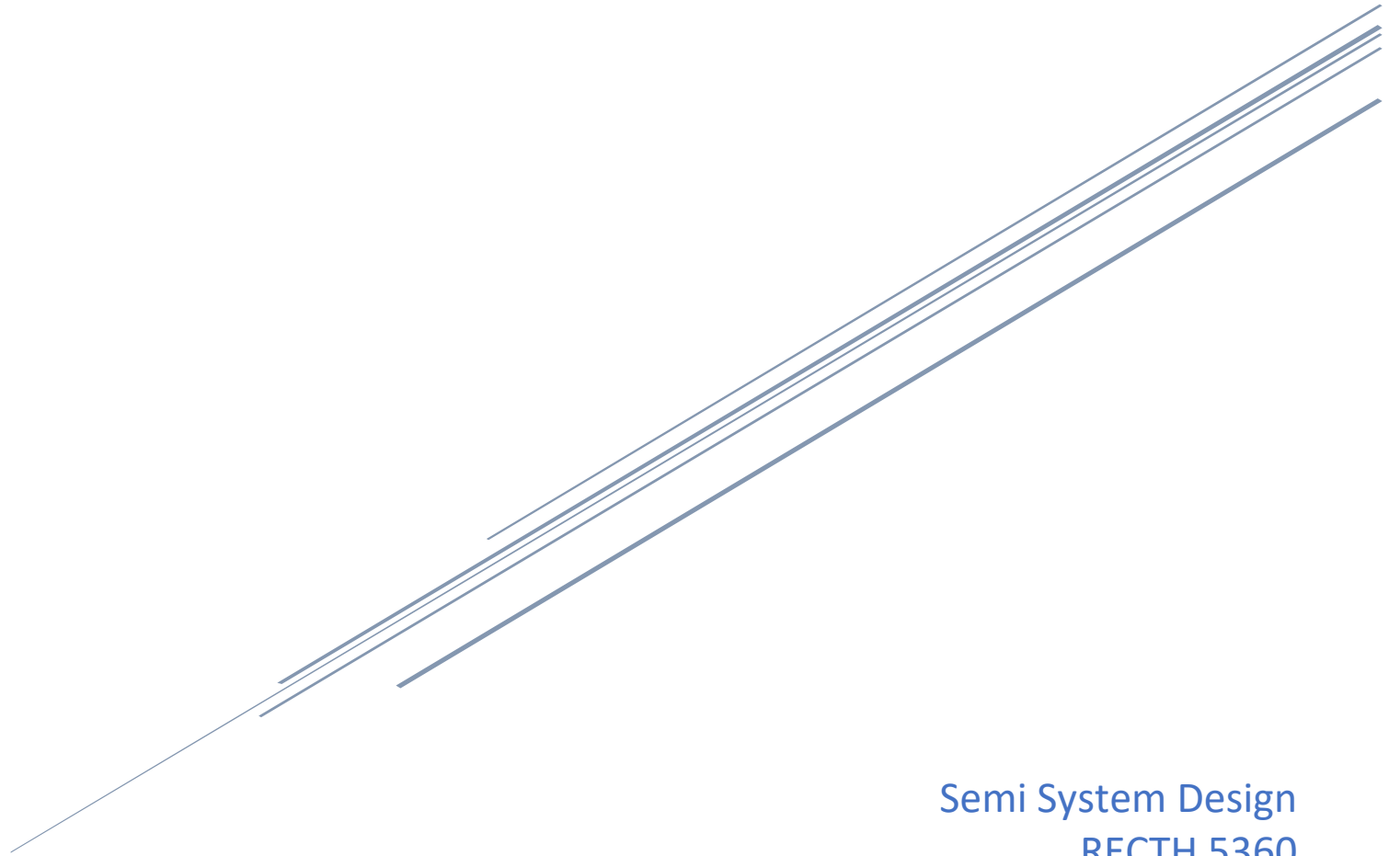


ADAPTIVE RECREATION: BI-SKIING

Adam Parker and Savannah Talbot



Semi System Design
RECTH 5360

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PROGRAM: Adaptive Recreation: Bi-Skiing

Objectives and Performance Measures	
<p>Program: Adaptive Ski Program Purpose: To provide adults with lower limb paralysis the opportunity to learn to bi-ski independently while also learning the importance of recreation/leisure in recovery of impairment and quality of life.</p>	
Outcomes	Performance Measure
<p>1. Client will be able to transfer independently (or with assistance) from their wheel chair to the bi-ski as observed by Recreation Therapist.</p> <p>2. Client will show a 25% increase in balance as measured in pre and post testing at the end of 6 weeks.</p> <p>3. Client will demonstrate through education program, understanding of bi-ski equipment, personal gear, and personal adaptations.</p>	

Implementation Description

Population

Adults, 18-70 years old, with paralysis of their lower limbs.

