be carried out by promoters specialized in therapeutic surfing of the environment, care centers for people with autism or other experienced actors on this specific training, such as ISTO. For more detailed information, please refer to the section on **Additional Resources**.

2. Workers: Surf Therapy Instructor Coordinator (ISTC)

The Surf Therapy Instructor Coordinator (ISTC) plays a crucial role in ensuring the effective and safe operation of surf therapy sessions. This individual is responsible for aligning technical skills with safety protocols and organizing work processes to support both staff and participants. The ISTC may have advanced training in fields such as psychology, occupational therapy, education, or related areas. Key responsibilities include:

1. **Session Management:** The ISTC manages surf therapy sessions for participants with Autism Spectrum Disorder (ASD) Level 1 (G1), overseeing the entire process—from preparation and execution to completion—and generating a CHECK-OUT report after each session.
2. **Competency Oversight:** The ISTC ensures that all team members and involved family members understand and perform their assigned roles effectively. They maintain a safe, functional, and motivating environment for participants with G1 ASD through sound organizational practices.
3. **Protocol Enforcement:** The ISTC is well-versed in the technical methodologies and is responsible for ensuring the proper application of safety protocols and emergency action plans during all surf therapy activities.

3. Workers: Surf Therapy Instructor (IST)

Surf Therapy Instructors (ISTs) are key middle management figures responsible for implementing and coordinating surf therapy session protocols under the supervision of the Surf Therapy Instructor Coordinator (ISTC). Their main responsibilities include:

1. **Session Coordination:** Supervise and direct the activities of volunteers and family members involved in surf therapy sessions for participants with Autism Spectrum Disorder (ASD) Level 1 (G1), ensuring adherence to established protocols and guidelines.
2. **Operational Oversight:** Manage the daily tasks and roles assigned within the surf therapy session, ensuring that all activities are conducted safely and effectively, in line with the ISTC's instructions.

4. Volunteers

Volunteers are a crucial resource in surf therapy activities, particularly due to their role in managing group ratios and providing hands-on support. Their main responsibilities include:

1. **Session Support:** With the training received (as detailed in the previous section), volunteers are well-acquainted with the work organization and perform specific tasks related to the preparation, execution, care, and completion of surf therapy sessions, following the guidelines set by the Surf Therapy Instructors (IST) and the Surf Therapy Instructor Coordinator (ISTC).
2. **Training and Competence:** Occupational Risk Prevention companies are responsible for ensuring that the training provided to volunteers includes the prevention of psychosocial risks and the organization of competencies. This ensures that volunteers can effectively contribute to the activities while maintaining a safe and supportive environment.

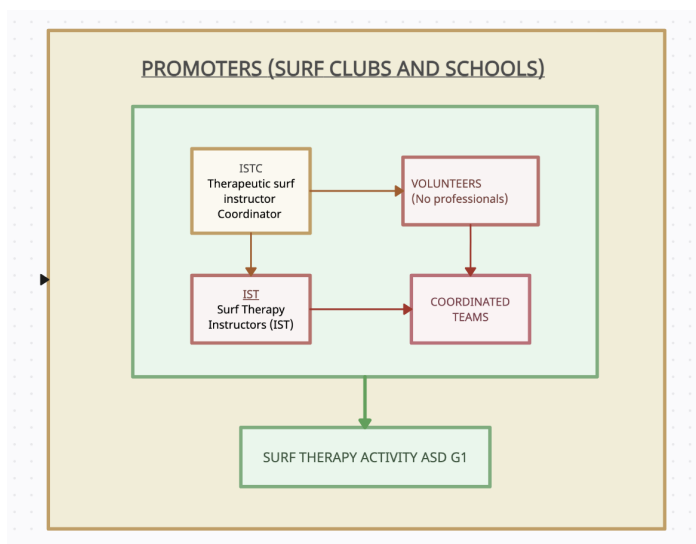


Figure 2. Organizational flowchart needed to deliver safe surf activities.

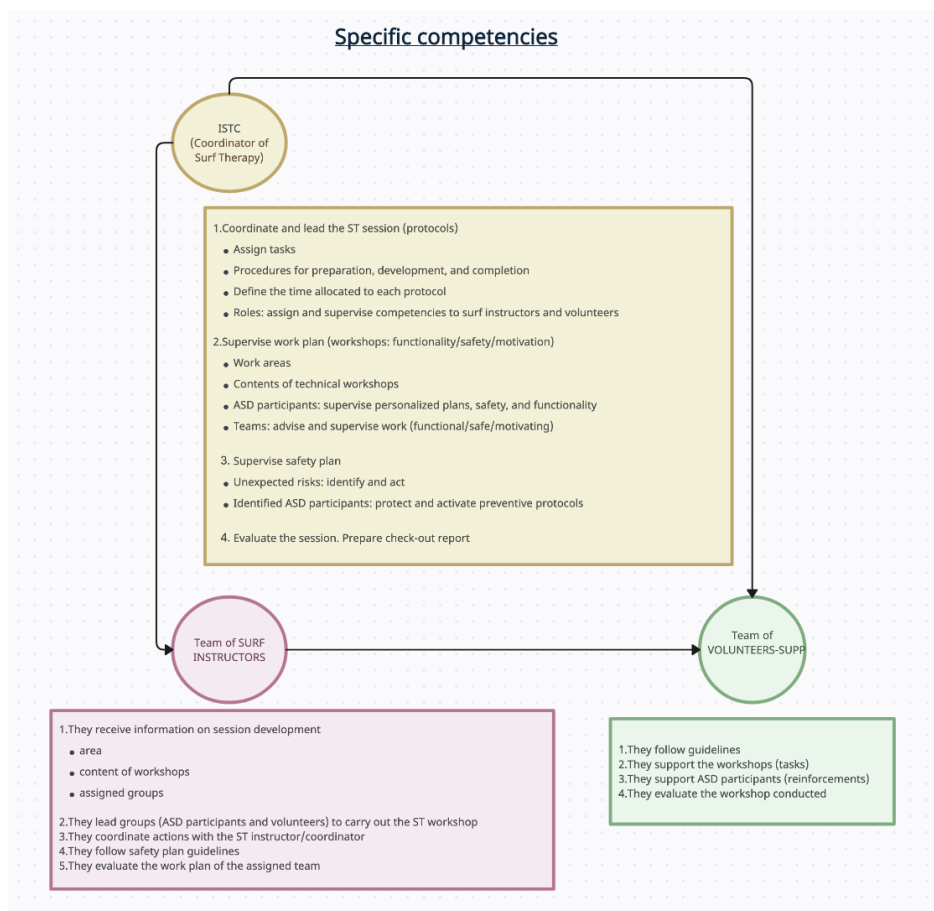


Figure 3. Specific competencies for each role.

Table 2. Basic table competencies organizational chart

WHO	WHAT	WHY
Surf Therapy Instructor Coordinator (ISTC)	- Coordinates with the promoter the planning of the surf therapy activities-sessions - Coordinates, directs and supervises the surf therapy activity-session (ensures the work protocol of the manual). - Leads work teams (IST-Volunteers) - Performs evaluation processes during the session - CHECK-OUT data reports	- They are trained by the promoters and by the external prevention services in ORP (general and psychosocial through the SurFedAUT Manual of Best Practices). - They are trained in specific technical methodologies for the work of surfing for people with grade 1 autism. - They are qualified as surf instructors containing a valid lifeguard/ water safety certificate and have a formal employment relationship with the promoter. - To have an external prevention service or opt for another preventive modality according to Law 31/95 PRL and workers with labor contracts.
Surf Therapy Instructors (IST)	- Follow guidelines established by the coordinating surf therapy instructor (ISTC) in the work protocols of the surf therapy activity-session. - Supports ISTC by coordinating groups (participants-volunteer monitors), following the guidelines established in the contents set by the therapeutic surf instructor. - Support in personalized work, following guidelines established by the therapeutic surf instructor. - They favor the evaluation and safety processes	- They are advised and instructed by the promoters in the SURFEDAUT Surf Therapy Best Practices Manual (ASD G1 ESFA). - They are trained in specific technical methodologies for the work of surfing for people with grade 1 autism. - They are qualified as surf instructors containing a valid lifeguard/ water safety certificate. - The following are qualified as instructor-monitors - They have occupational risk insurance (mutua laboral) and an employment contract.
Volunteers (volunteer family interns, others)	- They support under supervision of the professional staff (ISTC, IST) tasks related to the preparation, development and completion of the sessions. - They provide personalized support in the workshops according to ratios - Provide data for evaluation	- They receive specific training on the best practices manual and a simulation and a gradual process of incorporation through sustainable recycling. - They have an activity insurance

Module 2: Training the team

Module 2 focuses on preparing promoters (surf schools and clubs) to deliver surf activities to young people on the autism spectrum by ensuring that their staff is adequately trained. This module supports surf schools in the following ways:

1. **Staff Training:** It outlines the necessary training components for staff involved in surf activities, ensuring that they are equipped with the skills required to work effectively with young people with Autism Spectrum Disorder (ASD).
2. **Training Requirements:** The training must be provided through structured labor and organizational processes. These processes should cover all competencies required for each role, focusing on the prevention of occupational risks as identified in the ESFA guidelines (refer to the relevant section).

This module ensures that staff are well-prepared and knowledgeable about both the specific needs of their participants and the safety protocols essential for effective surf therapy.

Steps of Module 2

Table 3 summarizes the training needs and who should give those training.

WHAT	WHO	WHEN	WHERE	HOW	WITH WHAT
STEP 1 Professional training for surf therapy instructors ISTC / IST	Promoters	Prior to the development of surf therapy activities services	At the workplace (beach and developer's areas) SurFedAUT manual and online training	Theoretical knowledge of the Manual of Best Practices Conducting manual drills	Manual of Best Practices Training Resources
STEP 2 OSP training for ISTC / IST in surf therapy activities	External prevention service, and SurFedAUT Online Course	Prior to the development of surf therapy activities services	External prevention service At the workplace (beach and developer's areas)	Course in OSP, and SurFedAUT Online Course.	OSP technicians assigned to accredited external prevention services.
STEP 3 Training in labor competencies of complementary teams (volunteers, others)	Promoters ISTC	Prior to the development of surf therapy activities services	At the workplace (beach and developer's areas)	Theoretical-Practical Manual Training	Basic courses Mock session of TS activities Visits to feasible sessions of TS activities

Step 1 and Step 2: Training of the professional staff

Surf Therapy Instructor Coordinator (ISTC) and Surf Therapy Instructor (IST)

1. **Training Requirements:** All professional staff, including ISTCs and ISTs, must be thoroughly familiar with the **Manual of Best Practices**. They must also complete specialized training in Occupational Risk Prevention (ORP) provided by an external company. This training should cover both general risks and psychosocial risk prevention, aligned with the guidelines specified in point T2.3 of the manual.
2. **Certification and Insurance:** Staff should be certified as approved surf instructors with valid lifeguarding certificates, have a labor contract, and hold mutual accident insurance. Additionally, they must receive complementary training focused on working with young people with Autism Spectrum Disorder (ASD) Level 1 (G1 ASD). This includes outsourced training in surf methodologies tailored for this client group, managed by the surf school or surf club (the promoter).
3. **Technical Training:** While the manual outlines general training requirements, specific technical training in surf therapy methodologies and working with individuals with ASD G1 is not included in this manual. It is the responsibility of the promoters to ensure that this training is provided. Technical training can be conducted by:
 - Surf Therapy Instructor Coordinators (ISTC)
 - Specialized surf therapy promoters
 - Autism care centers
 - Other relevant organizations
4. **Emergency Preparedness:** Promoters must ensure that their teams are trained to handle preventive and emergency situations, including first aid courses. This training is essential for maintaining safety and readiness during surf therapy activities.

Technical Methodologies for Engaging Children on the Autism Spectrum

This section focuses on the various pedagogical methods used by therapists to involve children on the autism spectrum in surf therapy. The Manual of Best Practices is designed to complement any existing methodologies. Key to its application is the technical training provided to Surf Instructor Coordinators (ISTC) in both surf therapy techniques and autism-specific educational protocols. This training is crucial for ensuring the occupational safety of ISTCs, helping them manage their health while working with children with grade 1 autism.

