

SHEET 1 INITIAL PARTICIPANT QUESTIONNAIRE TEA GRADE 1 (FROM 8 YEARS OLD)

Remarks

- It is a resource that is part of the protective measures against certain psychosocial risk factors and at source (identification of bias in the working population).
- Date (or similar resource) is not a resource for the interpretation of clinical, health or occupational data.
- The form provides predictive data on the ability of the person with grade 1 autism to develop autonomously in the activities of daily living that the activity entails (occupational, relational, sporting, aquatic, safety).
- Tab 1 is based on, as part of the process of facilitating the participation of the client with ASD G1 in the general model of analysis of occupational competencies in The design of effective interventions that relate the framework of competences foreseen by the person with **ASD** to the adaptive measures for the development of the activities foreseen in the activity to be carried out is essential.

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

- BLOCK 1: DATA

Tutor-guardian accompanying person data

Name and surname	
DNI	
Relationship	
Mobile contact	
Contact e-mail	

Participant's data

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

Date of incorporation of the therapeutic surfing program:

day / month / year	
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- BLOCK 2 PREVIOUS EXPERIENCE

Data forecast prior knowledge of surfing

INDICATORS	YES	NO	REMARKS
Knows what a surfboard is			
Knows what a wetsuit is			
Knows what a surf school is			
Do you know the role of an instructor? surf instructor			
Get to know surfing			
Previously surfed			
I participate in conventional schools			
I participate in surf therapy			

Have you had any negative experience with surfing?			
Likes the beach			
Adapted to the conditions of the natural marine environment that is the beach			
Can swim			
Has a notion of risk on the beach			
Are there any circumstances that generate stress on the beach?			
The beach is a familiar context for the participant.			
Know the specific regulations of the beach (flags, existing services, etc).			

- BLOCK 3 PRACTICAL OPERATION FORECAST IN THE WORKSHOPS

Data forecasting performance by session workshops

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

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

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

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

• BLOCK 4 PROVISION FOR PERSONAL OPERATION IN THE WORKSHOPS

General particularities related to personal performance

QUESTIONS	YES	NO	REMARKS
Are you an extroverted person?			
Do you like to make friends?			
Do you enjoy participating and have experience in outdoor activities?			
Are you an active, restless person who needs to move?			
Do you enjoy and have experience in peer group activities?			
Do you have any sensory difficulties that may affect your performance in the activity that we should be aware of?			
Does he/she have any motor peculiarities that may affect his/her performance in the activity that we should be aware of?			
Do you have any specific difficulties with coordination, balance or muscle tone in the development of positions, postures and the execution of gross movements?			
What are your current favorite topics of conversation, tastes and interests?			
Do you practice any sport? Which one, which ones?			
Are there any particularities related to their physical condition and health that we should be aware of (tiredness, low endurance, frustration and stress related to physical exercise; or rather the opposite)?			
Are you an autonomous person in terms of the tasks involved in a wardrobe? (dressing, showering, establishing control of their belongings, etc.).			
Are there concrete and specific situations that generate stress and frustration, which you think we should be aware of, as they may affect your performance in the activity?			

• BLOCK 5 STRENGTHS AND VALUES IN THE SESSION

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

INDICATOR	TUTOR'S RESPONSE	REMARKS
FORTALEZA		
CHALLENGE		

MANUAL OF GOOD PRACTICES IN SURF THERAPY SURFEDAUT (TEA G1 ESFA)

SHEET 2 HEALTH PROFILE OF THE PARTICIPANT TEA GRADE 1 (FROM 8 YEARS OLD)

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- The form provides predictive data on the ability of the person with grade 1 autism to develop autonomously in the activities of daily living involved in the activity (occupational, relational, sporting, aquatic, safety).
- Tab 1 is based on, as part of the process of facilitating the participation of the client with G1 ASD in the general model of risk analysis and incompatibilities in **ADLs** for people with **ASD**, being essential to design effective interventions that relate the framework of skills provided by the person, with adaptation measures for the development of the activities planned in relation to the prevention of health risks and **attention in preventive safety protocols provided in the work manual**.

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

- **Participant's personal data**
 - Name:
 - Age:
 - Approximate height-weight:
 - Accompanying guardian (parent-other):
 - DNI:
- **Performance profile data (clinical)**

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

- **Health profile data**

Ask	YES	NO	Specifications
Presents epilepsy diagnosis or crisis that requires intervention and follow-up by a neurologist specialist. (If yes, specify type, prognosis-evolution and current treatments)			
Do you have any type of organic-chronic disease that requires medical follow-up? (If yes, please specify type, prognosis-evolution and current treatments)			

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

Only for participants with epilepsy.

