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adaptive sports training and
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A Survey of Adaptive Sport Training & Certification Programs

Conducted by:



Northeast Passage, Program of the University of New Hampshire

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Northeast Passage (NEP) is a nationally recognized leader in community-based therapeutic recreation and adaptive sports. A nonprofit organization affiliated with the University of New Hampshire, Northeast Passage provides innovative solutions for individuals with disabilities including children, adults and our nation's military personnel. NEP's highly-skilled professionals empower individuals with disabilities to define, pursue and achieve their goals.

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Survey Overview

During the past year Northeast Passage at the University of New Hampshire, with support from the Bob Woodruff Foundation, conducted a study of the sanctioned training available to and utilized by adaptive sports programs, their volunteers, instructors and coaches. What we found was a complex, disjointed system with significant challenges expressed by both the providers and seekers of adaptive sports training.

We began the study by cataloging training that is currently available to adaptive sports providers through 37 national governing bodies (NGBs) and/or high performance management organizations (HPMOs). National governing bodies have jurisdiction over all rules, regulations and organization needed for a particular sport to include training coaches. NGBs are responsible for the athlete pipeline and directing the growth and expansion of a sport. Most NGB activities revolve around competition, but many also include noncompetitive and recreational categories. HPMOs are organizations named by the National Paralympic Committee (Paralympics) to manage and provide high-level training for coaches and athletes in specific sports. The adaptive training and certification components varied significantly in sophistication, investment and utilization across various NGBs and HPMOs.

After cataloging the existing training options, we then surveyed 257 adaptive sports programs across the country to determine their knowledge and utilization of these options. We discovered that the adaptive sports respondents had little awareness of current training programs and, even when there was awareness, many did not utilize the training being offered by national organizations.

We disseminated the information from our original findings via several channels. The training programs identified and survey results are posted at <http://northeastpassage.wix.com/adaptive-sports>. The information and website link were sent to all survey respondents. Findings were reported by the US Olympic Committee in their April and August 2013 Coaching Newsletters, and in November 2013 Paralympic email blasts to the network of Paralympic Sports Clubs. Disabled Sports USA printed the information in the Spring 2013 edition of Challenge Magazine and the findings were presented at the Paralympic Leadership Conference in Colorado Springs, Colorado, in April 2013.

In the second phase of the study, we dug deeper into the issues and concerns of both the governing bodies that provide training and the adaptive sports programs that seek training. Twenty-eight adaptive sports programs representing a cross section of programs by size, regional affiliation and sport offerings were surveyed and 10 distinct themes emerged. The survey polled 32 of the original 37 national governing bodies and identified several models of delivery and best practices common to successful training programs.



Themes Emerging from Adaptive Sports Program Interviews

A diverse group of 28 adaptive sport organizations were contacted by phone and asked a series of questions regarding currently available adaptive sport training and certification programs.

Ten themes emerged from these interviews. Respondents were consistent in their identification of these themes and expressed a genuine interest in improving the current system. Indeed, for every concern expressed, there was also a solution offered. And many of the suggestions offered would be actionable with buy-in from and collaboration of national organizations, national governing bodies and adaptive sports programs. The national organizations referred to in this report are adaptive sports organizations with national reach through a network of grassroots chapters, clubs and affiliates.

Volunteers, instructors and coaches who operate in the adaptive sports realm share a common, principled purpose: to improve the lives of people living with disabilities. However, the current system of training does not adequately support the grassroots organizations that conduct these adaptive sports programs.

1. Affordability

Not surprising, affordability was the number one reason respondents gave for not participating in training and certification programs. Many felt the fees were too high and when travel costs and time spent away from work were added in, the training became cost prohibitive. Many instructors are volunteers, so time spent away from paid employment is difficult. Additionally, adaptive sports instructors often teach more than one sport, which requires multiple memberships and a variety of training programs. Suggestions for increasing participation in training/certification programs include offering the programs at no cost; offering training at local or regional locations to reduce travel costs; and adding participation incentives such as CEUs.

2. Options

When asked to discuss adaptive sports training programs available through national governing bodies and national organizations, many respondents stated that “there aren’t that many training or certification programs to discuss.” With the growth in recreational and competitive adaptive sports, respondents expressed concern that training opportunities are not keeping pace with the growth, thus putting participants with disabilities at risk of receiving instruction from under-qualified instructors and volunteers.

3. Time

Time was another issue mentioned by many respondents, both regarding personal time away from jobs and the length of time spent in the training/certification process. Providing online options for sections of the training was suggested as was adding a sport-specific training option before, during or after an existing conference that most adaptive sports programs attend (ex: Paralympic Leadership Conference - PLC).

