



SurFedAUT Project

European Safety Framework
in surf therapy for AUTism

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Deliverable 3.1

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Manual of Best Practices in Surf Therapy for Autism

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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. 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 Good Practices. It details the seven crucial steps for providing surf activities to participants with autism, emphasizing the importance of structured processes.

The guide highlights the role of occupational risk prevention companies, showcasing how they can adapt safety protocols 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 protocols, development, and termination of 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.

It is the basis of the e-learning course targeting surf workers.

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 Good 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, Surf Instructor Coordinators (ICST), 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.

Overview of the Manual of Best Practices

The Manual of Good 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. 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.

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 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 TS sessions.*
- After the surf activity: Implement evaluation processes through CHECKOUT reports.
 - Step 8** *Establish the process through a feedback loop (show interest-participate-positive evaluation) giving data of low 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 7 steps of the delivery of the activity, three Modules should be learned and implemented by the surf schools 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.



Manual de Buenas Prácticas en surf terSurFedAUT EA G1 ESFA



Co-funded by
the European Union

DIAGRAMA GUIA PROTOCOLO LABORAL DE ACOMPAÑAMIENTO ACTIVIDADES DE SURF SURFEDAUT (TEA GRADO 1 ESFA)

n azul: organización laboral preventiva de riesgo laboral en origen y factores psicosociales

RECORRIDO PERSONA TEA G1 EN PROCESO DE ST

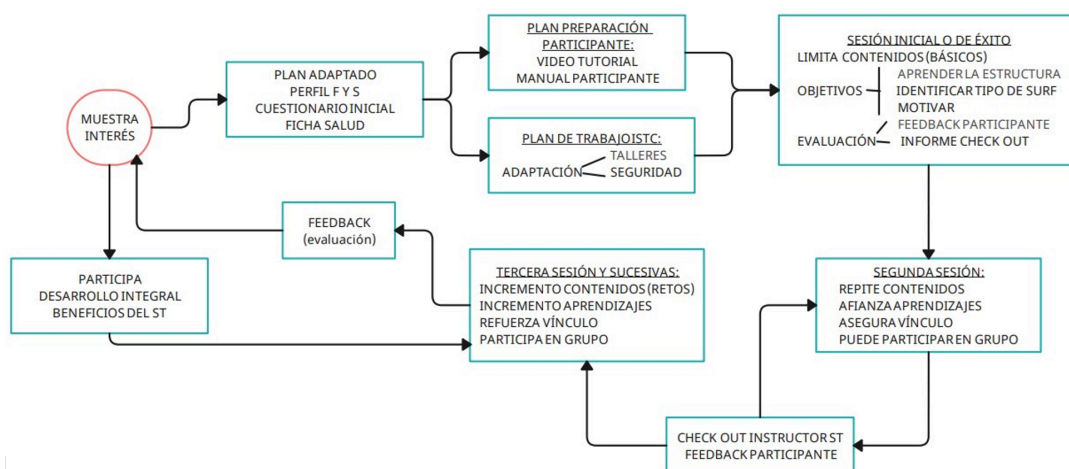


Figure 1: Process of involvement of a participant with ASD Grade 1.

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

The following table describes in detail 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 that allows to get 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 seven steps of providing surf activities to participants with autism

WHAT	WHO	WHEN	WHERE	HOW (PROPOSAL)	WITH WHAT
STEP 1 Customer Information And Contract	Promoters (*) The Labor Manual training process has been completed.	Before you begin	At the promoter's headquarters (physical-virtual)	Informs about the service, its resources and its organization.	Own resources
STEP 2 Adaptation plan 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 Health card card 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 TEAG1	Promoters ISTC	Before work at the beach	Participant's address, 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 sheets 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 Work Plan	Promoters ISTC	Before work at the beach	At the promoter's headquarters (physical-virtual) workplace	Worksheet 4 ISTC WORK PLAN Identification of work needs to facilitate participation Identification of expected risks	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

				Establishment of the work objectives in the workshops of the initial session	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 surf work manual (work protocols in the ST session for ISTC) to the regulations for the use of workspaces. Implementation of the functional and safe contents established in Fiche 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 surf work manual (work protocols in the ST session for ISTC) 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 surf work manual (work protocols in the ST session for ISTC) 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 Establishment of occupational safety process	Promoters ISTC	Program sessions	At the headquarters work site (beach and areas assigned to the promoter)	Implementation of the SURFEDAUT surf work manual (work protocols in the ST session for ISTC) to the regulations for the use of workspaces. By broadcasting CHECKOUT REPORT digital platforms (JOTFORM as an example)	Adaptation of the CHECKOUT 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 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.	the 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.