Answer the following questions:

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

Indicate other matters of interest related to health:

Signed

Accompanying family guardian

MANUAL OF GOOD PRACTICES IN SURF THERAPY SURFEDAUT (TEA G1 ESFA)

SHEET 3 MANUAL GUIDELINES FOR THE TUTOR AND THE CLIENT-PARTICIPANT WITH TEA G1

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

JOB PREPARATION GUIDELINES FOR THE FAMILY-GUARDIAN

Procedure for actions to be followed by the family guardian

WHAT	WHEN
Tutor preparation The tutor receives a video tutorial to prepare the client (or other resource that provides information) to inform the client. • Includes 1. The location (areas and routes planned) 2. The ISTC (professional who will be your instructor) 3. Order of the contents of the activity (workshops and things you will do)	• Before starting the surf therapy activities on the beach
Tutor preparation The tutor receives guidelines to facilitate his/her participation in the beach session. • Knows session data, time and place of the scheduled session on arrival and pick-up of the client, as well as the order of the activity contents (workshops). • Knows the information regulations in the following cases: - Does not attend the scheduled surf therapy activity. - There are incidences that affect their arrival or participation • Performs the following functions in the activity 1. Help in the tasks of dressing the client-participant, being supported by IST and advised at all times by ISTC both on arrival and departure. 2. Once on the beach, does not remain in the immediate working environment of the ISTC (remains responsive to incidents). 3. Receives initial and final information from the ISTC • In case of a client with epilepsy or other reasons that require preventive safety protocols, he/she remains in the session, being informed of the preventive safety protocol, with medication, to be administered in case of crisis.	• Before starting the surf therapy activities on the beach
Customer preparation The tutor presents the video to the client	• Before starting the surf therapy activities on the beach

- PREVENTIVE SAFETY PROTOCOLS FOR EPILEPSY WITH THE CLIENT

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

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

MANUAL OF GOOD PRACTICES IN SURF THERAPY SURFEDAUT (TEA G1 ESFA)

SHEET 4 SURF THERAPY INSTRUCTOR WORK PLAN COORDINATOR (ISTC)

Remarks

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- The record (or similar resource) is not a resource for the interpretation of clinical, health or occupational data.
- Sheet 4 offers a data management plan for the training of the person with grade 1 autism to develop autonomously in the activities of daily living that the proposed surfing activity entails (occupational, relational, sports, aquatic, safety), planning functional, safe and motivating contents in relation to the evaluation foreseen in SHEET 1 and SHEET 2.
- Tab 4 is based on, as part of the process of facilitating the participation of the client with ASD G1 in the general model of analysis of occupational competencies in The design of effective interventions that relate the framework of competences foreseen by the person with **ASD** to the adaptive measures for the development of the activities foreseen in the activity to be carried out is essential.

DEVELOPER DATA

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

CLIENT-PARTICIPANT DATA ASD Grade 1 / Mild AUTISM

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

• BLOCK 1 PREVIOUS EXPERIENCE IN CLIENT'S SURFING ACTIVITIES

Data forecast prior knowledge of surfing

INDICATORS	YES	NO	REMARKS
Knows what a surfboard is			• Reinforce in tutorial based on response
Knows what a wetsuit is			• Reinforce in tutorial based on response
Knows what a surf school is			• Reinforce in tutorial based on response
Do you know what an instructor's role is? surf instructor			• Reinforce in tutorial based on response
Get to know surfing			• Reinforce in tutorial based on response • Tailor experience based on response
Previously surfed			• Tailor experience based on response
I participate in conventional schools			• Tailor experience based on response
I participate in surf therapy			• Tailor experience based on response
Have you had any negative experience with surfing?			• Tailor experience based on response • Consider longer start-up times for land-based work • Start with a gradual-positive sensitization technique and continuous accompaniment. • Consider risks
Likes the beach			• Tailor experience based on response
Adapted to the conditions of the natural marine environment that is the beach			• Tailor experience based on response • Consider risks

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

• **BLOCK 2 PRACTICAL OPERATION FORECAST IN THE WORKSHOPS**

ASSESSMENT OF RESPONSES AND ESTABLISHMENT OF TYPES OF SUPPORT

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

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

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

Customer performance evaluation, established by the promoter-ISTC

INDICATOR	TUTOR'S RESPONSE	TYPE OF SUPPORT	REMARKS
Arrive at the school, separate from the chaperone and meet the instructor.			
Perform basic occupational dressing tasks (undressing, organizing, storing belongings, using changing rooms).			
Wear a wetsuit (neoprene), thermal lycra and other surfing clothing.			
Use sunscreen, sunglasses, sun hats for protection.			
Participate in video tutorial planning led by the therapeutic surfing instructor			
Walking with flip-flops and a wetsuit on, following routes in a group with guidance from a therapeutic surf instructor leading you along the beach, which may include carrying surfboards with fellow surfers			
Adapt to the natural environment of the beach in its different possibilities (sand,			
temperature, wind, sun, clouds, shore zone, wave zone and type, presence of marine fauna and vegetation, other types of variables).			