4. Educational Accountability

Many respondents felt that the education component of current training and certification program was not relevant. Those who have worked in adaptive sports for many years felt a lot of the trainings they attend are designed for entry-level instructors. A common refrain was, “I could have taught the session myself.” To address the need for more advanced learning, respondents suggested creating different “tracks” -- recreational vs. competitive, physical disability vs. developmental disability, introductory vs. advanced, etc. – so that instructors could choose those that best relate to their learning needs. More detailed training descriptions that include training and certification goals, instructor credentials and specific course content would assist volunteers, instructors and coaches in making better training/certification choices.

Respondents also felt it was important to have a hands-on component in the training and demonstrated competence in practical skills before being “checked off” as qualified. There is also a desire to know more about steps that need to be taken when an organization wants to add another adaptive sport to its programs.

Respondents want updated materials and they want training and certification programs to require their instructors and coaches to recertify to stay current. Some training programs are still teaching outdated methods even though new techniques and technologies have been introduced. A continually updated curriculum could foster greater interest in maintaining certifications. Whether through a hands-on recertification option or an online option (similar to a CPR re-certification process), professionals and volunteers should periodically be exposed to updated information on assistive technology, new industry standards, new adaptive sport rules and new information regarding specific disability populations. This would help create a safe and successful experience for the individuals being served.

5. Marketing

Lack of marketing is another factor cited by respondents as to why there is not greater participation in training and certification programs; many are simply not aware of what programs are available. Respondents would like to have a clearinghouse for training-related information: they want one place to go when looking for information and they want information to be “spelled out” to include the level of training, who is the target audience, what is being offered and where, what is the cost, if there is financial aid and what the training/certification entails.

6. Qualified Trainers

Lack of qualified trainers is another key issue. Creating a solid train-the-trainer system could help to address issues such as affordability, travel time, educational accountability and the dearth of available training programs. Respondents felt that there are not enough credentialed, high-level trainers for competitive adaptive sport programs nor are there enough trainers for instructional-level sport programs. Many adaptive sports have no system in place to determine who is qualified to be a trainer. The limited number of existing trainers cannot meet the demand and are not able to conduct the number of trainings needed and/or desired.

7. NGB Investment

Many respondents cited the lack of NGB investment in adaptive sport as another key issue. National governing bodies for specific sports oversee both the adaptive and non-adaptive versions of the sport. Most respondents stated that “it makes the most sense” to have an integrated NGB. However, the non-adaptive version of the sport is a much larger part of the NGB organization and demands a greater percentage of the resources and attention. While some NGBs are supportive and include an adaptive component in their certification process, most do not offer an adaptive component nor do they fully fund or manage adaptive training to the standard of the non-adaptive side of the sport.

8. Incentives

There are few incentives to participate in training or maintain active memberships in national governing bodies, but if adaptive sport training/certification programs offered CEUs that might encourage more professionals and volunteers to attend. Many practitioners – recreation therapists, physical therapists, occupational therapists – need CEUs to keep their licenses current. Many staff and volunteers in these fields would welcome this type of training to meet their CEU requirements. Other incentives such as free or discounted ski lift tickets or discounts on sporting gear related to a sports certification were also suggested.

9. Repercussions

Along with the lack of incentives, there are few repercussions for programs that do not have appropriate training/certification for staff and volunteers. Individual programs decide the level of training they require for their volunteers, instructors and coaches, which presents participants with a “buyer beware” system to determine the quality of a program. Respondents believe that national adaptive sports organizations (Paralympics, Disabled Sports USA, etc.) should advocate for quality training programs for volunteers; make sure there are repercussions for programs that do not properly train their instructors and volunteers; and promote a minimum training standard needed to provide a safe and successful experience for participants.

10. National Leadership

Many respondents expressed the hope that greater unity among national adaptive sports leaders would serve to generate support systems, mentoring programs and collaborative prerequisites for adaptive sports training. National leaders could encourage NGBs to address training and certification issues and they could help establish clear pathways for participants and instructors/coaches to advance in the sport. Such measures would provide safer and stronger services for those with disabilities. Respondents stated that, ultimately, the people with disabilities seeking instruction and training in adaptive sports are the motivation to make the training systems stronger.