It is essential for workers to develop these technical skills, in addition to their practical work skills, which are covered in the SurFedAUT Manual of Best Practices. Technical training services can be offered by organizations specializing in therapeutic surfing, autism care centers, or similar entities.

Promoters and ISTCs should prioritize this training as part of their general risk prevention strategies. For individuals with grade 1 or mild autism, consider the following:

1. **Social Communication:** Children with grade 1 autism often struggle with social interactions. They may find it difficult to start conversations or respond to social cues, and their attempts to make friends may be unusual or unsuccessful. Training for instructors should include strategies to help these children build connections through personalized and engaging surf therapy experiences. This helps create a shared interest in surfing, fostering relationships through discovery and repeated participation.

2. **Mental-Behavioral Flexibility:** Children with grade 1 autism may have difficulty switching between activities and may struggle with organization and planning. Training should focus on creating structured, motivating, and well-planned surf therapy sessions that cater to these children's needs, helping them to engage more effectively and develop autonomy.
3. **Affective-Emotional Understanding:** These children need to link their experiences and emotions meaningfully. Instructors should be trained to help children understand and express their feelings, and to improve their interactions with both their environment and others. This includes teaching strategies to connect actions with emotions and fostering personal growth.
4. **Physical-Sports Functioning:** It is important to support children in developing physical skills and motor abilities. Instructors should address any motor difficulties, consider how these children process sensory information, and manage repetitive behaviors. Training should include techniques that use visual aids and repetition to teach basic movements, while supporting the natural expression of the child's abilities without excessive corrections.

By considering these areas, the Manual of Best Practices ensures that surf therapy is both safe and effective for children with autism, helping them to benefit from the therapeutic experience in a supportive environment that adapts to their needs and that consider additional risks arising from these.

Techniques and educational methodologies for ASD, as well as Therapeutic Surfing developed by specialized centers that can be implemented.

These techniques, work procedures and use of resources, facilitate thanks to their training and previous advice from specialists in each field, the performance of technical skills as ISTC, helping in a safe performance of their work activity with people with ASD G1 through the activities of Surf Therapy.

- Techniques in Educational Intervention for people with ASD
- Psychoeducational
- Communication-based education
- Educational based on social interactions
- Educational with emotional regulation components
- Occupational and social skills therapies
- Leisure-focused therapies
- Techniques used in surf therapy
- Natural learning through therapeutic surfing for people with ASD
- Surfing techniques adapted to people with ASD
- Aquatic Therapy Technique
- Therapeutic surfing program for different profiles and degrees of ASD.
- KKA (NLP) learning styles through surfing
- Emotional Ecology through surfing
- Occupational therapies through therapeutic surfing for people with autism

Step 3: Training of the volunteers

All individuals participating in surf therapy activities must undergo an organizational training process based on the competencies outlined in the Manual of Best Practices for Surfing Activities. This training includes:

1. **Training Process:** Promoters will provide both theoretical instruction and practical simulations to ensure that volunteers can effectively identify and manage potential risks during sessions.
2. **Health and Safety Requirements:** Volunteers must meet health conditions appropriate for the activities and comply with safety requirements. This includes:
 - **Activity Insurance:** Volunteers must be covered by activity insurance.
 - **Background Check:** They must possess a certificate of absence of sexual offenses issued by the police.
 - **Parental Authorization:** If minors, written authorization from guardians is required.

These measures ensure that volunteers are well-prepared and fit for the responsibilities involved in surf therapy activities.

Additional considerations: Staff turn over

When talking about staff turn over, we refer to when the staff enter and leave the team. It is essential to establish a process of turn over, ensuring the smooth running of the organization and the facilitation of all processes of participation of clients with G1 ASD at all times.

To this end, it is essential to establish the following process with the new teams

1. **Previous Work Training** Regarding work protocols (preparation-execution-conclusion) in the surfing activity for people with autism grade 1 in volunteer cases and complete in cases of new IST / ISTC).
2. **Role-playing Simulation** of all the processes and procedures established in the manual.
3. **Practical Observational Training** through assistance to the surfing activity with people with grade 1 autism, without direct intervention and under the supervision and guidance of the ISTC, including self-evaluation processes that the promoters (as trainers) create according to the objectives they intend to reinforce as learning in organizational competencies.
4. **Active Practical Training**, with gradual participation in the work (observing the work of the outgoing personnel + repeating the work of the outgoing personnel observed + chaining the process until it is functionally carried out). From the 3rd and successive stages, performs the professional or voluntary work competences with role autonomy.



Complementary training for families and parents

ISTC Family Guardian Guidelines:

- **Guardian's Role:** The family guardian must understand the procedure and follow the steps in **Sheet 3**.
- **Before Each Session:** The guardian must inform the team if there is any important health information about the person they are caring for.
- **During the Session:** The guardian should stay in a nearby area designated by the ISTC. They should not interfere with the professionals unless an emergency happens.
- **Emergency Kit:** The guardian should have a kit ready with:
 - Seizure medication
 - Tools like an aerosol spray, and scissors (to cut wetsuits if needed for administering medication)
 - A cellphone to call emergency services (112) and a copy of the person's health information.
- **In Case of a Seizure:** If a seizure happens:
 - The ISTC team will follow their First Aid procedures.
 - The guardian will then come forward to help, give the medication, and call 112. The guardian is responsible as the legal representative.
 - The guardian will stay in the area to manage the situation until the person is taken to the hospital.

Full information for family/guardians is provided in Deliverable 3.3.

Team Training:

- To keep everyone safe, the team practices safety protocols by role-playing different scenarios. This helps them be prepared for real emergencies.

Preparing Client-Participants with Special Needs (ASD G1):

- To help reduce stress for everyone, client-participants also practice through simulation games, so they can better understand what happens during an emergency.

Module 3: Delivering the Surf Activities

To effectively deliver surf activities for participants with Autism Spectrum Disorder (ASD) Level 1, the Manual of Best Practices recommends following these four essential phases:

1. **Session Planning:** Prepare for each session by completing a **CHECK-IN report**, which includes planning logistics and understanding the specific needs of the participants.
2. **Preparation Protocols:** Establish and follow detailed protocols for session preparation at the beach. This includes:
 - **Logistics:** Organize the necessary equipment and resources.
 - **Technical Aspects:** Ensure all technical preparations are in place.
 - **Safety Measures:** Implement safety protocols to protect participants and staff.
3. **Session Execution:** During the session, adhere to the following protocols:
 - **Technical Workshops:** Conduct technical workshops with the participants as planned.
 - **Feedback:** Provide ongoing feedback to participants.
 - **Safety Protocols:** Activate and follow preventive safety protocols throughout the session.
4. **Session Conclusion:** Conclude the session with:
 - **Final Evaluations:** Perform evaluations of the session's effectiveness and participant experience.
 - **CHECK-OUT Report:** Complete a **CHECK-OUT report** to document outcomes and any necessary follow-up actions.

These phases ensure a well-organized, safe, and effective surf therapy experience for all participants.

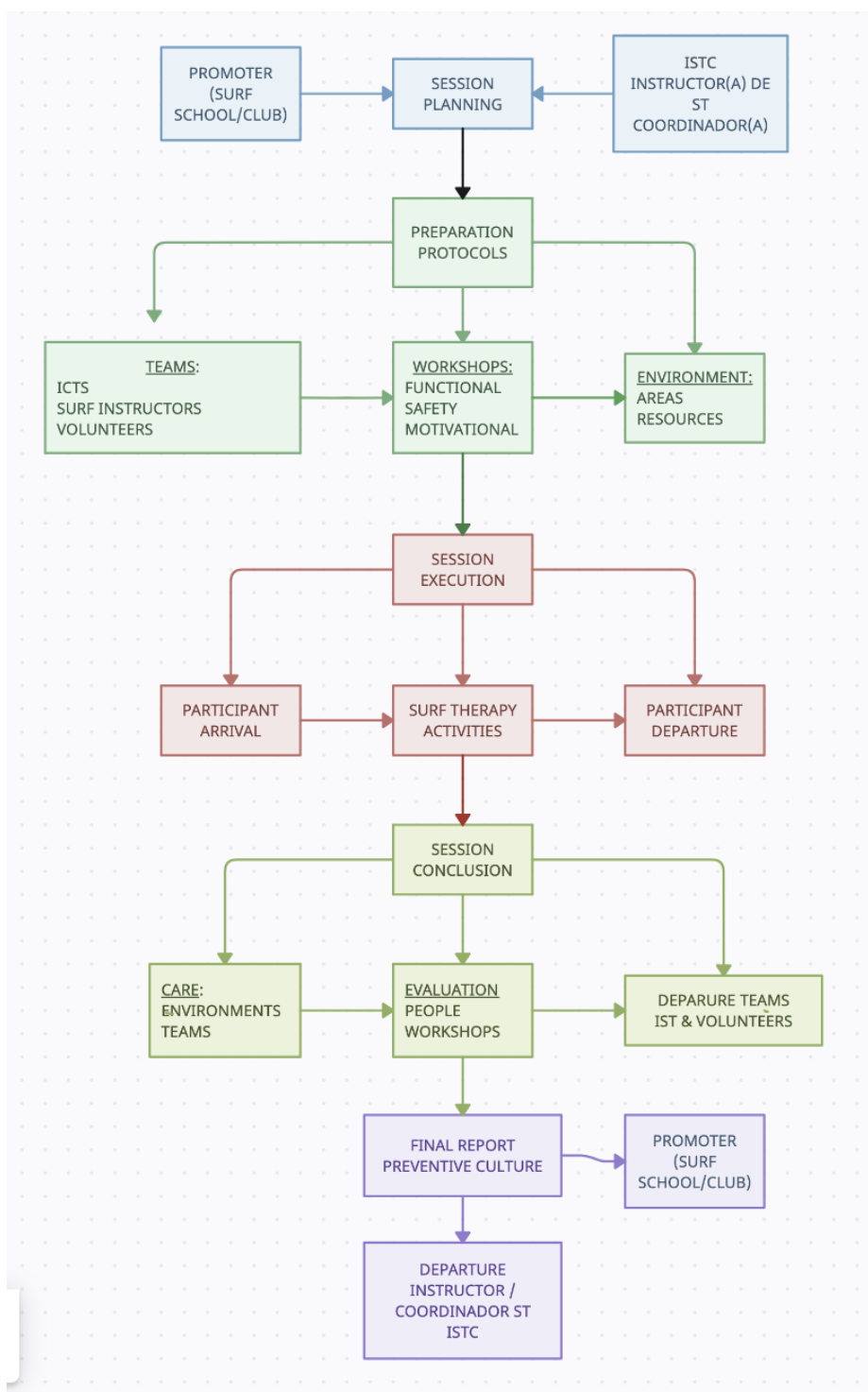


Figure 4. General Flowchart of the delivery of surf therapy activities to participants with ASD G1 older than 8.