Program Length and Duration

First session will consist of education and introduction to bi-skiing. The program will continue for the duration of client’s agreement upon registration.

Staff Training/Certifications:

Utah State License as TRS or MTRS

National Certification by NCTRC as a CTRS

Current First Aid and CPR certified

Professional Ski Instructors of America and the American Association of Snowboard Instructors (PSIA-AASI):

PSIA Adaptive Alpine Certification and/or AASI Adaptive Snowboard Certification Standards Levels I, II, or III

Facility and Equipment

The facility and equipment necessary will vary slightly throughout the program. Specific instructions will be noted on the content and process sheets for each session.

Additional Information

Referral Criteria

Clients may be referred by a medical professional, RT assessment, or voluntarily through self-referral.

Contraindicated Criteria:

Program is not designed for children, if someone has severe pressure ulcers, and assess for TBI.

Risk Management Considerations:

Signed waivers for participating in Adaptive Sports Center programs

Crested Butte Mountain Resort lists liability when participant receives ski pass

Ensuring appropriate equipment is being used and user has been educated on its use

A Note on Discussions

The recreational therapist leading the group must be proficient at understanding and teaching bi-skiing.

Evaluation of the Performance of Measures

Evaluation for the program is based on continuous documentation and monitoring of the clients throughout group.

Objectives and Performance Measures

Program: Bi-Ski Educational Program

Purpose: Educate individuals about the structure of the bi-ski, the appropriate use of the bi-ski, appropriate attire when outside using the bi-ski, and the personal adaptations one can make.

Outcomes	Performance Measure
1. Client will demonstrate through education program understanding of bi-ski equipment.	1. By the end of group session client will be able to verbally identify 3 parts of the bi ski that should be adjusted and checked before bi-skiing as facilitated by RT.
2. Client will demonstrate through education program understanding of personal equipment necessary for bi-skiing.	2. During group session client will be able to verbally identify 3 pieces of personal equipment needed for first bi-ski lesson on snow as facilitated by the RT.
3. Client will demonstrate through education program understanding of personal adaptations to bi-ski equipment and personal equipment.	3. During group session client will verbally identify 3 personal equipment adaptations necessary when using bi-ski, as observed and documented by RT.

Sequence Sheet

Description	Session Number	Time (min)
Introductions	1	5
Setting the environment: Group Guidelines	1	2
Goals and Purpose	1	3
Bi-ski Labeling Activity	1	7
Personal Adaptations Discussion	1	5
Personal Equipment Activity	1	7
Processing	1	12
Summarize Key Point	1	2
Homework	1	2
Closure	1	5

Content and Process Description

Program: Bi-Ski Educational Program

Purpose: Educate individuals about the structure of the bi-ski, the appropriate use of the bi-ski, appropriate attire when outside using the bi-ski, and the personal adaptations one can make.

Equipment: 8 worksheets, 8 writing utensils, two tables, white board marker, white board, 2 sets of personal ski equipment (specified below under content), 5 chairs for potential guests.

Setting considerations: Large accessible room that can fit 6 wheelchairs and any additional guests. Room with a level floor, free of obstructions and well lit.

Set-up: 2 tables on opposite sides of the room. Chairs for guests in the back of the room. Group should be in a circle when in discussion with two chairs for RTs. Have clothing staged for Personal Equipment Activity beforehand on the side.

Content

Process

Introductions

Introductions will be facilitated by the RT. They will consist of names, experience with skiing of any kind, one thing the client wants to learn today, and one fun fact about themselves. The purpose of the introductions is to help clients feel more comfortable and gain connections within the group.