National Organization, National Governing Body & High Performance Management Organization Report

Training and Certification Models

In our study of the training and certification programs that are sanctioned by a national governing body or other sport-specific leadership organization, we sought to identify key characteristics of successful training models as well as the challenges faced by these programs. Thirty-two of the original 37 programs identified were contacted for input. The survey conducted in Phase One of this study was used as a guide to select three highly utilized, successful training and certification models.

For the adaptive sports programs identified in this study, there are two systems for delivering training and certification: 1) systems in which the training and certification is offered and overseen by the national governing body; and 2) systems where an outside provider offers the training and certification. The latter model is popular in paralympic sports in which the United States Olympic Committee (USOC) serves as the national governing body for many paralympic sports, but has designated organizations such as the National Wheelchair Basketball Association to serve as sport-specific high performance management organizations (HPMOs) and provide training and athlete development to adaptive sport coaches. These systems employ three models of training: integrated, partially integrated and separate training tracks.

Integrated - In this model the teaching of the adaptations and equipment modifications needed for a person with a disability to participate in a particular sport are an integral part of the training/certification currently offered to all instructors, both adaptive and non-adaptive. This model, in which every certified instructor is taught to teach both disabled and non-disabled students seems to be the ideal but it has yet to be fully tested. Archery and fencing are rolling out programs in 2014.

Partially Integrated – In the most common form of this model, candidates for adaptive training and certification must first complete the standard training and/or certification program for non-disabled instruction of the sport. The adaptive component is an additional course add-on. The benefit of this approach is that the adaptive training and subsequent certification are in addition to the skills already obtained by a certified instructor. Judo and track and field employ this model. The partially integrated model has been in existence for an extended period of time and works well when there is investment by an NGB to maintain and promote the adaptive certification.

Separate Track – In this model, the training/certification program is overseen by the NGB or outside provider but is a totally separate track focusing only on adaptive instruction. Skiing and equestrian sports use this time-tested model, which caters specifically to adaptive instructors.

Successful Training Programs

Alpine Skiing

Professional Ski Instructors of America–American Association of Snowboard Instructors (PSIA-AASI) -- a nonprofit education association dedicated to promoting the sports of skiing and snowboarding through instruction -- is the national governing body for recreational skiing. With more than 31,500 members, PSIA-AASI establishes certification standards for snow sport instructors and develops education materials to be used as core components of instructor training. The disciplines are adaptive, alpine, alpine freestyle, cross-country, telemark and snowboard.¹ The national office is located in Colorado and PSIA-AASI has nine regional divisions: Alaska, Central, Eastern, Intermountain, Northern Intermountain, Northern Rocky Mountain, Northwest, Rocky Mountain & Western. PSIA-AASI's national standards allow for some flexibility/differences within each division. The current model is one whereby adaptive training and certification is provided by the NGB as a separate track. Each division offering adaptive training has an adaptive board of examiners (ABOE). The process began in the mid 1980s when the then National Handicapped Sports and Recreation Association (NHSRA, now Disabled Sports USA) brought them a Handicapped Ski Instructor Certification Program that they had developed. In 1988, PSIA-AASI voted to recognize NHSRA's certification.² It then went into the divisions where the development continues to progress. Sarah Everhart Skeels -- current member of the paralympic sailing team, chair of US Sailing's, Sailors with Disabilities Committee and PSIA-E level 1 mono/bi instructor -- stated that "in her personal experience PSIA-AASI is the gold standard in adaptive training and education."

In skiing, the adaptive sports community and the NHSRA worked to develop the training and certification format and then passed it over to the NGB for management. This training development model is worth noting and could assist other NGBs in advancing their training and certification programs.

Swimming

There is no national governing body for recreational swimming. However, organizations such as the YMCA, Starfish and Swim America offer training, education and certifications that are widely recognized in the industry. The adaptive certification identified in our survey is overseen by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), which is located in Reston, VA. AAHPERD's mission is to advance professional practice and promote research related to health and physical education, physical activity, dance and sport. AAHPERD is divided into six districts -- Eastern, Central, Midwest, Southern, Southwest and Northwest -- designed to promote leadership and learning opportunities at the local level.³

The respondent was not familiar with the development of this course but it appears to be based on an American Red Cross program. The current model is one in which the partially integrated adaptive training and certification is offered by AAHPERD.

The USOC is the NGB for competitive Paralympic swimming and USA Swimming is the HPMO. USA Swimming offers an adaptive coaching certification.