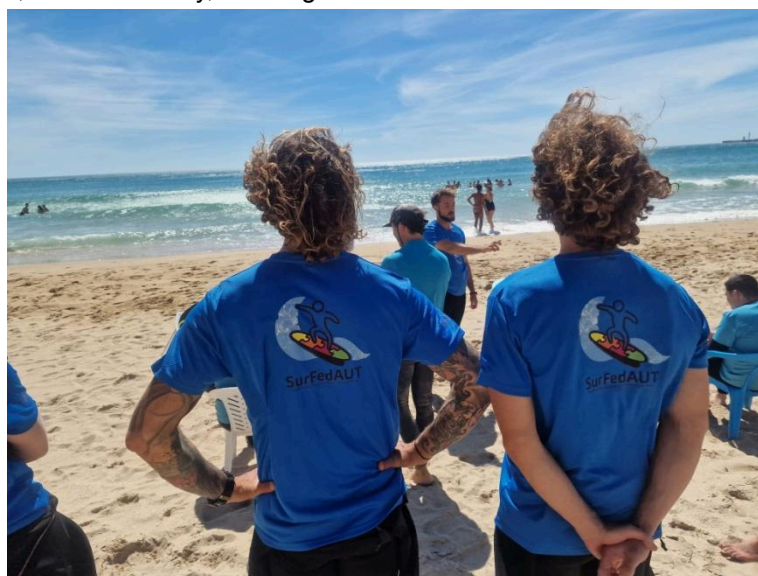
As so, the Manual of Best Practices has been thoroughly checked and validated by a Spanish occupational risk prevention company to ensure compliance with Spanish regulations on occupational risk prevention and psychosocial risk management. As part of the implementation process, each country adopting 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 Good Practices section enables workers to plan, identify, and evaluate psychosocial risks through continuous improvement and a preventive culture. CHECKOUT 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 TEA). They must:

1. **Quality Standards:** Ensure that surf therapy services meet high-quality standards tailored to the needs of clients with G1 TEA.
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 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 TEA. 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 TEA, 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 TEA), overseeing the entire process—from preparation and execution to completion—and generating a CHECKOUT 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 TEA), 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



Manual de Buenas Prácticas en surf terapiaSurfedAUT TEA G1 ESFA

MANUAL LABORAL ACTIVIDADES DE SURF (SURFEDAUT TEA G1, ESFA)

2) PROTOCOLO DE ORGANIZACIÓN LABORAL MEDIANTE ORGANIGRAMA

PROMOTORES/ESCUELAS Y CLUBES DE SURF QUE REALIZAN ACTIVIDADES DE SURF

FIGURAS RELEVANTES MANUAL LABORAL SURFEDAUT TEA1 ESFA

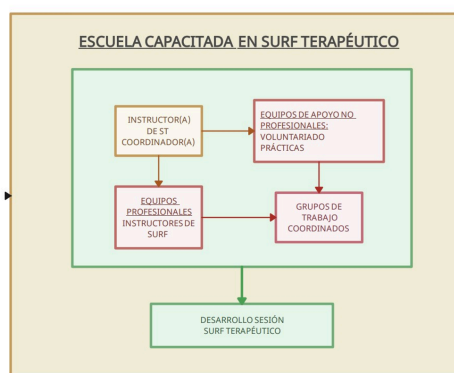


Table 2. Basic table competencies organizational chart

WHO	WHAT	WHY
Therapeutic surf instructor Coordinator ISTC	- Coordinates with the promoter the forecast of the development of 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 - CHECKOUT data reports	- They are trained by the promoters and by the external prevention services in ORP (general and psychosocial through the SurFedAUT Manual of Good 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 an employment contract. - 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 (TEA 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 surf schools 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, ESFA 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 ST Manual SURFEDAUT TEA TEA G1 ESFA	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 TEA). 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 G1 TEA is not included. 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 Good 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 (TEA G1 ESFA) Manual of Good Practices in Surf Therapy*. 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 focusing on these areas, the Manual of Good 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.

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-development-completion) 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.

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 (TEA 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 **CHECKIN 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 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.
 - **CHECKOUT Report:** Complete a **CHECKOUT 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.