Introductions

“Hello, my name is _____ and I am certified therapeutic recreation specialist here at Adaptive Sports Center. I will be one of your bi-ski instructors. (Repeat for other RTs as needed.) Today we would like to start with introductions since this is everyone’s first time with us. If each person could go around and share their name, experience with skiing, one thing you would like to learn today, and one fun fact about yourself. Would anyone like to start?”
If no one would like to start, one of the RTs can start. After the first person goes, they get to choose to either go to the right or left around the circle.

Setting the Environment: Group Guidelines

The RT will set the environment by discussing the ground rules for the activities. The purpose of this is to make sure all clients understand what is expected of them and what is expected of the RT.

Setting the Environment: Group Guidelines

“Before we get started, we would like to set a few guidelines in order to make sure everyone is safe and enjoys their experience here:
1. Please allow staff members to move and take out any equipment necessary for the activity.
2. Throughout the activity we will check in with the group and if further instruction is necessary, we will go from there.

Goals and Purpose

The goals and purpose of the group should be shared with the clients after the environment has been set. The purpose of sharing this information is to ensure that clients understand what they will learn and work towards during the group.

Bi-Ski Labeling Activity

The purpose of this activity is to educate clients on the bi-ski, a piece of adaptive equipment. In order to do this, the group will be split into teams of two to three people. Each team will receive a print out of a bi ski with blank labeling areas. Each individual will have 2 minutes to try to complete worksheet, then each team will have 2 minutes to work together on the worksheet to correctly label the bi ski.

After each team has labeled their bi-skis, the RTs will go over the correct label as well as the parts that must be adjusted or checked prior to use. This will provide the opportunity to move into talking about adaptations to the bi-ski.

It is important to remember that this activity provides both an opportunity for the clients to learn about the bi-ski as well as a chance to meet the members of the team.

3. Throughout today please respect one another and ask before assisting.

Does anyone have anything they would like to add or any questions we can answer?"

Goals and Purpose

"During this group we will be working toward educating everyone on the structure of the bi-ski, the appropriate use of the bi-ski, appropriate attire when outside using the bi-ski, and the personal adaptations you can make."

Bi-Ski Labeling Activity

"To start working on learning about a bi ski, we are going to start today by working in teams to correctly label all the parts of a bi ski you should know."

RT should then go over following instructions:

1. Teams should be separated into two groups, each with three people.
2. Each group member will receive a pen and a handout with a blank bi-ski on it.
3. Individually each person will have 2 minutes to fill out as much of the sheet as they can using the word bank that will be on the whiteboard.
4. As a group for 2 minutes, the clients will work together to correctly fill out the handout.
5. The teams will then conjoin and discuss what they think went where for the labels on the bi-ski.

When going over the handout with the clients, the RT should cover the following:

Personal Adaptations Discussion

The purpose of this activity is to provide education about adaptations that can be made to a bi ski to best fit the client. Adaptations include foam or padding in the bucket and foot rest as well as different hand outrigger lengths and styles and ski outriggers to help with stability.

The RT should recognize that it can be difficult to grasp how padding will affect the ski without being in the bi-ski. In this activity the RT should ask participants to identify three personal adaptations that they will need to make to the ski prior to getting on the hill.

1. Make sure all parts of the bi ski have the correct label next to them, make sure to assist in fixing any that aren't.
2. The RT should discuss the following parts of a bi-ski that should be checked or adjusted prior to skiing
 - a. Quick Release lever in the correct position
 - b. All straps on seat and bi-ski are fitted to the skier
 - c. The foot rest and outriggers are at the correct length and are both comfortable and ergonomically correct
 - d. Double check to make sure any parts of the bi ski that are detachable are either completely detached or completely attached
3. Mention that in the next activity we will be discussing adaptations to the bi-ski
4. Answer any questions or concerns the clients have.
5. Go over the seat and outriggers included on the handout.

Personal Adaptations Discussion

“Now that we have gone over the different parts of the bi-ski, there are many different adjustments that can either be made for a comfortable experience and for your safety. The first adjustment can be made when you are sitting in the bucket. The buckets are usually larger to accommodate a variety of people, but when you are using a bi-ski you do not want to be sliding around in the bucket because it is unsafe and uncomfortable. We have foam blocks which we will pass around that we place around a person's body to ensure a tight fit in the bucket and to relieve any pressures on the body in this position.”