Paddling

The American Canoe Association (ACA) is a member-based, national nonprofit organization serving the broader paddling public by providing education related to all aspects of paddling; stewardship support to help protect paddling environments; and sanctioning of programs and events to promote paddle sport competition and recreation. It is not an NGB but provides a strong instructor training program for recreational adaptive canoeing and kayaking. Paddle sports include canoe, kayak, stand-up paddleboard (SUP) and raft. The national office is located in Fredericksburg, VA, and there are 16 divisions: Atlantic, Delaware Valley, Dixie, Hawaii, Middle States, Midwest, New England, Northern New York, Northwest, Ohio-Penn, Pacific, Red River, Rocky Mountain, Canada, Europe and South America. Janet Zeller of the National Forest Service is the adaptive sport contact for ACA. She founded the process for the current trainings, accreditations and certifications when she became a quadriplegic in 1984. An avid paddler and ACA instructor, she began placing blurbs in newsletters and paddling magazines requesting information on paddling modifications. Through those blurbs, she met a fellow paddler and gym teacher who, in 1990, went on to write and publish the first manual on adaptive paddling. ACA began offering certifications in 1990. The current model is one whereby partially integrated adaptive training and certification is offered by the ACA.

US Canoe and Kayak is the national governing body for competitive canoeing and kayaking.



Key Success Components

Training, workshops and certification are available nationwide. All three programs offer nationwide access and rely on their regional divisions to implement their program. Swimming uses Human Kinetics to host the online exam thus achieving national consistency, as well as flexibility and reduced travel time and costs.

Certification requires prior training/teaching hours/mentoring. All three programs require prior instruction to insure that everyone seeking to acquire certification has a base level of teaching experience and knowledge.

Proficiency in the sport must be demonstrated/evaluated for certification. Alpine skiing appears to be the most rigorous in requiring proficiency in the sport as a prerequisite for certification. Paddling and swimming also require demonstrated proficiency.

Hands-on component. All three programs require that the instructors be able to effectively relate and communicate with students and clients. Skiing and swimming use mock teaching scenarios while paddling has adaptive students participate on the third and fourth days of its four-day course.

Safety is a priority. All three of the model programs and many other training programs require or suggest additional safety courses such as CPR, sport safety for coaches, and child abuse and awareness. All require background checks.

Training materials and manuals are current and are easy to access. All three programs have online sites to order current materials. Course and exam content are well defined with expectations and process clearly laid out. Skiing and paddling have an adaptive category on the sidebar of their respective websites.

Trainers and examiners are highly qualified and the path to this status is well defined and transparent. Skiing and paddling have exemplary programs. Paddling lists certified trainers on their website. Swimming requires that candidates work under the supervision of a certified instructor. To become a master teacher, candidates must submit an essay and a résumé, to be reviewed by master teachers who are members of the governing body before taking the in-water practicum.

Updates are required to maintain certification and all require membership in the national organization. Swimming requires members to teach a certain amount of courses every year to maintain certification. Skiing requires members to take a minimum of two day-long courses every two years, and every other course must be within the adaptive discipline. Paddling requires “Continued activity and teaching in this specialized certification area is necessary in order to remain competent within the area of certification. Inactivity in the field and teaching in this area of specialization could lead to poor decision making, inaccurate and outdated information in a highly legalistic area and inadequate risk management practices.”⁴

Training and certification can be used to obtain CEUs for other professions/degrees. Because all three programs have strong course and exam content, use learning outcomes, use qualified professionals and have a daily check-in and check-out procedure for all courses and exams they can often be used to satisfy a variety of CEU requirements.

NGB & Outside Provider Themes

Affordability

While adaptive sports programs would like training to be provided at no cost, very few of the NGBs and training organizations are financially able to offer quality training for free.

It can be difficult for NGBs to invest in the adaptive portion of their sports, which may only be a small part of their overall programming. Marc Timson of the Adaptive Golf Academy said “the golf industry doesn’t see adaptive golf as a revenue stream, yet there are large populations of golfers that are aging and many have the same needs for accommodation and specialized instruction. Senior golfers may be a good group to collaborate with as they are viewed as a revenue stream.” Skiing has also targeted seniors. This may be a way to make adaptive sports a more profitable source of revenue and participants seen as a larger, more marketable population.