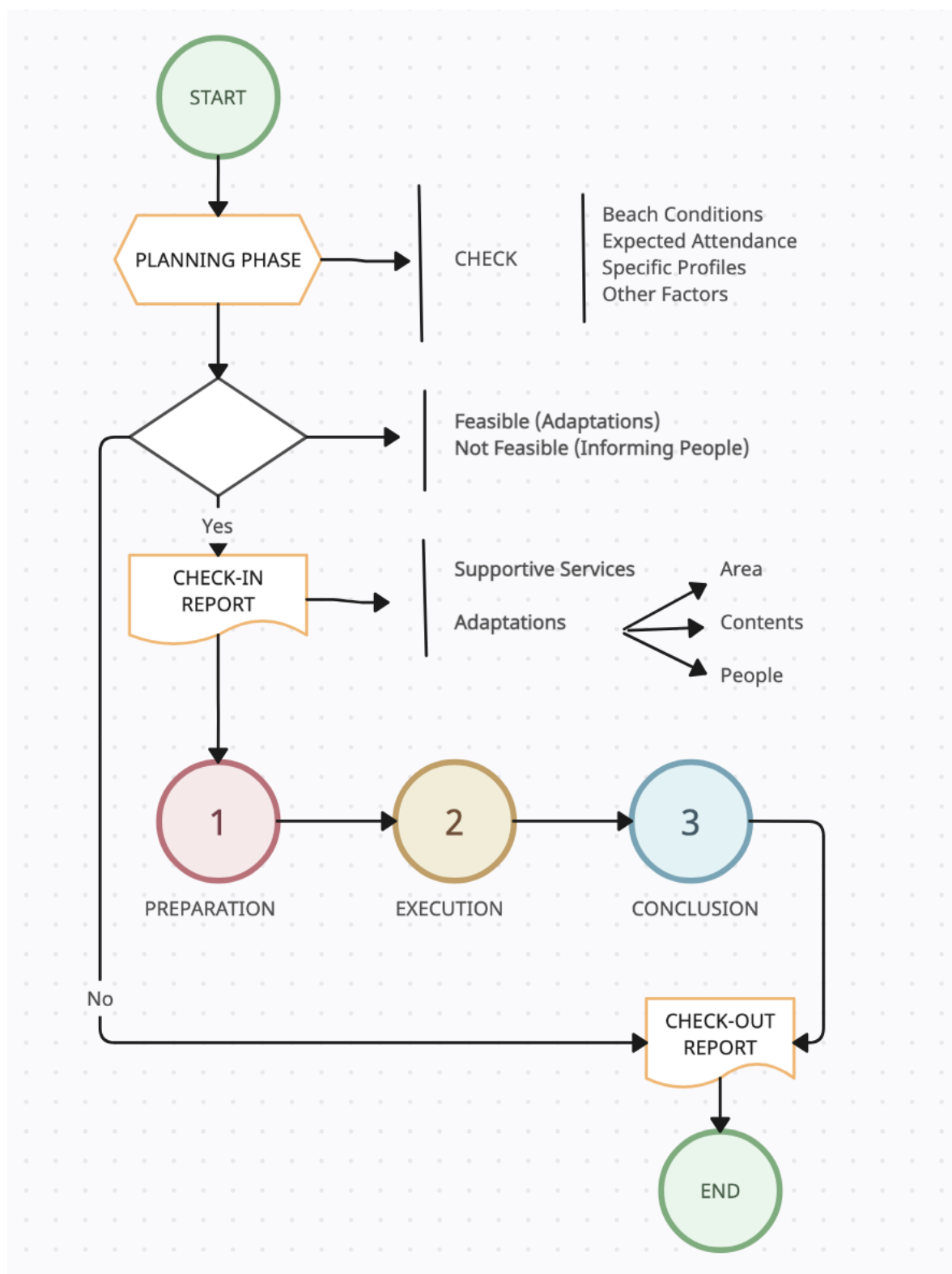


Figure 5. Flowchart showing the process of delivering surf activities to participants with ASD G1 highlighting the four phases.

Phases of Module 3

Phase 1. Planning of the Surf Therapy Sessions

Before preparing for the session, plan and evaluate the feasibility and safety of the surf therapy activity. This planning should be conducted by the promoter, coordinated with the Surf Therapy Instructor Coordinator (ISTC), or directly transferred to the ISTC. Key components include:

1. **Safety Report:** Analyze beach conditions and safety data according to current regulations and characteristics.
2. **Scheduled Attendance Report:** Manage and interpret data on team presence and client-participants. This information is crucial for establishing safe client-to-staff ratios.
3. **Preventive Health Protocols Forecast:** Identify clients needing preventive health protocols and adapt plans accordingly.
4. **Incident Report:** Gather data related to clients, equipment, beach services, etc., to anticipate potential incidents.
5. **Review CHECK-OUT Report:** Examine and compare data from the previous session to ensure continuity and address any issues.
6. **CHECK-IN Report:** Complete the **CHECK-IN report** by updating care data, assigned ratios, and safety measures, including adaptation plans for functional, safe, and motivational surf therapy activities.

Phase 2. Protocols For Surf Therapy Session Preparation

This preparation phase occurs from the arrival of work and support teams until the arrival of the ASD G1 client-participants. It typically lasts 30-40 minutes.

Roles and Responsibilities:

- **ISTC:** Coordinates, directs, and supervises all preparation activities.
- **IST:** Follows guidelines set by the ISTC and is assigned to work teams with ASD G1 client-participants and volunteers.
- **Volunteers:** Follow instructions from ISTC and IST, and are assigned to work teams.

Preparation Tasks:

1. **Equipment Control:** Ensure all equipment is accounted for and in good condition.
2. **Equipment Preparation:** Set up and prepare equipment for the session.
3. **Review CHECK-IN Report:** Confirm that all updates and adaptations outlined in the CHECK-IN report are in place.
4. **Technical Preparation:** Plan and organize workshop contents and assign key figures.
5. **Logistical Preparation:** Prepare natural areas, sports, pedagogical, and security resources.
6. **Preventive Safety Preparedness:** Implement and review preventive health protocols to ensure readiness for the session.

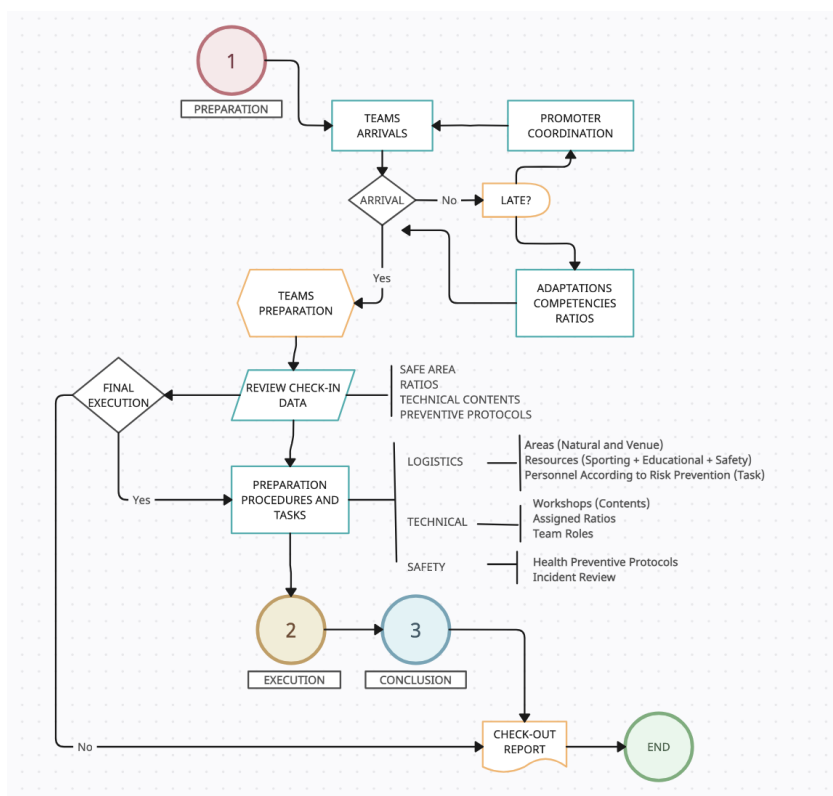


Figure 6. Flowchart for Phase 2, the Surf Therapy Session Preparation

Schedule of labor competencies

TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
ARRIVAL OF EQUIPMENT	- Coordinates incidences with the promoter and adapts competencies and support ratios if necessary. - Speeds up times	Respect times and meeting points previously agreed upon by the promoter or ISTC.	Respect times and meeting points according to the training received in the Manual of Best Practices
EQUIPMENT PREPARATION Work organization favors - Corporate Apparel - Customized work resources - Implementation of ORP measures	- Coordinates and speeds up times - Reviews compliance with ORP measures established by an external company. - Preventive measures for staying on the beach - Prevention and protection for the practice of surf therapy in Playa del Carmen.	- They are efficient - Comply with PRL measures	- They are efficient - Follow the training criteria in the Manual of Best Practices surf therapy best practice manual.

REVISION OF CHECK-IN REPORT Work organization favors 1. Data foreseen for the development of the session	• Cohesion and team building (IST + Volunteers) • Reports on Security zones-ratios-contents-preventive protocols foreseen.	• Coordinate with their volunteer teams on ISTC guidelines.	• Receive guidelines from IST on expected competencies and tasks to be performed • They receive advice from ISTC
PREPARATION TASKS LOGISTICS Work organization favors 1. Zone preparation (beach-school-surf club) 2. Preparation Sports resources 3. Preparation Pedagogical resources 4. Preparation Security resources 5. Preparation of people	• SUPERVISE working procedure for the Preparation, in compliance with PRL norms and in the care of the beach in the handling, transfer and disposal of the materials • DIRECTS AND ADVISES in the labor procedure to ensure concentration and efficiency • ENSURES THE WORK ORGANIZATION PROCESS BY MEANS OF OPERATIONAL PLANNING flowchart, timeline and flowcharts surf therapy best practices manual Manual of Best Practices • HEALTH AND PROTECTION Ensures the good condition of the resources and that the areas of use of the school are in a perfect state of health and protection (control of exposure to toxic materials).	• Coordinates and directs the team of volunteers. ◦ PREPARATION OF AREAS AND RESOURCES • Sports Resources Move-Dispose-Prepare in planned areas (surfboards and training-game resources) whenever possible. • Educational Resources Prepare beach areas and surf school-club spaces (chairs, agendas, pictograms, video tutorials, other resources). • Resources Safety Check that the first aid kit is in good condition and available, visible protocol diagram, emergency telephone numbers, client health cards. • Persons They continue to comply with ORP measures for the performance of the tasks,	• Receive IST guidelines • They receive advice from ISTC • Support all logistical preparation tasks following ISTC's PRL-based procedures established in the manual.
TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
PREPARATION TASKS TECHNIQUES Work organization favors 1. Preparation of workshops (contents and technical methodologies to be applied in the workshops) 2. Preparation Persons (assignment of specific skills, support pairs and ratios foreseen in the TS session)	• SUPERVISE working procedure for the technical preparation, according to the compliance with ORP standards regarding organization • DIRECTS AND ADVISES in the labor procedure to ensure concentration and efficiency • ENSURES THE LABOR ORGANIZATION PROCESS THROUGH OPERATIONAL PLANNING	• Coordinates and directs the team of volunteers. PREPARATION OF TECHNICAL CONTENTS • According to methodological contents 1. Preparation Workshop Type of support Type of planning 2. Terrestrial Workshop Type of heating	• Receive IST guidelines • They receive advice from ISTC • They support all technical preparation tasks, following procedures based on ISTC's PRL. • Raise doubts and suggestions on the preparation procedures.

- o Remarks • Technical contents are not the focus of work in this manual. There is NO explicit reference to techniques, methodologies or working guidelines in this regard.	flowchart, timeline and flowcharts surf therapy best practices manual Manual of Best Practices • HEALTH AND PROTECTION Ensures the good health and protection of people through knowledge of the work to be performed.	Type of functional training and zones 3. Surf Workshop Type and technique of surfing and zones 4. Ecological Workshop Type of relaxation technique and zone • Depending on the equipment 1. Established support couples 2. Specific competencies to be performed in each content of the workshops	
PREPARATION TASKS PREVENTIVE SAFETY PROTOCOLS 1. Identification of clients with controlled epilepsy and other cases of disease compatible with the practice. 2. Coordination with beach restrooms	• Activate the preventive safety protocol and review cases (zones, adaptations, intervention procedure). • Coordinates with the beach health services to identify clients with preventive protocols for epilepsy or other cases, making available the resources of the promoter's infirmary, if necessary, according to the regulations for beach use with municipal medical services. • Coordinates with lifeguard services and other surf schools: planned safe working areas and client profiles to expedite intervention in case of unforeseen events.	• Coordinates with ISTC for case reviews • Identifies client-participants with specific protocols by health (epilepsy and other cases).	• Receive IST guidelines • They receive advice from ISTC • They support all preparation tasks, following procedures based on ISTC's PRL. Raise doubts and suggestions on the preparation procedures.