Personal Equipment Activity

The purpose of this activity is to educate the clients on proper ski attire. Skiing attire must not only protect the individual from snow but also provide the necessary warmth to make skiing enjoyable.

The RTs will explain the purpose of the activity and the rules of the game. The clients will be separated into two different teams, each team will be seated around a table. On the table should be the following equipment: goggles, helmet, gloves/mittens, clothing layers, beanie, neck gaiter, a non-ski helmet, sunglasses, biking or non-snow gloves, any other equipment not related to skiing. The members of the team will work together to dress

Pass around the foam block to let clients feel the padding.

“Next, before skiing you will want to ensure that the bi-ski is adjusted to fit you. The foot rest length can be adjusted to your height and if the physical bar does not move, there are closed cell foam blocks to provide a foot rest.”

Pass around foot rest block foam

“What other adaptations do you think you could make to a bi-ski?”

Other adaptations:

- Hand grip on outriggers with an active hand or duct tape
- Adjusting straps
- Adjusting bucket angle
- Tethers- dependent skiing

“These are all great adaptations to keep in mind whenever you are feeling uncomfortable and to make sure you are safe. Does anyone have questions about these?”

Personal Equipment Activity

“The last and one of the most important things we are going to cover today is what personal equipment is needed prior to skiing. To do this we are going to have you dress us in what you think is appropriate ski clothing and equipment.”

RT should give the following instructions:

1. The group should be split into two teams with different members than the first activity.
2. Each team will get a set of equipment, some made for skiing and some not.

their model (one of the RTs) in correct ski clothing. The RT should not assist in dressing and should not give suggestions or hints.

3. Each group is tasked with choosing the correct items needed to dress their model to get ready for skiing.
4. Each team will have three minutes to dress their model.
5. The model may not assist in dressing or choosing what items to put on.

After each RT has been dressed, the RT's should bring the group back together and discuss the following:

1. Necessary safety equipment
 - a. Helmet
 - b. Goggles
 - c. Gloves
2. Necessary comfort equipment
 - a. Hat or beanie
 - b. Neck gaiter
 - c. Clothing layers
3. Equipment not included to dress the model
 - a. This is any lower body clothing including boots socks and snow pants.
4. That clothing is not universal, and each person know their own body best. It should be mentioned that it is important to stay dry and warm.
5. Answer any questions or concerns the clients have and point out the equipment list on the back of the ski labeling handout.

Processing

Processing should be done as a way to bring the group full circle and can be done throughout the session. It is important for the RT to be able to recognize where the group as a whole is and

Processing

The RT should gather everyone back into a circle if they are not there already and provide an intro into processing the group.

what is necessary to help them reach the creating stage of processing with Bloom's Taxonomy. The questions provided under process are guidelines and do not need to be followed exactly. They should however be used as a guide to make sure the group reaches the purpose of the group session and can be used to refocus the group and steer them in the direction the RT would like for them to go.

- **Remembering**

- **Understanding**

- **Applying**

- **Analyzing**

- **Evaluating**

- **Creating**

“To finish out group today, I would like for us to discuss as a group what we have learned and how this connects to our lives and skiing.”

Remembering

What is the appropriate attire to wear skiing?
How can you adjust the bi-ski?
How can you make bi-skiing more comfortable for you?

Understanding

Why is it necessary for you to know all of this information?
Why are you learning to bi-ski?

Applying

When else do you try new things?
Why do you try new things?

Analyzing

How does learning a new activity impact you?
Is it easy for you to learn new things?

Evaluating

What might prevent you from learning something new? Why?

Creating

Summarize key points

The purpose of this activity is to review the key points that were touched on throughout the group. The RT should briefly go over the key points from the labeling activity, the adaptations activity, and ski clothing activity. The RT should also allow time for any questions or clarifications after summarizing the key points.

Homework

The purpose of this activity is to continue client's education about bi-skiing. The RT should provide the clients with a list of sources to research or look at that will provide them with further knowledge.

Closure

The purpose of the closure activity is to check in with the clients prior to leaving group. The RT should share their thoughts on how the group went and provide a quote to finish the group before closing group.

How can you overcome the obstacles that you face to try something new?

What are other activities that you might consider learning?

Why?