Waterskiing is an example of what can happen to a good training program when funding runs out. Water Skiers with Disabilities Association (WSDA) developed an adaptive training program in 1990. It was funded by USA Waterski and run in collaboration with Disabled Sports USA (DSUSA). DSUSA sent a highly qualified team of trainers to run clinics at sites around the country. The clinics ran for four days with day one covering best practices; day two preparing instructors; and on days three and four, new instructors taught students with disabilities under the guidance of DSUSA. Attendance at the clinics did not result in accreditation or certification, but it did elevate the safety and level of instruction in disabled water skiing across the country. The clinics formed the basis of a certification program that began in 1991 and exists to this day. Now, however, it is a self-study course with an online pass/fail exam, after which a candidate can print a certification certificate. This may provide a certificate to an instructor who may never have actually worked in the sport on the water. Mel Hanson of US Waterskiing reported that higher levels of training in adaptive water skiing are not being developed with funding being the greatest challenge to updating current programs and developing more advanced training.

PSIA-AASI gives discounts to students, offers scholarships to its clinics and has a pay-it-forward program where more affluent members can pay for additional memberships. They also send trainers and examiners to program sites to offset travel costs. Grassroots programs that value training and can afford the fee, will bring in trainers and provide the training at no cost to their instructors and volunteers.

Regional Differences

The leading programs have created regions/divisions in an attempt to alleviate the need to travel great distances for training. Some regions, however, cover a large geographic area and smaller programs have few qualified trainers/examiners. Thus, there are pockets in the country that are underserved and areas where the availability of clinics is limited.

There is a difference in the value placed on training, accreditation and certification across various NGB regions. For skiing and paddling, the Pacific Northwest is less active in training and certification. The adaptive portion of the PSIA-NW site is the least developed of all PSIA

divisions. It is possible that the affiliation agreement currently being pursued by PSIA-AASI and their divisions will result in greater consistency of certification standards, but finding ways to foster a culture that values certification is a larger issue. Janet Zeller of ACA said they had to cancel their last paddling clinic because they were unable to draw enough certified instructors to participate.

Professional vs. Volunteer

This is a hot topic at all levels and should be addressed for the safety of participants. Since many programs rely heavily on volunteers, there must be accountability to assure that participant safety is not sacrificed to cost or for the convenience of the volunteer. Beth Fox from PSIA summed it up well when she said that the “very act of becoming a certified instructor with PSIA-AASI makes you a professional whether you chose to volunteer your time or be paid for your services.” Cathy Sellers, the High Performance Director for US Track & Field states, “Many uncertified coaches feel that because they participated in a sport they can coach it without training. This generally results in athletes not getting the proper training early in their career, which could have prepared them to compete at higher levels.”

One Training Model for Two Different Groups

There are two distinctly different groups entering the field of adaptive sports: instructors and coaches with demonstrated proficiency in the sport and those with a strong background in disability. Cathy Sellers summed up the challenge for track and field but the challenge runs throughout all adaptive sports programs, “On the adaptive side most come from a medical field and lack basic coaching knowledge. In order to best prepare athletes we need to train current coaches to deal effectively with adaptive athletes and train our adaptive instructors how to be more effective track and field coaches.” She also indicated it is easier to teach coaches with a strong foundation in working with elite athletes with disabilities than it is to train an instructor with a medical background but no coaching experience how to coach to a high level. To effectively engage both groups, training specific to their needs must be developed so as not to discourage their efforts to advance.

Development Sequence

Successful training and certification models seem to have begun with a manual followed by a strong training component and then on to the certification process.



Terminology

For the purposes of this study, the term “coach” is used when referring to a professional in competitive environments and “instructor” is used when referring to a professional in recreation environments. However, the terms “instructor” and “coach” are often used interchangeably in the adaptive sports world. This is a cultural difference between adaptive sports providers and the NGBs who provide the training and certifications. PGA Canada professional Louis Melanson says the difference is significant. In an article titled *The Difference Between Coach and Instructor*, he defines teaching as more technical, a specialized skill set, whereas coaching entails the entire development of a player. In the same article, PGA Canada President Glenn Cundari points out that ‘teachers or instructors work with golfers (*recreational*), where as coaches work with performance athletes.

Advanced Training

Most sports, and the three highlighted sports in this survey, see upper level training for instructors as a weak point. It appears this training is mainly available at national conferences or, in the case of skiing, at the adaptive academy that is held every December in conjunction with the Hartford Ski Spectacular. While many pursue higher-level training through the trainer/examiner track, that training is not specific to the advanced training needed to work with participants with disabilities.

Recreation vs. Competition

There is a distinct difference between the training of recreational instructors in adaptive sports and the training of competitive coaches in adaptive sports. This feedback to this study suggests that the coaching certifications and competitive training offered to non-adaptive coaches are successfully being utilized “as is” by individuals who coach emerging and elite-level para-athletes.