General Flowchart Work Protocols in the surf therapy session



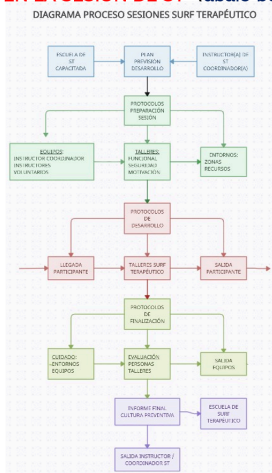
Manual de Buenas Prácticas en surf terapia SurFedAUT TEA G1 ESFA



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MANUAL LABORAL ACTIVIDADES DE SURF (SURFEDAUT TEA G1, ESFA)

(3) PROTOCOLOS DE TRABAJO EN LA SESION DE ST (abaio poner diagrama general protocolos actividades de surf terapia)



Phases of Module 3

Phase 1. Plan Of Development Forecast Surf Therapy Sessions

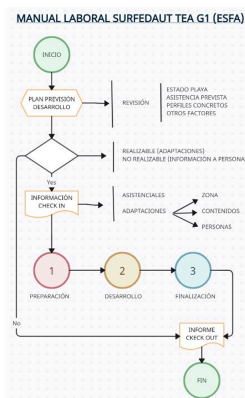
Before preparing for the session, plan and evaluate the feasibility and safety of the surf therapy activity. This planning should be conducted by the promoter, coordinated with the Surf Therapy Instructor Coordinator (ISTC), or directly transferred to the ISTC. Key components include:

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 CHECKOUT 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.



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MANUAL LABORAL ACTIVIDADES DE SURF (SURFEDAUT TEA G1, ESFA)
(3) PROTOCOLOS DETRABAJO EN LA SESION DE SURF TERAPIA. PLAN DE PREVISION DESARROLLO DE LA SESION

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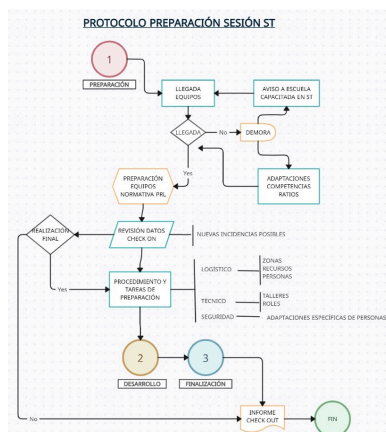


Phase 2. Protocols For Surf Therapy Session Preparation

This preparation phase occurs from the arrival of work and support teams until the arrival of the client.



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(3) PROTOCOLOS DE TRABAJO EN LA SESIÓN DE ST. DESCRIPCION ESPECIFICA
DIAGRAMA FLUJO PROTOCOLOS DE PREPARACION



nt-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 CHECKIN Report:** Confirm that all updates and adaptations outlined in the CHECKIN 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.

Flowchart

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 CHECKIN REPORT Work organization favors 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 - Zone preparation (beach-school-surf club) - Preparation Sports resources - Preparation Pedagogical resources - Preparation Security resources - 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) - 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.	• 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 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.	• 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 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	• 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.
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.



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Remarks

The CHECKIN 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 CHECKIN 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. Development 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:

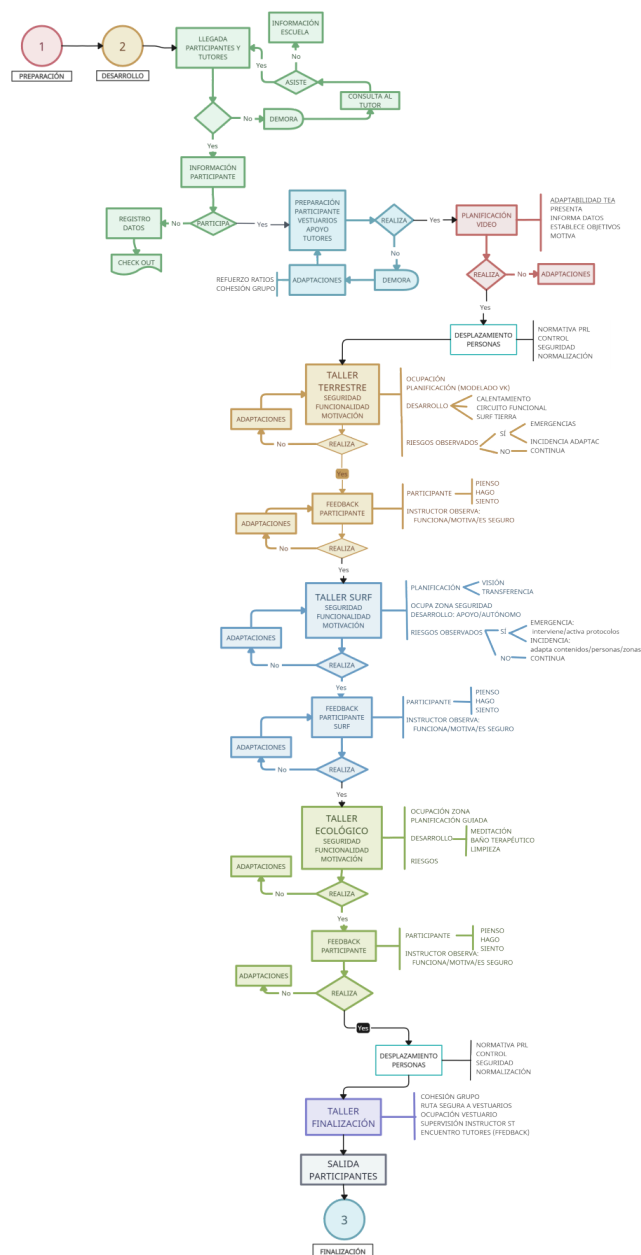
1. **Arrival and Identification of Incidents:**
 - Greet and identify ASD G1 client-participants.
 - Address any immediate concerns or incidents.
2. **Workshop 1: Preparation and Feedback**
 - Prepare for the session and provide feedback.
 - Manage mobility and occupancy of the beach area.
3. **Workshop 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.