Remarks

The CHECK-IN sheet serves as a guiding resource for understanding the working procedures outlined in the protocol. It is a model based on the tools used by SOLOSURF Association, implemented through digital platforms such as the JOTFORM app, providing an efficient way to manage these processes via digital communication channels and apps.

The structure and content of the SHEET 5 CHECK-IN REPORT may be fully or partially modified, or replaced with other formats that better align with the needs of the promoter due to cultural, business, legal, or environmental reasons. Any modifications must adhere to current regulations and considerations. However, these changes should not impact or significantly alter the flowchart and timelines established in the Manual of Best Practices for surf therapy. This manual, validated by the external occupational risk prevention company QUIRON PREVENCIÓN, is designed to ensure that the procedures effectively address occupational risks, including general and psychosocial factors, ensuring the safety of the Surf Therapy Instructor Coordinator (ISTC).

Phase 3. Implementation Protocol

Timeframe: From the arrival of ASD G1 client-participants until they leave the site.

Roles and Responsibilities:

- **ISTC (Surf Therapy Instructor Coordinator):** Oversees, directs, and supervises all aspects of the protocol.
- **IST (Surf Therapy Instructor):** Implements the guidelines established by the ISTC, manages the organizational functioning of client and volunteer groups, and ensures the smooth operation of workshops.
- **Volunteers:** Follow the instructions provided by the IST and ISTC. They assist clients-participants by supporting ratios, using technical resources, and performing various functions during workshops, as guided by the promoters (surf schools and clubs).

Development Process:

1. **Arrival and Identification of Incidents:**
 - Greet and identify ASD G1 client-participants.
 - Address any immediate concerns or incidents.
2. **Workshop 1: Preparation and Feedback**
 - Prepare for the session and provide feedback.
 - Manage mobility and occupancy of the beach area.
3. **Workshop 2: Terrestrial Activities, Feedback, and Preventive Safety Protocol**
 - Conduct terrestrial activities, gather feedback, and apply preventive safety protocols.
 - Monitor mobility and occupancy of the beach area.
4. **Workshop 3: Surf Activities, Feedback, and Preventive Safety Protocol**
 - Facilitate surf activities, collect feedback, and implement preventive safety protocols.
 - Oversee mobility and occupancy of the beach area.
5. **Workshop 4: Ecological Activities, Feedback, and Preventive Safety Protocol**
 - Lead ecological workshops, provide feedback, and adhere to preventive safety protocols.
 - Manage mobility and occupancy of the changing room area.
6. **Workshop 5: Completion and Final Feedback**
 - Conclude activities and collect final feedback from participants.
 - Ensure the safe departure of ASD G1 client-participants.

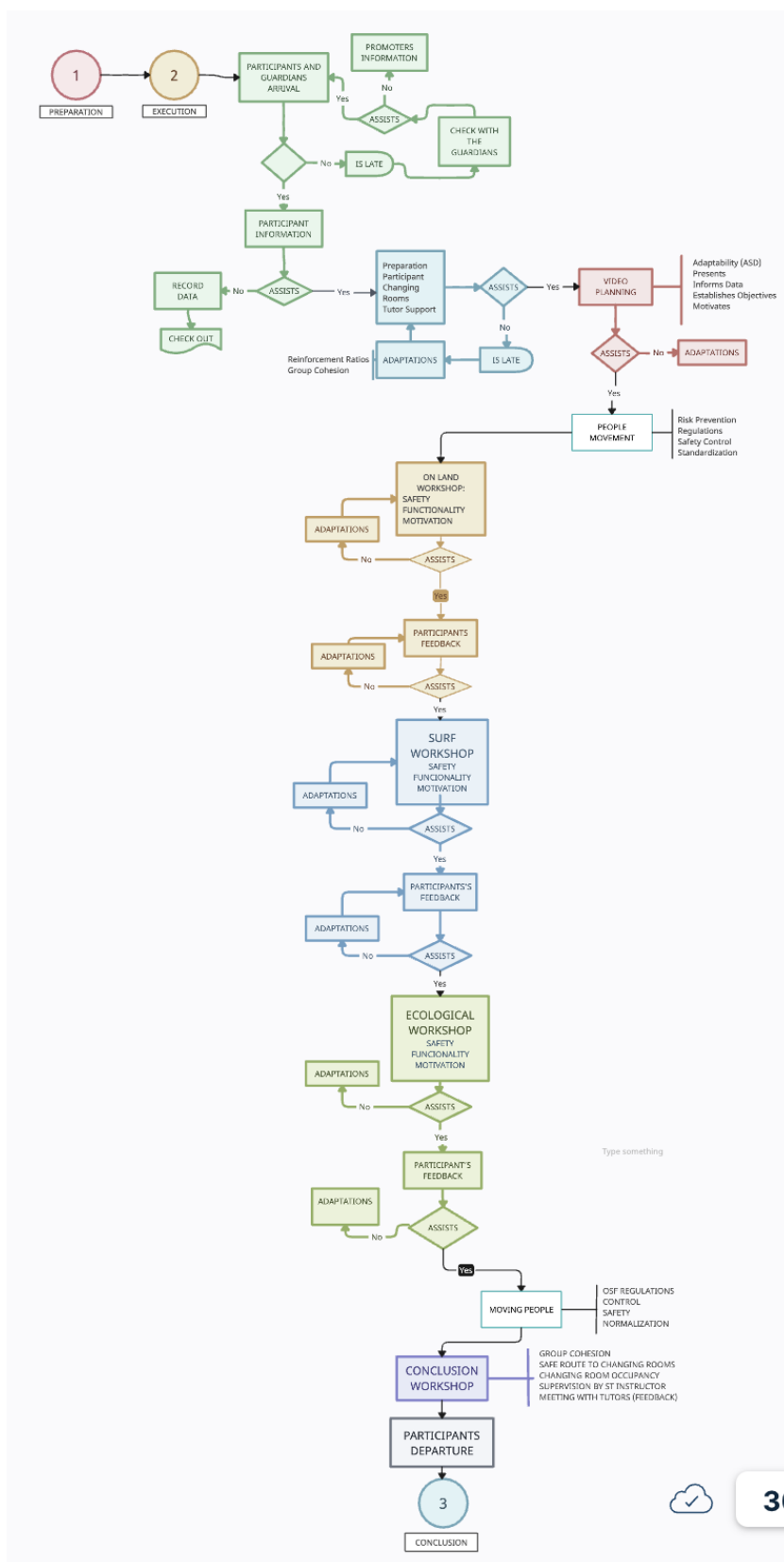


Figure 7. Workflow of the implementation protocol.

Schedule of Work Competencies

TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
Arrival Customers-Participants and guardians (family members) Labor Organization 1. Access control 2. Incident registration-management 3. Referral of clients-family guardians with TSI to locker room occupancy	• Welcomes customers-family members • Referral to IST occupancy control • Identifies and records incidents • Coordinates assistance with promoter • Adapts competencies and support ratios where appropriate with IST • PRL Ensures compliance with PRL standards	• Coordinate actions with ISTC • Facilitate access to changing room cabins for tutors and ASD G1 clients. • Identify and report incidents to ISTC • PRL Follow safety criteria according to compliance with PRL measures.	• Do not intervene • They are kept in an identified area • They remain attentive to any ISTC guidelines. • They follow criteria based on ISTC's ORP.
WORKSHOP 1 PREPARATION Labor Organization facilitates 1. Occupational Clothing 2. Farewell tutors 3. Session planning with client-participants ASD G1 (meeting, video, other modes) 4. The planned groups are created (IST/volunteer-participating client).	• Directs, coordinates and supervises the work in the workshop. • Farewell to family members • Ensures compliance with ORP standards	• Support Occupational tasks of changing rooms support to family members • Planning with video techniques or other technical resources	• They do not intervene in occupational • They are kept in safe areas • Intervene in the planning of the session with the client-participants under ISTC's advice. • Form work pairs under coordination of IST supervision of ISTC
MOBILITY-OCCUPANCY BEACH ZONE Labor organization facilitates the safe movement of people	• Directs and supervises the work • Ensures compliance with ORP standards	• The group is accompanied by safe routes, with their volunteer teams. • Follow ISTC guidelines • PRL Follow safety criteria according to compliance with PRL measures.	• Receive IST guidelines • Accompany customers in assigned support key figures • They receive advice from ISTC
WORKSHOP 2 TERRESTRIAL Work organization Facilitation of 1. Zone occupancy 2. Planning (modeling) 3. Development (warm-up-functional circuits-surfing on land) facilitation of: FEEDBACK realization 4. Group cohesion 5. Presentation sheet 6	Supervises the work procedure of the workshop by moving in the environment and respecting the operation of the system. • According to compliance with ORP standards • According to the technical preparation carried out with the ISTs assigned to the groups • According to the labor organization • Limits the work stress load by lowering the levels of the proposed contents • Evaluates Performs FEEDBACK Worksheet 6	They perform the labor procedure under supervision • Coordinate assigned groups and provide direct support in case of difficulties in the volunteer team • Communicate with ISTC about difficulties in the performance of their competencies. • Respect the technical contents foreseen in the workshop • Ensure the competencies of the volunteers through the use of the following methodologies • Ensure the organization of labor • PRL Follow safety criteria according to compliance with PRL measures.	Support under the direction of the IST /ISTC the operation of the labor procedure. • Support all tasks • Warm-up support • functional training circuits • surf training on land • Use the complementary pedagogical resources following the methodology in the times foreseen within the work organization. • They follow criteria based on ISTC's ORP.

6. I-think-I-feel-I-do" customer assessment Facilitates the ACTIVATION of the PREVENTIVE SAFETY PROTOCOL	Identifies security incidents and actions, if necessary.	In case of emergencies, follow the guidelines indicated by the ISTC in the preparation according to the protocols of the Manual of Best Practices good practice manual.	
TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
WORKSHOP 3 SURFING Labor Organization Facilitation of - Planning - Occupancy of security zone - Structured development with exit times for restarts FEEDBACK realization - Group cohesion - Presentation sheet 6 - I-think-I-feel-I-do" customer assessment ACTIVATION OF PREVENTIVE SAFETY PROTOCOL	Supervises the work procedure of the workshop - According to compliance with ORP standards - According to the technical preparation carried out with the ISTs assigned to the groups - According to the labor organization - Limits the work stress load by lowering the levels of the proposed contents - Evaluates Performs FEEDBACK Worksheet 6 - Identifies security incidents and actions, if necessary.	They perform the labor procedure under supervision - Coordinate assigned groups and provide direct support in case of difficulties in the volunteer team - Communicate with ISTC about difficulties in the performance of their competencies. - Respect the technical contents foreseen in the workshop - Ensure the competencies of the volunteers through the use of the following methodologies - Ensure the organization of labor - PRL Follow safety criteria according to compliance with PRL measures. In case of emergencies, follow the guidelines indicated by the ISTC in the preparation according to the protocols of the Manual of Best Practices good practice manual.	Support under the direction of the IST /ISTC the operation of the labor procedure. - Support all tasks - Support in land-sea transfer work - Occupation of the safe zone of the breakwater - Accompaniment through surfing techniques in driving and other reinforcements. - Use the complementary pedagogical resources following the methodology in the times foreseen within the work organization. - They follow criteria based on ISTC's ORP.
ECOLOGICAL WORKSHOP 4 - Occupancy of security zone - Planning (modeling) - Development (relaxation-mindfulness-ocean techniques) - Farewell surf therapy session (the beach, fellow surfers and instructors) FEEDBACK realization - Group cohesion - Presentation sheet 6 - I-think-I-feel-I-do" customer assessment ACTIVATION OF PREVENTIVE SAFETY PROTOCOL	Supervises the work procedure of the workshop - According to compliance with ORP standards - According to the technical preparation carried out with the ISTs assigned to the groups - According to the labor organization - Limits the work stress load by lowering the levels of the proposed contents - Evaluates Performs FEEDBACK Worksheet 6 - Identifies security incidents and actions, if necessary.	They perform the labor procedure under supervision - Coordinate assigned groups and provide direct support in case of difficulties in the volunteer team - Communicate with ISTC about difficulties in the performance of their competencies. - Respect the technical contents foreseen in the workshop - Ensure the competencies of the volunteers through the use of the following methodologies - Ensure the organization of labor - PRL Follow safety criteria according to compliance with PRL measures. In case of emergencies, follow the guidelines indicated by the ISTC in the preparation according to the protocols of the Manual of	Support under the direction of the IST /ISTC the operation of the labor procedure. - Support all tasks - Support through participation - Use the complementary pedagogical resources following the methodology in the times foreseen within the work organization. - They follow criteria based on ISTC's ORP.