By the time athletes reach a competitive level in adaptive sports, they are likely to be invested in the sport and knowledgeable about their disability. These athletes are then able to “instruct” their coaches on the specifics and nature of their disability and advocate for their needs thus freeing the coaches to focus on optimal performance. However, more disability-specific training is needed to develop successful instructors of entry-level participants who have not yet developed a passion for the sport.

The United States Olympic Committee (USOC), which serves as the national governing body for 10 competitive Paralympic sports, provides some infrastructure and works closely with high performance management organizations and with other NGBs to develop training for coaches. But this is not the case on the recreational side of adaptive sports. Respondents expressed concern that there is not a strong enough hand-off between instructors and coaches for entry-level athletes who may be interested in competitive-level sports. This could potentially strand athletes at a recreational level. In addition, sanctioned competitions typically require coaches to have a coaching certificate in order to represent a team. This requirement does not exist at the entry level for instructors/volunteers in grassroots programs.

Conclusion

A diverse conglomeration of organizations with varied resources and fundamentally different missions manages the field of adaptive sport instruction and coaching. Yet the interviews we conducted revealed common themes as well as a genuine desire to provide safe and fulfilling sport and recreation opportunities to people living with disabilities.

Extensive expertise exists in the field of adaptive sports instruction and coaching but the mechanisms to share this expertise have not been fully developed. To build a strong foundation for the adaptive sports profession across a wide range of sports, we believe efforts should focus on improving the training and certifications for volunteers and staff at an instructional level.

The ability to develop talented instructors will improve the overall safety of adaptive sports, keep more people with disabilities involved by providing safe, enjoyable early sports experiences, and prepare participants to enjoy recreation- or competitive-level sports.

Our interviews with adaptive sports programs, national governing bodies and training organizations yielded many strong and actionable themes. Since there is no single governing body or voice of authority for adaptive sports instruction and coaching, progress as a whole will need group momentum and a shared desire to provide the safest, highest quality adaptive sports programs in the world.

Every effort has been made to check the accuracy of the facts represented in the charts and report. We encourage feedback and are happy to update and correct any inaccuracies.

(Endnotes)

¹ PSIA-AASI, thesnowpros.org, News and Information

² DS/USA, dsusa.org, History

³ AAHPERD, aahperd.org, Who We Are, What We Do

⁴ ACA, americancanoe.org, Adaptive

Appendix 1: Program Interviews

Adaptive Sport Program Interviews

INTERVIEW DATE	ORGANIZATION	ORG. POC	POC TITLE
7/7/13	Craig Hospital	Tom Carr	Director of Therapeutic Recreation Services
7/8/13	NEHSA (Skiing/Paddling)	Tom Kersey	Executive Director
7/8/13	Blaze Sports	Jeff Jones	Director of Sports and Community Programs
7/8/13	Blaze Sports	Dan Humphreys	International Sports Development Director
7/8/13	Blaze Sports	Stuart Smart	Education Director
7/9/13	Adaptive Sports Foundation	Todd Munn	Executive Director
7/9/13	Adaptive Sports Foundation	Pam Greene	Program Director
7/9/13	National Ability Center	Tracy Meier	Training & Education Manager
7/22/13	National Sports Center for the Disabled	Woody	Metro Programs Supervisor
7/23/13	Lakeshore Foundation	Jeff Underwood	President and Chief Executive Officer
7/22/13	DSUSA	Julia Ray	Program Manager
7/22/13	DSUSA	Rob Mueller	Chapter Services Manager
7/22/13	Paralympics	Dawna Callahan	Manager, Paralympic Sport Outreach and Development*
7/23/13	Paralympics	Mike Mushett	Director, Paralympic Sport Outreach and Development*
8/15/13	GLASA	Cindy Housner	Executive Director
8/19/13	Turnstone Center	Tina Acosta	Director of Sports & Recreation
8/21/13	Salt Lake City Sports & Recreation	Jeff Burley	Adaptive Recreation Program Manager
8/21/13	Biathlon Club Casper Mountain	Cathy Rosser	Managing Director
8/21/13	University of Texas Arlington: Paralympic Sport Arlington	Doug Garner	Head Coach
8/05/13	Adaptive Sports Association (Durango, CO)	Tim Kroes	Executive Director
8/05/13	Oregon Adaptive Sports	Jeremy Fox	Winter Program Director
8/05/13	Teton Adaptive Sports	Kurt Henry	Executive Director
8/05/13	Bart Center	Joe Hurley	Executive Director
8/26/13	Challenge Alaska	Jeff Dick	Program Director and Senior Recreation Therapist
8/27/13	Riekes Center for Human Enhancement	Sharon Kelleher	Manager of Communications and Adaptive Programs
8/27/13	University of Central Oklahoma	Katrina Shaklee	Executive Director of the Wellness Center
8/28/13	Coastal Carolina	Melinda Chappell	President of Paralympic Sport Club
8/28/13	Recreation Unlimited	Robert Krogh	Program Director
8/29/13	Charles Sitrin Healthcare Center	Marc Deperno	Health Care Adaptive Sports Director
8/29/13	Miami Dade County Parks & Recreation	Lucy Binhack	Manager of Disability Services Division
10/09/13	Youth Challenge – Paralympic Sport Cleveland	Chris Garr	Director of Program Services
10/11/13	North Jersey Navigators	Jimmy Cuevas	Head Coach
11/06/13	Sportable	Kristen Lessig	Executive Director