Occupy areas of the beach (dry sand, intertidal areas of wet sand and unstable footing, and shallow water areas subject to some degree of natural current) for group activities.			
Perform a simple battery of exercises involving warm-up and simple low-medium intensity physical performance training.			
Perform a practical surfing training by following on land steps to: lie down, simulate paddling, stand up			
Entering, staying, bathing, diving and exiting the sea water in shallow areas (waist deep zone).			
Lying prone, holding on to the board while a therapeutic surfing instructor walks you through the shallow area.			
Moving towards the shore in straight displacements in broken waves (foams) lying in prone position being pushed by a therapeutic surfing instructor			
Lying down, paddling and kneeling or standing (even if falling) on a surfboard in broken waves (foams) pushed by a therapeutic surfing instructor			
Lying down, paddling, standing up and holding this position on a surfboard in broken waves (foams) autonomously			
Carry out work that involves sharing time to talk about the emotions experienced through the use of visual resources.			

• **BLOCK 3 PROVISION FOR PERSONAL OPERATION IN THE WORKSHOPS**

ASSESSMENT OF RESPONSES AND ESTABLISHMENT OF SPECIFIC CONSIDERATIONS FOR FACILITATING PARTICIPATION

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

Do you enjoy and have experience in peer group activities?			• Work gradually depending on the response • Prevent stressful situations due to over or under stress.
Do you have any sensory difficulties that may affect your performance in the activity that we should be aware of?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Prevent stressful situations due to excess • Risk assessment • Work gradually depending on the response
Does he/she have any motor peculiarities that may affect his/her performance in the activity that we should be aware of?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Facilitate simple natural movement patterns • Risk assessment • Prevent stressful situations due to excess • Work gradually depending on the response
Do you have any specific difficulties with coordination, balance or muscle tone in the development of positions, postures and the execution of gross movements?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Facilitate simple natural movement patterns • Risk assessment • Prevent stressful situations due to excess • Work gradually depending on the response
What are your current favorite topics of conversation, tastes and interests?			• Consider as a strength • Consider as a point of cohesion • Consider as co-creator of relationships • Avoid interference in workshop development times.
Do you practice any sport? Which one, which ones?			• Consider as a strength • Consider as a point of cohesion
Are there any particularities related to their physical condition and health that we should be aware of (tiredness, low endurance, frustration and stress related to physical exercise; or rather the opposite)?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Facilitate simple natural movement patterns • Risk assessment • Prevent stressful situations due to excess • Work gradually depending on the response
Are you an autonomous person in terms of the tasks involved in a wardrobe? (dressing, showering, establishing control of their belongings, etc.).			• Work gradually depending on the response • Prevent stressful situations due to over or under stress.
Are there concrete and specific situations that generate stress and frustration, which you think we should be aware of, as they may affect your performance in the activity?			• Consider adaptations and limitations in the tasks that generate interferences in their performance. • Risk assessment • Prevent stressful situations associated with • Work gradually depending on the response

• **BLOCK 4 STRENGTHS AND VALUES OF THE CUSTOMER IN THE WORKSHOPS**

ASSESSMENT OF RESPONSES AND CONSIDERATION OF PARTICIPANT'S LIMITS

INDICATED	QUESTIONS	TUTOR'S ANSWERS	ISTC ASSESSMENT
R	OPEN RELATED		

FORTALEZA	WHAT DO YOU THINK IS THE GREATEST VIRTUE OF THE PARTICIPANT IN THE ACTIVITY?		STRENGTHS IDENTIFICATION AND REINFORCEMENT IN THE SURF THERAPY SESSION - GENERAL LEARNING CAPACITY IN THE ACTIVITY - ABILITY TO LEARN TO SURF IN THE ACTIVITY - CAPACITY TO ADAPT TO THE ENVIRONMENT
CHALLENGE	WHAT IS THE BIGGEST CHALLENGE YOU THINK YOU WILL HAVE IN THE ACTIVITY?		- GENERAL LEARNING DIFFICULTY IN THE ACTIVITY - DIFFICULTY IN LEARNING TO SURF IN THE ACTIVITY - DIFFICULTY IN ADAPTING TO THE ENVIRONMENT

• **PERSONALIZED WORK PLAN IN THE SURF THERAPY ACTIVITY (SUCCESS SESSION)**

SCHEDULED DATE:

BEACH:

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

IDENTIFIED FOR THE WORK:

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

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

• **ISTC REVISION DATA SECOND SESSION**

SCHEDULED DATE:

BEACH:

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

IDENTIFIED FOR THE WORK:

OBSERVATIONS MODIFICATIONS TO THE SURF THERAPY PROMOTER OR INSTRUCTOR FOR

SESSION 2 OF REINFORCEMENT

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

SCHEDULED DATE THIRD:

BEACH:

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

IDENTIFIED FOR THE WORK:

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

SHEET 5: CHECKIN REPORT

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

SESSION DATA FORECAST

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

1. BEACH SAFETY

INFLUENCE: 1 YES / 2 NO / 3 PARTIALLY

PARAMETERS	INFLUENCE ON THE WORK TO BE PERFORMED	PLANNED ADAPTATIONS
OLEAJE • Sea of Wind • Deep Sea • Height • Address • Period		
BEACH • Tide (degrees and time) • Current zone • Type of Fund • Water temperature • Fauna		
CLIMATE • Wind (direction - intensity - gusts) • Air temperature • Rain • Storm • Radiation		
PERSONS • Swimmers • Surfers		
SERVICES • Facilities developer • Police regulations • Medical and Lifeguard Service Regulations • Rules for the use of the beach (spaces and areas)		

of		
work)		

The ISTC analyzes the parameters involved in the safety of work on the beach, adapting content and establishing safe areas for the work of all persons, according to the natural characteristics of the beach and the regulations in force on these beaches for the realization of physical and sports activities, according to the current legislation of each country.

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

1. EXPECTED ATTENDANCE AT THE SURF THERAPY ACTIVITY

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

2. RATIOS FORESEEN IN THE WORKING GROUPS

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

Workshop	Ratio supervision (1-4)	S I	NO	Person ratio lized (1-1)	S I	NO	Observations and assignment of client-volunteer / IST partners
1 PREPARATION	x						
2 TERRESTRIAL	x						
3 SURFING				x			Increasing ratios in case of low risk
4 ECOLOGICAL	x						
5 END	x						

3. IDENTIFICATION OF FORESEEN INCIDENTS IN THE SURF THERAPY ACTIVITY

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

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

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

CONCLUSIONS REGARDING THE TYPE OF REPORT

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

MANUAL OF GOOD PRACTICES IN SURF THERAPY SURFEDAUT (TEA G1 ESFA)

TAB 6 CUSTOMER-PARTICIPANT FEEDBACK TEA G1

CUSTOMER-PARTICIPANT FEEDBACK PROCEDURE

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

As an alternative, the following resource is offered

1. THE BOARD CAN BE ADAPTED TO A VILED A TYPE ERASABLE BLACKBOARD.
2. IS USED AS A RESOURCE BY PRESENTING AT THE END OF EACH PARTICIPANT
3. THE COGNITIVE (IN RED) AND EMOTIONAL (IN BLUE) RESPONSE IS ASSESSED.
4. ADAPTATIONS ARE MADE BY LOWERING THE LEVELS OF SURFING ACTIVITY AND INCREASING THE SUPPORTS.

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

FINAL CUSTOMER-PARTICIPANT FEEDBACK

PROCEDURE

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

As an alternative, the following resource is offered

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

SHEET 7 FINAL EVALUATION OF CUSTOMERS-PARTICIPANTS TEA G1

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

ATTENDANCE RECORD

INDICATORS	YES	NO	REMARKS
ATTENDED THE SESSION			
INDICATES REASONS			

EVALUATION OF WORKSHOP PARTICIPATION

Scoring criteria as assessed by the ISTC

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

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

REMARKS

SHEET 8: SESSION EVALUATION AND CHECKOUT REPORT

SESSION DATA

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

CONTROL OF FORESEEN AND UNFORESEEN EVENTS

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

SPECIFIC RECORD OF INCIDENTS

TECHNICAL FUNCTIONALITY OF THE WORKSHOPS

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

low functionality, 3-4 functionality. 5 high functionality

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

FUNCTIONALITY LABOR ORGANIZATION OF THE SESSION

The session resulted in

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

PROCEDURES	SCORING ON	REMARKS
• PREPARATION PROTOCOLS		
• DEVELOPMENT PROTOCOLS		

- TERMINATION PROTOCOLS

EVALUATION OF THE WORK TEAM

Scoring criteria

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

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

CUSTOMER-PARTICIPANT GROUP RATING

Scoring criteria

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

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

FINAL CHECKOUT REPORT

FINAL QUALITY OF THE THERAPEUTIC SURFING SESSION

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

ACCIDENT DATA (YES / NO)

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