		Best Practices good practice manual.	
MOBILITY-OCCUPANCY BEACH ZONE Labor organization facilitates the safe movement of people	Directs and supervises the work Ensures compliance with ORP standards	- The group is accompanied by safe routes, with their volunteer teams. - Follow ISTC guidelines PRL Follow safety criteria according to compliance with PRL measures.	- Receive IST guidelines - Accompany customers in assigned support key figures - They receive advice from ISTC
TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
WORKSHOP FINALIZATION Labor organization facilitates - Family meetings - Occupational clothing - FEEDBACK customers - Exit clients and tutors	- Directs, coordinates and supervises the work in the workshop. Occupancy zones - Facilitates controlled access to locker rooms for customers and family members with ISTs Customer feedback evaluation - final FACT SHEET 6 Controls Output - Dismiss clients and tutors - Ensures compliance with ORP standards	- Support Occupational tasks of changing rooms support to family members - Report incidents to ISTC	- They do not intervene in occupational - They are kept in safe areas

Remarks

The structure and contents of the resource **SHEET 6: PARTICIPANT FEEDBACK** may be adjusted or replaced as needed to better align with the specific requirements of the promoter, considering cultural, business, legal, and environmental factors. Such modifications should comply with current regulations and maintain the integrity of the SURFEDAUT Manual of Best Practices in Surf Therapy for ASD G1 participants. This manual, validated by the external occupational risk prevention company QUIRON PREVENCIÓN, serves as a benchmark to ensure the prevention of occupational risks and the safety of the ISTC, addressing general and psychosocial risk factors effectively.

Phase 4. Termination Protocol

Phase 4: Termination Protocol

This step covers the period from the departure of clients and their guardians until the departure of the ISTC, lasting 20-30 minutes.

Competencies:

- ISTC:** Coordinates, directs, and supervises all termination procedures.
- IST:** Implements guidelines set by the ISTC, working with teams of volunteers.

- **Volunteers:** Follow ISTC and IST guidelines, supporting completion tasks and logistics.

Development:

1. **Team Cohesion:** Ensure smooth collaboration among team members during the termination phase.
2. **Completion of Tasks:** Finalize all tasks related to the session's conclusion.
3. **Logistics:** Manage the organization and clean-up of the beach area and equipment.
4. **Evaluations:** Conduct any final evaluations or feedback sessions as required.
5. **Team Departure:** Coordinate the departure of IST and volunteers.
6. **CHECK-OUT Report:** Complete and send the CHECK-OUT report.
7. **ISTC Departure:** Ensure the ISTC completes all final procedures before leaving.

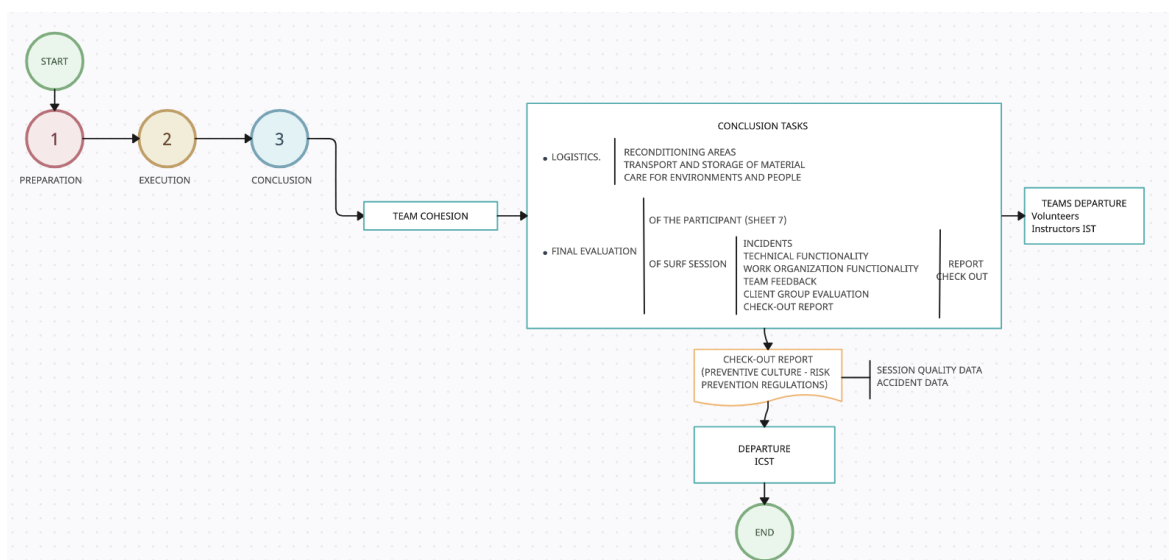


Figure 8. Workflow of the finalization protocol.

Schedule of Work Competencies

TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
COHESION	Leads the teams	Coordinate and follow guidelines with ISTC	Receive ISTC guidelines
LOGISTICAL COMPLETION TASKS Work organization favors 1. Reconditioning 2. Material Storage 3. Care of the environment	- Coordinates and speeds up times - Review compliance with PRL measures - Creates work teams	- Coordinate volunteer teams - Comply with PRL measures	They collaborate with the tasks of storing materials and environmental care.
EVALUATION FINALIZATION TASKS Work organization. Favor 1. Final customer evaluation Sheet 7) 2. Final Evaluation Session (Worksheet 8 CHECK-OUT Report)	- Evaluates tab 8 to teams - Controls equipment output	- Provide data to ISTC - TERMINATE THEIR COMPETENCES	- Provide data to ISTC - TERMINATE THEIR COMPETENCES

2.1. Incidents 2.2. Functionality (technical-labor) 2.3. Team feedback 2.4. Participants ACCIDENT DATA QUALITY DATA			
SEND CHECK-OUT REPORT Work organization Favor - Issuance of accident data	- Finalize evaluation process sheets 7- 8 - send CHECK-OUT report - ENDS ITS COMPETENCIES		

Considerations for epilepsy

Risk prevention in daily activities for people with autism must follow a rigorous approach adapted to their specific needs, linked to the very criterion of organization at work that prevents the worker from psychosocial risk factors in his or her job.

One of the objectives is to establish the safety of the person with autism grade 1 in the activity he/she performs, from the ISTC occupational safety in relation to preventive safety plans and action plans to be developed, knowing in advance the risks of the person, adapting the safety plans in a preventive way in the organizational aspect that allow for coordinated actions with family members and other professionals in the health sector with functionality.

Observations on the prevention of occupational hazards at source

The incidence of epilepsy in people with autism is related to more severe cases of disability, affecting more people with grades 2-3 of autism and in infantile stages.

Treatment of epilepsy in autism is usually functional.

People with autism who present diagnosed epilepsy usually have controlled seizures with background treatment regulated by a neurologist, so it is unlikely that in populations with G1 ASD, the risks due to the presence of epilepsy are frequent and the chances of the appearance of seizures being under control by background treatment are unlikely.

It is advisable that the guardian-family sign a specific consent authorizing the participation in the surf therapy activities, being also able to provide neurologist reports that authorize the practice without risks, considering the activation of the protocols of the manual.

Considerations for Risk Prevention and Safety in Surf Therapy

Risk prevention for individuals with autism requires a tailored approach that addresses their specific needs and minimizes psychosocial risks in the work environment. Ensuring safety involves the following key steps, with additional measures for participants with epilepsy.

1. General Safety Protocols:

- **Pre-Session Preparation:** Ensure that safety plans and action protocols are in place and tailored to the specific needs of each participant, with coordination among family members and health professionals.

- **Identification of Risks:** Evaluate potential risks and adapt safety plans accordingly to prevent any issues during surf therapy sessions.
- **Emergency Readiness:** Identify the nearest Automated External Defibrillator (AED) and ensure availability of health resources on the beach, including a first aid kit, emergency contact information, and health profile sheets for all participants.
- 2. **Protocols for All Participants:**
 - **Session Planning:** Develop a session plan ensuring adherence to safety and preventive protocols. This includes checking equipment, reviewing safety reports, and preparing for potential incidents.
 - **Activity Supervision:** Oversee activities to ensure they are conducted in designated safe zones with proper control of currents and waves. Coordinate with local medical, rescue, and lifeguard services as needed.
 - **Emergency Protocols:** Activate emergency protocols if needed, ensuring all team members are aware of their roles and responsibilities in case of an emergency.
- 3. **Specific Considerations for Participants with Epilepsy:**
 - **Health Management:** Ensure that participants with epilepsy have their condition under control with medication prescribed by a neurologist. Obtain consent from guardians and provide necessary medical reports.
 - **Pre-Activity Preparation:**
 - **Health Profile:** Prepare a detailed health profile sheet for participants with epilepsy, including emergency contact numbers.
 - **Emergency Preparedness:** Ensure that a second phone is available to notify emergencies if the family's phone is not operational.
 - **Adaptations and Safety Measures:**
 - **Activity Adaptation:** Adjust the session to regulate physical intensity, cognitive involvement, and emotional responses. Adapt the environment by managing heat, light, and wave conditions.
 - **Equipment and Support:** Utilize safety resources such as floats and helmets as needed. Ensure ratios are 2:1 for additional support.
 - **Identification and Safety Zones:** Clearly identify participants with epilepsy using specific clothing and ensure they are in safe working areas away from high-traffic zones.
- 4. **Emergency Response for Epileptic Seizures:**
 - **Control Procedures:** In case of a seizure, ensure immediate response following the established safety protocols. This includes coordinating with medical and lifeguard services and utilizing trained rescue techniques.
 - **Session Management:** Continue monitoring the session, with extended rest times and use of soft teaching boards. Ensure that activities remain within waist-deep water and are conducted in controlled foam breakers.

By integrating these protocols, surf therapy sessions can be safely conducted for individuals with autism, including those with epilepsy, ensuring a secure and supportive environment for all participants.



Additional resources to learn about autism and surf therapy

The Autism Spectrum Disorder (ASD) is defined as a complex neurodevelopmental condition that is characterized by the *Diagnostic and Statistical Manual of Mental Disorders* (5th Edition) (*DSM-5*) as “persistent deficits in social communication and social interaction” with the presence of restricted, repetitive patterns of behavior (RRB), interests, or activities.

Impairments in social communication can result in limited engagement in social interactions with peers and establishment of social relationships.

RRB may include stereotypic behavior or speech, fixation on or interests in specific topics (e.g., trains, dinosaurs), and strict adherence to routines, schedules, or settings with discomfort when they change or are altered. These RRBs can impact individuals’ participation and engagement at home, at school, and in the community. In its most severe form, RRB is expressed in self-injurious behavior.

Not all children and youth with autism have all of these behaviors. A popular saying is that if you have seen “one autistic child you have seen one autistic child,” meaning that autism manifests in many different ways. Autism is a “spectrum” condition.

Spectrum means that there is a range of abilities and impairments that occur for people with autism. Some children and youth with ASD may have average or above average intelligence and need little support to function independently, while other children or youth may have severe intellectual disability, limited or no verbal communication, and very limited adaptive behavior. Because it is a spectrum condition with a range of abilities, the *DSM-5* has also included the classification of the range of support an autistic individual would need to be successful in learning or living activities (i.e., “requiring support”, “requiring substantial support”, “requiring very substantial support”).