* in position at time of interview but no longer in the position

National Governing Bodies & Outside Provider Interviews

INTERVIEW DATE	SPORT	ORGANIZATION	ORG POC	POC TITLE
8/29/13	Track & Field	USA Track & Field	Cathy Sellers	High Performance Director Track and Field
9/06/13	Rowing	US Rowing	Willie Black	Education Manager
9/09/13	Waterskiing	USA Waterski	Mel Hanson	Director Member Services
9/13/13	Golf	Adaptive Golf Association	Marc Timson	President
10/01/13	Alpine Skiing	PSIA-AASI	Beth Fox	Operations Director PSIA-RM Adaptive Examiner
10/03/13	Quad Rugby	US Quad Rugby Association	James Gumbert	Men's Team Head Coach
10/03/13	Sailing	US Sailing	Sarah Everhart Skeels	Chair- Sailors with Disabilities Committee
10/02/13	Table Tennis	USA Table Tennis	Richard McAfee	Certified National Coach
10/08/13	Table Tennis	USA Table Tennis	Fede Basseti	Chair- Coaching Advisory Committee
10/04/13	Boccia, WC Basketball, Soccer	Blaze Sports	Jeff Jones	Director of Sport and Community Programs
11/01/13	Judo	USA Judo	Marc Vink	Team Leader for Paralympics
11/04/13	Fencing	USA Fencing	Mario Rodriguez	Chair, Development of Wheelchair Fencing
11/04/13	WC Racquetball	USA Racquetball	Jim Winterton	Master Instructor
11/04/13	WC Racquetball	US Military Racquetball	Steven Harper	Founder
11/06/13	Tennis	US Professional Tennis Association	Vicky Tristan	Director Education & Training
11/06/13	Competitive Swimming	USA Swimming	Kimberly Witherington	Certification Coordinator
11/08/13	Curling	USA Curling	Steve Brown	National Wheelchair Curling Coach
11/19/13	Hockey	USA Hockey	JJ O'Connor	Chair Disabled Committee
11/25/13	Equestrian	US Equestrian Federation	Laureen Johnson	Para Equestrian Director
12/12/13	Swimming	Society Of Health and Physical Educators	Stephanie Lussier	Program Manager
12/12/13	Paddling	American Canoe Association	Janet Zeller	National Accessibility Program Manager
12/13/13	Skiing, Snowboard & Nordic	PSIA-AASII	Erika Jones	Education Program Specialist
12/19/13	Skiing, Snowboard & Nordic	PSIA-AASI	Beth Ann Demeter	Director Professional Development and Credentialing

Appendix 2: Adaptive Components

SPORT	Nationwide	Pre-Reqs	Proficiency Tested	Hands-On	Safety	Manual	Exam Content	Trainers Qualified	Transparent Path to T/E	Updates	CEUs
Alpine Ski											
Equestrian											
Golf											
Judo											
Paddling											
Powerlifting											
Quad Rugby											
Scuba											
Snowboard											
Swimming											
Waterskiing											
New											
Basketball WC											
Boccia											
Rowing											
Track & Field											