PROTOCOLO DESARROLLO SESIÓN ST



Schedule of Work Competencies

TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
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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 TEA 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 TEA 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 6. I-think-I-feel-I-do" customer assessment	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 • 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 • 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.

Facilitates the ACTIVATION of the PREVENTIVE SAFETY PROTOCOL		Best Practices good practice manual.	
TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
WORKSHOP 3 SURFING Labor Organization Facilitation of 1. Planning 2. Occupancy of security zone 3. Structured development with exit times for restarts FEEDBACK realization 1. Group cohesion 2. Presentation sheet 6 3. 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 1. Occupancy of security zone 2. Planning (modeling) 3. Development (relaxation-mindfulness-ocean techniques) 4. Farewell surf therapy session (the beach, fellow surfers and instructors) FEEDBACK realization 1. Group cohesion 2. Presentation sheet 6 3. 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 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.
MOBILITY-OCCUPANCY BEACH ZONE Labor organization facilitates	Directs and supervises the work	• The group is accompanied by safe routes, with their volunteer teams.	• Receive IST guidelines

the safe movement of people	Ensures compliance with ORP standards	- Follow ISTC guidelines PRL Follow safety criteria according to compliance with PRL measures.	- 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. **CHECKOUT Report:** Complete and send the CHECKOUT report.
7. **ISTC Departure:** Ensure the ISTC completes all final procedures before leaving.

General description flowchart in template



Manual de Buenas Prácticas en surf terapia SurFedAUT TEA G1 ESFA
3 MANUAL LABORAL PROTOCOLOS DE TRABAJO EN LA SESIÓN DE ST

DIAGRAMA FLUJO PROTOCOLOS DE FINALIZACIÓN ST



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Schedule of Work Competencies

TASK	ISTC Competencies	IST Competencies	Competencies VOLUNTEER-AS
COHESION TEAMS	Leads the teams	Coordinate and follow guidelines with ISTC	Receive ISTC guidelines
LOGISTICAL COMPLETION TASKS Work organization favors - Reconditioning - Material Storage - 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 - Final customer evaluation Sheet 7) - Final Evaluation Session (Worksheet 8 CHECKOUT Report) - Incidents - Functionality (technical-labor - Team feedback - Participants ACCIDENT DATA QUALITY DATA	- Evaluates tab 8 to teams - Controls equipment output	- Provide data to ISTC - TERMINATE THEIR COMPETENCES	- Provide data to ISTC - TERMINATE THEIR COMPETENCES
SEND CHECKOUT REPORT Work organization Favor Issuance of accident data	- Finalize evaluation process sheets 7- 8 - send CHECKOUT 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.

Tools to implement the seven steps: the sheets

At the moment find them here, but we will add them in the text

https://docs.google.com/document/d/1YITlbHyWeDZD16vEpjY3f5zjOCRLoYwxiXj_kmW6SRQ/edit

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.

Additional Resources

<https://nces.ed.gov/fastfacts/display.asp?id=64>

<https://www.webmd.com/brain/autism/news/20180426/more-us-kids-being-diagnosed-with-autism>

<https://www.ninds.nih.gov/Disorders/All-Disorders/Learning-Disabilities-Information-Page>

<https://www.additudemag.com/autism-learning-disability-symptoms/>

<https://www.understood.org/en/learning-thinking-differences/getting-started/what-you-need-to-know/is-autism-a-learning-disability>

<https://www.autismspeaks.org/autism-statistics>

https://www.medicinenet.com/autism_symptoms_and_signs/symptoms.htm

<https://www.appliedbehavioranalysisprograms.com/fag/controversy-surrounding-aba/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7265021/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4918912/>

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