There are three levels of ASD, which are described in the [DSM-5](#). These levels replicate functioning labels as they do not account for people who exhibit traits associated with multiple levels daily nor for people who fluctuate between levels day-by-day.

However, these levels are important to be aware of because they are legitimate to the medical community and subsequently impact the lives of autistic people. The three levels can be used as a springboard to better understand that people with ASD have a variety of presentations.

Each person with an ASD diagnosis is further labeled with either ASD level 1, level 2, or level 3, depending on how incompatible their autistic traits are with neurotypical expectations and how much support they need in their daily life. The levels range from least to most incompatible.

The psychosocial and behavioral interventions for children with ASD are designed to promote learning, participation, and skill development while focusing on building strengths and supporting individual growth; however, data are lacking concerning the primary purpose of all interventions, which is the subjective well-being of the population.

Regular physical activity influences health and well-being, with an important role in the prevention of several chronic diseases, such as cardiovascular disease, stroke, hypertension, obesity, diabetes,

osteoporosis, as well as mental health and social isolation. The advantages of physical exercise for people with developmental disabilities.

Based on this, the beach and natural elements related there can be used as therapeutic 'setting', with surfing as a tool to promote this intervention. In this way, an alternative model of mediation and inclusion is proposed in order to address the participant in a multidisciplinary and immersed manner in nature.

As an outdoor sport and with water in the background in constant motion, surfing appears as a great option compared to traditional sports. It has a broader approach, covers several areas of occupational performance ADL's (Activities of Daily Living); Education/Work and educational participation; Play, Leisure and Social Participation, as well as various physical (range of motion, balance, strength, etc.); sensorial (visual, auditory, vestibular, taste, smell, proprioceptive, touch and interoception (set of sensations related to internal organs) functions, and psychosocial (affective/emotional, cognitive and perceptual) skills of the individual, in one single activity.

Sports such as surfing in particular can promote physical well-being, combat discrimination, build confidence and a sense of security, while playing an important role in the healing and rehabilitation process for individuals affected by crisis, discrimination and marginalization.

Link to additional resources:

1. <https://nces.ed.gov/fastfacts/display.asp?id=64>
2. <https://www.webmd.com/brain/autism/news/20180426/more-us-kids-being-diagnosed-with-autism>
3. <https://www.ninds.nih.gov/Disorders/All-Disorders/Learning-Disabilities-Information-Page>
4. <https://www.additudemag.com/autism-learning-disability-symptoms/>
5. <https://www.understood.org/en/learning-thinking-differences/getting-started/what-you-need-to-know/is-autism-a-learning-disability>
6. <https://www.autismspeaks.org/autism-statistics>
7. https://www.medicinenet.com/autism_symptoms_and_signs/symptoms.htm
8. <https://www.appliedbehavioranalysisprograms.com/faq/controversy-surrounding-aba/>
9. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7265021/>
10. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4918912/>
11. <https://www.sciencedirect.com/science/article/abs/pii/S1750946717301460>
12. <https://www.readingrockets.org/article/reading-comprehension-and-autism-primary-general-education-classroom>
13. <https://www.readingfoundation.org/the-impact>
14. <https://www.readandspell.com/us/autism-and-reading-comprehension>
15. <https://www.gicpp.org/en/article.php?issue=36&article=212>
16. <https://www.pressleyridge.pt/pt/pages/surfart>
17. https://www.researchgate.net/publication/292116941_Riding_the_waves_Therapeutic_surfing_to_improve_social_skills_training_in_children_with_autism
18. <https://www.scielo.br/j/mov/a/HxHMHQ88kCNw3ntpkfXDPv/?format=pdf&lang=en>
19. https://bctra.org/wp-content/uploads/tr_journals/6430-21169-1-PB.pdf

Tools to implement the eight steps: the sheets

Sheet 1. Initial Participant Questionnaire Asd Grade 1 (From 8 Years Old)

Remarks

- This resource is part of the protective measures against certain psychosocial risk factors, specifically targeting the identification of bias within the working population.
- The data (or similar resource) is not intended for interpreting clinical, health, or occupational data.
- The form provides predictive data on the ability of a person with grade 1 autism to function independently in daily activities associated with the program, including occupational, social, sporting, aquatic, and safety-related tasks.
- Tab 1 is designed to help facilitate the participation of a client with ASD grade 1 in the general occupational competency assessment. It focuses on linking the individual's competencies with adaptive measures necessary to support their involvement in the activities planned, ensuring effective interventions within the program.

AREA TO BE COMPLETED BY THE TUTOR FOR PARTICIPATION IN THE SURF THERAPY ACTIVITY

• BLOCK 1: DATA

Tutor-guardian accompanying person data

Name and surname	
DNI	
Relationship	
Mobile contact	
Contact e-mail	

Participant's data

Name and surname	
Age	
Height and weight	
Current diagnosis	
Degree of Autism / disability current	
Studies and/or development occupational-occupational	

Date of incorporation of the therapeutic surfing program:

day / month / year	
--------------------	--

• BLOCK 2 PREVIOUS EXPERIENCE

Data forecast prior knowledge of surfing

INDICATORS	YES	NO	REMARKS
Knows what a surfboard is			
Knows what a wetsuit is			
Knows what a surf school is			
Do you know the role of an instructor? surf instructor			
Get to know surfing			
Previously surfed			
I participate in conventional schools			
I participate in surf therapy			
Have you had any negative experience with surfing?			
Likes the beach			
Adapted to the conditions of the natural marine environment that is the beach			
Can swim			
Has a notion of risk on the beach			
Are there any circumstances that generate stress on the beach?			
The beach is a familiar context for the participant.			
Know the specific regulations of the beach (flags, existing services, etc).			

• BLOCK 3 PRACTICAL OPERATION FORECAST IN THE WORKSHOPS

Data forecasting performance by session workshops

Rate as you relate, know or believe according to the following scale

- 1-2 has great difficulty, 3-4 has some difficulty, 5 has no problems.

INDICATOR	SCORING	REMARKS
Arrive at the school, separate from the chaperone and meet the instructor.		
Perform basic occupational dressing tasks (undressing, organizing, storing belongings, using changing rooms).		
Wear a wetsuit (neoprene), thermal lycra and other surfing clothing.		
Use sunscreen, sunglasses, sun hats for protection.		
Participate in video tutorial planning led by the therapeutic surfing instructor		
Walking with flip-flops and a wetsuit on, following routes in a group with guidance from a therapeutic surf instructor leading you along the beach, which may include carrying surfboards with fellow surfers		
Adapt to the natural environment of the beach in its different possibilities (sand, temperature, wind, sun, clouds, shore zone, area and type of waves, presence of marine fauna and vegetation, other types of variables).		
Occupy areas of the beach (dry sand, intertidal areas of wet sand and unstable footing, and shallow water areas subject to some degree of natural current) for group activities.		
Perform a simple battery of exercises involving warm-up and simple low medium intensity physical performance training.		
Perform a practical surfing training following on land steps for: lying down, simulating paddling, standing up		
Enter, stay, swim, dive and exit the sea water in shallow areas (waist deep zone).		
Lying in a prone position, holding on to the board while a therapeutic surf instructor walks you through the shallow area.		

Moving towards the shore in straight displacements in broken waves (foams) lying in prone position being pushed by a therapeutic surfing instructor		
Lying down, paddling and kneeling or standing (even if falling) on a surfboard in broken waves (foams) pushed by a therapeutic surfing instructor		
Lying down, paddling, standing up and holding this position on a surfboard in broken waves (foams) autonomously		
Carry out work that involves sharing time to talk about the emotions experienced through the use of visual resources.		

• BLOCK 4 PROVISION FOR PERSONAL OPERATION IN THE WORKSHOPS

General particularities related to personal performance

QUESTIONS	YES	NO	REMARKS
Are you an extroverted person?			
Do you like to make friends?			
Do you enjoy participating and have experience in outdoor activities?			
Are you an active, restless person who needs to move?			
Do you enjoy and have experience in peer group activities?			
Do you have any sensory difficulties that may affect your performance in the activity that we should be aware of?			
Does he/she have any motor peculiarities that may affect his/her performance in the activity that we should be aware of?			
Do you have any specific difficulties with coordination, balance or muscle tone in the development of positions, postures and the execution of gross movements?			
What are your current favorite topics of conversation, tastes and interests?			
Do you practice any sport? Which one, which ones?			

Are there any particularities related to their physical condition and health that we should be aware of (tiredness, low endurance, frustration and stress related to physical exercise; or rather the opposite)?			
Are you an autonomous person in terms of the tasks involved in a wardrobe? (dressing, showering, establishing control of their belongings, etc.).			
Are there concrete and specific situations that generate stress and frustration, which you think we should be aware of, as they may affect your performance in the activity?			

• BLOCK 5 STRENGTHS AND VALUES IN THE SESSION

Finally, indicate which, with a single piece of information, you think will be your greatest strength and which will be your greatest challenge in the surfing session.

INDICATOR	TUTOR'S RESPONSE	REMARKS
STRENGTH		
CHALLENGE		

Sheet 2 Health Profile Of The Participant Asd Grade 1 (FROM 8 YEARS OLD)

Remarks:

- This resource is part of the protective measures against psychosocial risk factors, including identifying bias within the working population.
- This data (or similar resources) is not intended for interpreting clinical, health, or occupational data.
- The form provides predictive information on the ability of a person with grade 1 autism to develop autonomy in daily activities associated with the program, including occupational, social, sporting, aquatic, and safety-related tasks.
- Tab 1 is part of the process to facilitate participation for clients with grade 1 ASD in the general model of risk analysis and identifying incompatibilities in activities of daily living (ADLs). It is essential for designing effective interventions that connect the individual's skill set with appropriate adaptations for safely participating in the planned activities. These interventions are aligned with health risk prevention and safety protocols outlined in the work manual.

AREA TO BE COMPLETED BY THE TUTOR FOR PARTICIPATION IN THE SURF THERAPY ACTIVITY:

• Participant's personal data

- Name:
- Age:
- Approximate height-weight:
- Accompanying guardian (parent-other):
- DNI:

• Performance profile data (clinical)

Question	Reply	Remarks
Presenting diagnosis		
Degree of disability		
Take any pharmacological treatment for symptoms		
Presents other associated symptoms such as ADHD		

• Health profile data

Ask	YES	NO	Specifications
-----	-----	----	----------------

Presents epilepsy diagnosis or crisis that requires intervention and follow-up by a neurologist specialist. (If yes, specify type, prognosis evolution and current treatments)			
Do you have any type of organic-chronic disease that requires medical follow-up? (If yes, please specify type, prognosis-evolution and current treatments)			
Presents some type of allergy-intolerance (medication, food, dermatitis, respiratory, other cases). (If yes, specify type, prognosis evolution and current treatments)			
Do you have any type of pathology, tendency to injury or physical disability that requires follow-up with a specialist physiotherapist, traumatologist or rehabilitator? (If yes, specify type, prognosis evolution and current treatments)			

Only for participants with epilepsy.

Answer the following questions:

- Authorized accompanying family member-responsible for administering anticonvulsant treatment in crisis:
- Specific medication used and mode-route of use:
- Frequency and type of crises at present:

Indicate other matters of interest related to health:

Signed

Accompanying family guardian

Sheet 3 Manual Guidelines For The Tutor And The Client Participant With Asd G1

It is a WORK training resource for the ISTC, it allows to know the steps to follow to train tutors and clients, thus ensuring client and tutor participation in the sessions.