Appendix 3: Acronyms

Adaptive Sport Acronyms

AAA - Adapted Aquatics Assistant
AAAdj - Adapted Aquatics Adjunct
AAI - Adaptive Aquatics Instructor
ABOE - Adaptive Board of Examiners
ADA - Americans with Disabilities Act
AEMT - Advanced Emergency Medical Technician
AKA - Above Knee Amputation
API - Adaptive Paddling Instructor
APEI - Adaptive Paddling Equipment Instructor
APIT - Adaptive Paddling Instructor Training
APITE - Adaptive Paddling Instructor Training Educator
APW - Adaptive Paddling Workshop
APWI - Adaptive Paddling Workshop Instructor
ASEP - American Sport Education Program
ATRI - Aquatic Therapy & Rehab Institute
BCA - Backcountry Access
BKA - Below Knee Amputation
CAP - Coaching Accreditation Program (Volleyball)
CDSS - Certified Disability Sports Specialist (Blaze Sports)
CEU - Continuing Education Unit
CMP - Civilian Marksmanship Program
CPR - Cardiopulmonary Resuscitation
CSCS Certification - Certified Strength and Conditioning Specialist
CTRS - Certified Therapeutic Recreation Specialist
DD - Developmental Disabilities
EMT - Emergency Medical Technician
EMT/I - Emergency Medical Technician Intermediate
MTAA - Master Teacher of Adapted Aquatics
NGB: National Governing Body
PSC - Paralympic Sport Club
PTR - Professional Tennis Registry
PTT - Para Table Tennis
PTSD - Post Traumatic Stress Disorder
SCI - Spinal Cord Injury
TBI - Traumatic Brain Injury
VI - Visual Impairment
WSI - Water Safety Instructor

Organization & Association Acronyms

AAPAR - American Association for Physical Activity and Recreation
AAHPERD - American Alliance for Health, Physical Education, Recreation & Dance
AASI - American Association of Snowboard Instructors
ACA - American Canoe Association
AGA - Adaptive Golf Association
AHA - American Hippotherapy Association
AQHA - American Quarter Horse Association
ASA - Amateur Softball Association of America
ASCA - American Swim Coach Association
ASEP - American Sport Education Program
ATRI - Aquatic Therapy & Rehab Institute
CHA - Certified Horsemanship Association
CPIRSA - Cerebral Palsy International Sports & Recreation Association
Dare2Tri - Paratriathlon Club
DSUSA - Disabled Sports USA
EAGA - Eastern Adaptive Golf Association
EAGALA - Equine Assisted Growth and Learning Association
FISA - International Rowing Federation
NRA - National Rifle Association
NSCA - National Strength and Conditioning Association
NSCD - National Sports Center for the Disabled
NWBA - National Wheelchair Basketball Association
NWSA - National Wheelchair Softball Association
NYSCA - National Youth Sports Coaches Association
OPAF "First Volley"- Orthotic and Prosthetic Activities Foundation
PADI (Americas) - Professional Association of Diving Instructors
PATH Intl. - Professional Association of Therapeutic Horsemanship International
PGA - Professional Golf Association
PSIA - Professional Ski Instructors of America
PTR - Professional Tennis Registry
PTT - Para Table Tennis
UFB - Utah Foundation for the Blind
USABA - United States Association of Blind Athletes
USAC - USA Cycling
USACK - United States Canoe & Kayak
USAPL - USA Powerlifting
USAR - USA Racquetball
USAS - USA Shooting
USATT - USA Table Tennis
USBSF - US Bobsled & Skeleton Federations
USHF - US Handcycling Federation
USEF - US Equestrian Federation
USFCA - United States Fencing Coaches Association
USGA - United States Golf Association
USPSA - US Power Soccer Association
USOC - US Olympic Committee
USPTA - US Professional Tennis Association
USTA - US Tennis Association
USQRA - US Quad Rugby Association
SAGA - Southern Amputee Golf Association
TASP - Telluride Adaptive Sports Program
TRR - Team River Runner
WAGA - Western Amputee Golf Association
WASUSA - Wheelchair & Ambulatory Sports USA
WRSTC - World Recreation Scuba Dive Training Counsel
WSDA - Water Skiers with Disabilities Association

The Bob Woodruff Foundation (BWF) is the nonprofit dedicated to ensuring that post-9/11 injured service members, veterans and their families thrive long after they return home. A national organization with grassroots reach, the Bob Woodruff Foundation complements the work of the federal government—diligently navigating the maze of more than 40,000 nonprofits providing services to veterans—to find, fund and shape innovative programs and hold them accountable for results. To date, BWF has invested more than \$20 million in solutions, reaching more than 1 million service members, support personnel, veterans and their families. The Bob Woodruff Foundation was co-founded in 2006 by award-winning ABC news anchor Bob Woodruff and his family, whose experiences inspired them to help make sure the nation's heroes have access to the highest level of support and resources they deserve, for as long as they need them. For more information, bobwoodrufffoundation.org.



BOB WOODRUFF FOUNDATION
Helping **heroes** on the homefront