JOB PREPARATION GUIDELINES FOR THE FAMILY-GUARDIAN

Procedure for actions to be followed by the family guardian

WHAT	WHEN
Tutor preparation The tutor receives a video tutorial to prepare the client (or other resource that provides information) to inform the client. - Includes - The location (areas and routes planned) - The ISTC (professional who will be your instructor) - Order of the contents of the activity (workshops and things you will do)	Before starting the surf therapy activities on the beach
Tutor preparation The tutor receives guidelines to facilitate his/her participation in the beach session. Knows session data, time and place of the scheduled session on arrival and pick-up of the client, as well as the order of the activity contents (workshops). Knows the information regulations in the following cases: - Does not attend the scheduled surf therapy activity. - There are incidences that affect their arrival or participation Performs the following functions in the activity Help in the tasks of dressing the client participant, being supported by IST and advised at all times by ISTC both on arrival and departure. Once on the beach, does not remain in the immediate working environment of the ISTC (remains responsive to incidents). Receives initial and final information from the ISTC In case of a client with epilepsy or other reasons that require preventive safety protocols, he/she remains in the session, being informed of the preventive safety protocol, with medication, to be administered in case of crisis.	Before starting the surf therapy activities on the beach
Customer preparation The tutor presents the video to the client	Before starting the surf therapy activities on the beach

PREVENTIVE SAFETY PROTOCOLS FOR EPILEPSY WITH THE CLIENT

The Promoter or ISTC ensures that the mentor is aware of the following procedure

- That the tutor informs prior to the session about any relevant information regarding the client-participant's health status.
- That the Tutor remains in a nearby area identified by ISTC, without interfering in the work of the professional, as long as no incidents occur.
- That the tutor remains attentive and has a bag of actions that includes
 1. Anticonvulsant medication
 2. Resources to facilitate administration (aerosol spray, scissors to cut the suit in case of cold areas requiring wetsuits in case of rectal administrations)
 3. cell phone to call the 112 emergency team and have a copy of the health profile file).
- That in case of seizure identification, and once the First Aid protocols for epilepsy have been activated by the ISTC (epilepsy competences annex), the guardian approaches, coordinates and administers medication, calling 112 and as responsible legal guardian of the family.
- That the guardian remains in the crisis control intervention zone being responsible for the process as legal guardian, together with the ISTC until hospital discharge.

Sheet 4 Surf Therapy Instructor Coordinator (Istc) Work Plan

Remarks

- This resource is part of the protective measures against certain psychosocial risk factors, including identifying bias within the working population.
- The record (or similar resources) is not intended for interpreting clinical, health, or occupational data.
- Sheet 4 provides a data management plan to support the training of a person with grade 1 autism in developing autonomy for the daily activities involved in the proposed surfing program. This includes planning functional, safe, and motivating content related to occupational, social, sports, aquatic, and safety aspects, based on the evaluations outlined in **Sheet 1** and **Sheet 2**.
- Sheet 4 helps facilitate the participation of a client with ASD Grade 1 in the general model for assessing occupational competencies. It is crucial for designing effective interventions that align the individual's skill set with the necessary adaptations for completing the planned activities.

DEVELOPER DATA

- SURF SCHOOL-CLUB:
- NAME OF SURF THERAPY INSTRUCTOR ISTC COORDINATOR:
- ISTC PREPARATION START DATE:

CLIENT-PARTICIPANT DATA ASD Grade 1 / Mild AUTISM

- First and last name:
- Age:
- Height and weight:
- Presents additional health risks identified in tab 2 health profile:
- First surfing experience (YES-NO):
- Previous experience in surf therapy (YES-NO):
- Can swim (YES-NO):
- Expected strength:
- Challenge foreseen:
- Name of accompanying guardian:
- Contact us:

BLOCK 1 PREVIOUS EXPERIENCE IN CLIENT'S SURFING ACTIVITIES

Data forecast prior knowledge of surfing

INDICATORS	YES	NO	REMARKS
Knows what a surfboard is			• Reinforce in tutorial based on response
Knows what a wetsuit is			• Reinforce in tutorial based on response
Knows what a surf school is			• Reinforce in tutorial based on response
Do you know what an instructor's role is? surf instructor			• Reinforce in tutorial based on response
Get to know surfing			• Reinforce in tutorial based on response

			• Tailor experience based on response
Previously surfed			• Tailor experience based on response
I participate in conventional schools			• Tailor experience based on response
I participate in surf therapy			• Tailor experience based on response
Have you had any negative experience with surfing?			• Tailor experience based on response • Consider longer start-up times for land-based work • Start with a gradual-positive sensitization technique and continuous accompaniment. • Consider risks
Likes the beach			• Tailor experience based on response
Adapted to the conditions of the natural marine environment that is the beach			• Tailor experience based on response • Consider risks

Can swim			• Tailor experience based on response • Consider risks • Continuous support
Has a notion of risk on the beach			• Tailor experience based on response • Consider risks • Continuous support
Are there any circumstances that generate stress on the beach?			• Tailor experience based on response • Consider risks • Initial continuous support
The beach is a familiar context for the participant.			• Reinforce in tutorial based on response • Tailor experience based on response
Know the specific regulations of the beach (flags, existing services, etc).			• Reinforce in tutorial based on response • Tailor experience based on response

BLOCK 2 PRACTICAL OPERATION FORECAST IN THE WORKSHOPS

ASSESSMENT OF RESPONSES AND ESTABLISHMENT OF TYPES OF SUPPORT

Criteria for the establishment of support-support needed by the client-participant

INDICATOR	TUTOR RESPONSE	TYPE OF SUPPORT	CONSIDER RATIOS
X	1 - 2	• IMPORTANT SUPPORT	1-1
X	3 - 4	• MODERATE SUPPORT	1-3
X	5	• SUPERVISION	1-5

(Tutor's answers 1-2 has a lot of difficulty, 3-4 has some difficulty, 5 has no problem)

Customer performance evaluation, established by the promoter-ISTC

INDICATOR	TUTOR'S RESPONSE	TYPE OF SUPPORT	REMARKS
Arrive at the school, separate from the chaperone and meet the instructor.			
Perform basic occupational dressing tasks (undressing, organizing, storing belongings, using changing rooms).			
Wear a wetsuit (neoprene), thermal lycra and other surfing clothing.			
Use sunscreen, sunglasses, sun hats for protection.			
Participate in video tutorial planning led by the therapeutic surfing instructor			
Walking with flip-flops and a wetsuit on, following routes in a group with guidance from a therapeutic surf instructor leading you along the beach, which may include carrying surfboards with fellow surfers			
Adapt to the natural environment of the beach in its different possibilities (sand,			
temperature, wind, sun, clouds, shore zone, wave zone and type, presence of marine fauna and vegetation, other types of variables).			
Occupy areas of the beach (dry sand, intertidal areas of wet sand and unstable footing, and shallow water areas subject to some degree of natural current) for group activities.			
Perform a simple battery of exercises involving warm-up and simple low medium intensity physical performance training.			
Perform a practical surfing training by following on land steps to: lie down, simulate paddling, stand up			
Entering, staying, bathing, diving and exiting the sea water in shallow areas (waist deep zone).			

Lying prone, holding on to the board while a therapeutic surfing instructor walks you through the shallow area.			
Moving towards the shore in straight displacements in broken waves (foams) lying in prone position being pushed by a therapeutic surfing instructor			
Lying down, paddling and kneeling or standing (even if falling) on a surfboard in broken waves (foams) pushed by a therapeutic surfing instructor			
Lying down, paddling, standing up and holding this position on a surfboard in broken waves (foams) autonomously			
Carry out work that involves sharing time to talk about the emotions experienced through the use of visual resources.			

BLOCK 3 PROVISION FOR PERSONAL OPERATION IN THE WORKSHOPS

ASSESSMENT OF RESPONSES AND ESTABLISHMENT OF SPECIFIC CONSIDERATIONS FOR FACILITATING PARTICIPATION

QUESTIONS	YES	NO	CONSIDERATION FOR ADAPTING
Are you an extroverted person?			• Work gradually depending on the response • Prevent stressful situations due to over or under stress.
Do you like to make friends?			• Work gradually depending on the response • Prevent stressful situations due to over or under stress.
Do you enjoy participating and have experience in outdoor activities?			• Work gradually depending on the response • Prevent stressful situations due to over or under stress.
Are you an active, restless person who needs to move?			• Work gradually according to the reply • Prevent stressful situations due to over or under stress

Do you enjoy and have experience in peer group activities?			• Work gradually depending on the response • Prevent stressful situations due to over or under stress.
Do you have any sensory difficulties that may affect your performance in the activity that we should be aware of?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Prevent stressful situations due to excess • Risk assessment • Work gradually depending on the response
Does he/she have any motor peculiarities that may affect his/her performance in the activity that we should be aware of?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Facilitate simple natural movement patterns • Risk assessment • Prevent stressful situations due to excess • Work gradually depending on the response
Do you have any specific difficulties with coordination, balance or muscle tone in the development of positions, postures and the execution of gross movements?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Facilitate simple natural movement patterns • Risk assessment • Prevent stressful situations due to excess • Work gradually depending on the response
What are your current favorite topics of conversation, tastes and interests?			• Consider as a strength • Consider as a point of cohesion • Consider as co-creator of relationships • Avoid interference in workshop development times.
Do you practice any sport? Which one, which ones?			• Consider as a strength • Consider as a point of cohesion

Are there any particularities related to their physical condition and health that we should be aware of (tiredness, low endurance, frustration and stress related to physical exercise; or rather the opposite)?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Facilitate simple natural movement patterns • Risk assessment • Prevent stressful situations due to excess • Work gradually depending on the response
Are you an autonomous person in terms of the tasks involved in a wardrobe? (dressing, showering, establishing control of their belongings, etc.).			• Work gradually depending on the response • Prevent stressful situations due to over or under stress.
Are there concrete and specific situations that generate stress and frustration, which you think we should be aware of, as they may affect your performance in the activity?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Risk assessment • Prevent stressful situations associated with • Work gradually depending on the response

BLOCK 4 STRENGTHS AND VALUES OF THE CUSTOMER IN THE WORKSHOPS

ASSESSMENT OF RESPONSES AND CONSIDERATION OF PARTICIPANT'S LIMITS

INDICATED	QUESTIONS	TUTOR'S ANSWERS	ISTC ASSESSMENT
STRENGTHS	WHAT DO YOU THINK IS THE GREATEST STRENGTH OF THE PARTICIPANT IN THE ACTIVITY?		STRENGTHS IDENTIFICATION AND REINFORCEMENT IN THE SURF THERAPY SESSION • GENERAL LEARNING CAPACITY IN THE ACTIVITY • ABILITY TO LEARN TO SURF IN THE ACTIVITY • CAPACITY TO ADAPT TO THE ENVIRONMENT
CHALLENGE	WHAT IS THE BIGGEST CHALLENGE YOU THINK YOU WILL		• GENERAL LEARNING DIFFICULTY IN THE ACTIVITY

	HAVE IN THE ACTIVITY?		• DIFFICULTY IN LEARNING TO SURF IN THE ACTIVITY • DIFFICULTY IN ADAPTING TO THE ENVIRONMENT
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DATE:

BEACH:

RESOURCES FORESEEN TO SUPPORT THE WORK (EQUIPMENT AND WORK MATERIALS):CONTENTS

IDENTIFIED FOR THE WORK:

<u>WORKSHOPS</u>	<u>CONTENTS</u>	<u>YES</u>	<u>NO</u>	<u>ADAPTATIONS DUE TO STRESS, HEALTH AND SAFETY</u>
WORKSHOP 1 WARDROBE PREPARATION	• SUIT UP • PERFORM OCCUPATIONAL TASKS			
WORKSHOP 1 COGNITIVE PLANNING (VIDEO, PICTOGRAMS, OTHER RESOURCES)	• PARTICIPATE IN THE PRESENTATION			
SAFE ROUTES TO BEACH WORK AREAS	• PHYSICAL-SENSORY ENVIRONMENT ADAPTATION			
WORKSHO P 2 TERRESTRI AL	• WARM UP • TO PERFORM FUNCTIONAL CIRCUIT • PERFORM SURF TRAINING ON LAND • RISKS LEARNING DIFFICULTIES • SENSORY RISKS • HEALTH RISKS			

FEEDBACK WORKSHOP	• THOUGHT-EMOTION COMMUNICATION SKILLS			
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WORKSH OP 3 SURFING	• SURF LYING DOWN • SURFING KNEE • STAND UP SURFING • SURFING AUTONOMOUSLY • ENTRY-STAY IN SHALLOW FOAMY ZONE • RISKS DUE TO LEARNING DIFFICULTIES • SENSORY RISKS • IDENTIFIED HEALTH RISKS			<u>IDENTIFY THE MOST FUNCTIONAL TYPE OF SURFING</u>
FEEDBACK WORKSHOP	• THOUGHT-EMOTION COMMUNICATION SKILLS			
ECOLOGICA L WORKSHO P 4	• TO PARTICIPATE IN THE ACTIVITY • RISKS LEARNING DIFFICULTIES • SENSORY RISKS • HEALTH RISKS			
FEEDBACK WORKSHOP	• COMMUNICATION SKILLS EMOTIVE THINKING			
SAFE ROUTES OUT OF ARENALES	• PHYSICAL-SENSORY ENVIRONMENT ADAPTATION • ADAPTATIONS DUE TO FATIGUE			
WORKSHOP 5 FINALIZATION EXIT WARDROBE	• TAKE OFF THE SUIT • PERFORM OCCUPATIONAL TASKS RELATED TO WARDROBE			
FINAL PARTICIPANT FEEDBACK	• COMMUNICATE YOUR ASSESSMENT			

• ISTC REVISION DATA SECOND SESSION

SCHEDULED DATE:

BEACH:

RESOURCES FORESEEN TO SUPPORT THE WORK (EQUIPMENT AND WORK MATERIALS):

CONTENTS IDENTIFIED FOR THE WORK:

OBSERVATIONS MODIFICATIONS TO THE SURF THERAPY PROMOTER OR INSTRUCTOR FOR:

- **ISTC REVISION DATA THIRD AND SUCCESSIVE SESSIONS**

SCHEDULED DATE THIRD:

BEACH:

RESOURCES FORESEEN TO SUPPORT THE WORK (EQUIPMENT AND WORK MATERIALS):

CONTENTS IDENTIFIED FOR THE WORK:

REMARKS MODIFICATIONS OF THE SURF THERAPY PROMOTER OR INSTRUCTOR FOR THE THIRD AND SUBSEQUENT SESSIONS:

Sheet 5: Check-In Report

(IF NOT DONE FOR SECURITY REASONS, IT IS MARKED AT THE END AS CHECK-OUT SESSION REPORT)

SESSION DATA FORECAST

- Scheduled surf therapy activity date:
- Promoter of the activity:
- ISTC:

1. BEACH SAFETY

INFLUENCE: 1 YES / 2 NO / 3 PARTIALLY

PARAMETERS	INFLUENCE ON THE WORK TO BE PERFORMED	PLANNED ADAPTATIONS
WAVES • Sea of Wind • Deep Sea • Height • Address • Period		
BEACH • Tide (degrees and time) • Current zone • Type of Fund • Water temperature • Fauna		
CLIMATE • Wind (direction - intensity - gusts) • Air temperature • Rain • Storm • Radiation		
PERSONS • Swimmers • Surfers		

SERVICES • Facilities developer • Police regulations • Medical and Lifeguard Service Regulations • Rules for the use of the beach (spaces and areas of work)		
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The ISTC analyzes the parameters involved in the safety of work on the beach, adapting content and establishing safe areas for the work of all persons, according to the natural characteristics of the beach and the regulations in force on these beaches for the realization of physical and sports activities, according to the current legislation of each country.

The sources of information on the identification of safety parameters on the beach will be the usual ones that the promoters (surf schools and surf clubs) use on a regular basis, advising the use of official sources with scientific basis or reliable private sources with scientific basis.

1. EXPECTED ATTENDANCE AT THE SURF THERAPY ACTIVITY

INDICATORS	NAMES	REMARKS
ASD G1 CUSTOMERS WHO ATTEND		
IST ATTENDING		
VOLUNTEERS WHO ASSIST		

2. RATIOS FORESEEN IN THE WORKING GROUPS

Guideline table of assumable ratios for work with ASD G1 client-participants, without associated preventive health protocols or identification of needs specified by incidents.

Workshop	Ratio supervision (1-4)	SI	NO	Person ratio personalized (1-1)	SI	NO	Observations and assignment of client-volunteer / IST partners

1 PREPARATION	x						
2 TERRESTRIAL	x						
3 SURFING				X			Increasing ratios in case of low risk
4 ECOLOGICAL	x						
5 END	x						

3. IDENTIFICATION OF FORESEEN INCIDENTS IN THE SURF THERAPY ACTIVITY

INDICATORS	NAMES	REMARKS
ASD G1 CLIENTS WITH PREVENTIVE HEALTH CARE PLANS		
SUGGESTIONS PROVIDED BY FAMILY MEMBERS		
SUGGESTIONS PROVIDED BY BEACH SERVICES		

4. FORECAST OF THE WORK TO BE CARRIED OUT IN THE SURF THERAPY ACTIVITY

INDICATOR	MARK	SECURITY-ZONES
SUSPENDED SESSION		IDENTIFIED RISKS: - ZONES - WORKSHOPS AND TECHNICAL CONTENTS - PREVENTIVE HEALTH PROTOCOLS - OTHER FACTORS

SESSION ACHIEVABLE WITH ADAPTATIONS		IDENTIFIED RISKS - ZONES - WORKSHOPS AND TECHNICAL CONTENTS - PREVENTIVE HEALTH PROTOCOLS - OTHER FACTORS CRITERIA TO FOLLOW: - SAFE ZONES - WORKSHOPS AND TECHNICAL CONTENTS - PREVENTIVE HEALTH PROTOCOLS - OTHER FACTORS
SESSION ACHIEVABLE WITHOUT ADAPTATIONS		IDENTIFIED RISKS - ZONES - WORKSHOPS AND TECHNICAL CONTENTS - PREVENTIVE HEALTH PROTOCOLS - OTHER FACTORS CRITERIA TO FOLLOW: - SAFE ZONES - WORKSHOPS AND TECHNICAL CONTENTS - PREVENTIVE HEALTH PLANS - OTHER FACTORS

CONCLUSIONS REGARDING THE TYPE OF REPORT

INDICATOR	TYPE REPORT	MARK
SUSPENDED SESSION	CHECK-OUT	
SESSION CAN BE CARRIED OUT WITH ADAPTATIONS WITH RESPECT TO PREVIOUS SESSION	CHECK-IN	
SESSION CAN BE CARRIED OUT WITHOUT ADAPTATIONS WITH RESPECT TO PREVIOUS SESSION	CHECK-IN	

Sheet 6. Customer-Participant Feedback Procedure

ISTC ENSURES AS A WORK PROCEDURE TO INCLUDE IN THE DEVELOPMENT OF THE WORKSHOPS 2,3,4 SPACES AT THE END OF THEM TO RECEIVE FEEDBACK FROM THE CLIENT-PARTICIPANT, REGULATING THE ACTIVITY IF NECESSARY.

As an alternative, the following resource is offered:

1. the board can be adapted to a vileda type erasable blackboard.
2. is used as a resource by presenting at the end of each participant
3. the cognitive (in red) and emotional (in blue) response is assessed.
4. adaptations are made by lowering the levels of surfing activity and increasing the supports.

WORKSHOP	I THINK IT IS EASY	I THINK IT IS DIFFICULT	I THINK IT IS VERY DIFFICULT	I FEEL THAT I AM WELL	I FEEL THAT I AM NOT WELL	I CAN DO IT ALONE	I NEED HELP TO DO IT
TERRESTRE							
SURF							
ECOLOGICAL							

FINAL CUSTOMER-PARTICIPANT FEEDBACK

PROCEDURE

ITSC ENSURES AS A WORK PROCEDURE TO INCLUDE IN THE DEVELOPMENT OF THE WORKSHOP 5 FINALIZATION TO RECEIVE FEEDBACK FROM THE CLIENT-PARTICIPANT, EVALUATING THE ACTIVITY CARRIED OUT.

As an alternative, the following resource is offered

FINAL FEEDBACK QUESTIONS	BAD	REGULAR	WELL	VERY GOOD	ISTC OBSERVATIONS
HOW THE SURFING ACTIVITY WENT					
I HAD A GREAT TIME WITH MY COLLEAGUES					
WITH THE INSTRUCTORS I LEARNED					

Sheet 7 Final Evaluation Of Customers-Participants Asd G1

- Participant's name:
- Name ISTC:
- Name of support staff assigned if applicable (professional or support)
- Date of session evaluated:

ATTENDANCE RECORD

INDICATORS	YES	NO	REMARKS
ATTENDED THE SESSION			
INDICATES REASONS			

EVALUATION OF WORKSHOP PARTICIPATION

Scoring criteria as assessed by the ISTC

1-2 performs with difficulty, 3-4 performs functionally. 5 performs excellently

CONTENTS OF THE SESSION	SCORING	INCIDENTS ARE IDENTIFIED	PROGRESS HAS BEEN IDENTIFIED
• ARRIVAL			
• PREPARATION WORKSHOP			
• MOBILITY OCCUPATION OF BEACH AREAS			
• GROUND WORKSHOP			
• FEEDBACK			
• SURF WORKSHOP			
• FEEDBACK			
• ECOLOGICAL WORKSHOP			
• FEEDBACK			
• WORKSHOP FINALIZATION			
• FINAL FEEDBACK			
• EXIT			

REMARKS

Sheet 8: Session Evaluation And Check-Out Report

SESSION DATA

Name ISTC:

- Date of session evaluated:
- Promoter (surf school-club)
- Number of client-participants:
- Number of professionals:
- Number of volunteers:
- Beach:

CONTROL OF FORESEEN AND UNFORESEEN EVENTS

ADAPTATIONS	YES	NO	REMARKS
BY SECURITY ZONES			
PREVENTION PROTOCOLS CUSTOMERS			
IN THE CONTENTS OF THE WORKSHOPS			
UNFORESEEN FOR OTHER REASONS			

SPECIFIC RECORD OF INCIDENTS

TECHNICAL FUNCTIONALITY OF THE WORKSHOPS

Scoring criteria, as observed by the responsible person 1-2

low functionality, 3-4 functionality, 5 high functionality

WORKSHOP	SCORING	MODIFICATION IS SI / NO	SPECIFICATIONS
PREPARATION			
TERRESTRIAL			
SURF			
ECOLOGICAL			

TERMINATION			
EXIT			

FUNCTIONALITY LABOR ORGANIZATION OF THE SESSION

The session resulted in

1-2 poorly functional, 3-4 functional, 5 very functional

PROCEDURES	SCORING ON	REMARKS
• PREPARATION PROTOCOLS		
• DEVELOPMENT PROTOCOLS		
• TERMINATION PROTOCOLS		

EVALUATION OF THE WORK Scoring criteria

- 1-2LOW, 3-6 / MODERATE / 7-8HIGH / 9-10 VERY HIGH

INDICATOR / SCORE	ISTC	IST	VOL.
• DEGREE OF MOTIVATION EXPERIENCED AT WORK			
• DEGREE OF SECURITY EXPERIENCED IN THE POSITION			
• DEGREE OF FUNCTIONALITY AND WORK CAPACITY EXPERIENCED			

CUSTOMER-PARTICIPANT GROUP RATING

Scoring criteria

- 1-2LOW, 3-6 / MODERATE / 7-8HIGH / 9-10 VERY HIGH

INDICATOR / SCORE	SCORING	REMARKS
• DEGREE OF MOTIVATION EXPERIENCED		
• OBSERVED LEVEL OF SECURITY		
• DEGREE OF FUNCTIONALITY DEVELOPED		

FINAL CHECK-OUT REPORT

FINAL QUALITY OF THE THERAPEUTIC SURFING SESSION

SCORING	R
• 1-2 LOW QUALITY SESSION	
• 3-6 SESSIONS OF MEDIUM QUALITY	
• 7-8 QUALITY SESSION	
• 9-10SESSION OF EXCELLENT QUALITY	

ACCIDENT DATA (YES / NO)

ACCIDENT AND STRESS INCIDENT RECORD	R
• LABOR ISTC	
• LABOR IST	
• VOLUNTEERING	
• CUSTOMERS	