Summarize key points

"For using the bi-ski it is very important to be familiar with it and be able to adjust to ensure that you are comfortable. It is important to have the appropriate equipment while skiing to ensure that you are safe. On your handout you can find a list of gear that you will need before we get on the snow."

Homework

"For our next session we encourage you all to watch videos of other bi-skiers to see how to maneuver the equipment. Also look up different facts about the bi ski and how they work. On the back of your bi-ski sheet you will find a list of websites to check out. Please write down any questions you may have about the videos or information, they will be addressed next group."

Closure

"We would like each person to go around and tell the group one thing they learned today about bi-skiing and your current comfort level with it. This has been a great group and we look forward to next time where we will actually be working with the bi-ski."

"We would like to end with this quote from Paralympic snowboarder Amy Purdy:

'Challenge yourself, go for it whatever "it" may be, we are much more powerful and capable than we will ever know.'"

Performance Sheet

PROGRAM: Adaptive Recreation: Bi-Skiing
Staff:

Date: 11/13/2018

PROGRAM PERFORMANCE

PERSONAL PERFORMANCE

Client Name	Client will demonstrate through education program understanding of bi-ski equipment.	Client will demonstrate through education program understanding of personal equipment necessary for bi-skiing.	Client will demonstrate through education program understanding of personal adaptations to bi-ski equipment and personal equipment.		Personal Objective	Staff Initials	Date
Alexis				During group session client will verbally identify 3 personal equipment adaptations necessary when using bi-ski, as observed and documented by RT.			
Avery				By the end of group session client will be able to verbally identify 3 parts of the bi ski that should be adjusted or checked before bi-skiing as facilitated by RT.			
Josh				During group session client will be able to verbally identify 3 pieces of personal equipment needed for first bi-ski lesson on snow as facilitated by the RT.			
Shani				During group session client will be able to verbally identify 3 pieces of personal equipment needed for first			

				bi-ski lesson on snow as facilitated by the RT.			
Madeline				During group session client will verbally identify 3 personal equipment adaptations necessary when using bi-ski, as observed and documented by RT.			
Kalee				By the end of group session client will be able to verbally identify 3 parts of the bi ski that should be adjusted or checked before bi-skiing as facilitated by RT.			

5 – Objective Exceeded
4 – Objective Met
3 – Objective Somewhat Met
2 – Objective Not Met
1 – No Participation

Handout Documents



Bi-Ski Labeling
Activity Worksheet



KEY Bi-Ski Labeling
Activity Worksheet

Client Descriptions

Alexis:

Client is a 25-year-old Caucasian female who registered to participate at the Adaptive Sports Center on November 13th, 2018 for full day activities twice a week for a month. Client registered for adaptive skiing due to a T-12 spinal cord injury that does not allow use of her legs and restricted torso movement. The cause of the client's injury was a cliff jumping accident, 2 years earlier that had her in the hospital for multiple months with numerous surgeries. During high school and college, she was an avid runner, participating on her high school's varsity track team and winning first place at the state competition her senior year. Before her accident she graduated from the University of Denver as valedictorian with a major in international business and a minor in French. She intended to go to law school but found herself enjoying traveling and exploring new places more than school. Since her accident, she has not returned to school, nor started to work. He has been living with her parents and depending on them as caregivers. She has reported feelings of depression, seclusion, and boredom. One of her friends from college recommended our program because his sister who has Down Syndrome participated in one of our programs and he participated with her. He saw the wide range of activities and disabilities that we provide for and thought it would be a great opportunity for Alexis since she loves the outdoors and has not done anything similar since her accident. Since the client's accident she has lost touch with most of her friends from school and has a very distant relationship with her parents and sister that is 10 years younger. With a T-12 spinal cord injury, the client has limited movement of her lower abdominal muscles and no movement of her lower limbs. She has difficulty with temperature regulation and bowel, bladder, and sexual function. She has a catheter since she cannot control bladder function and she takes medications to help with bladder and bowel functioning. These may cause dry mouth or dizziness for the client. She very easily gets pressure ulcers from sitting in her chair which is important to be aware of when fitting her to a sit ski. She also experiences chronic pain in her arms from overuse and mid back pain. Her doctors have suggested nonsteroidal anti-inflammatory drugs, but the client does not feel the need to use them. She has expressed disinterest in prescription drugs and hopes that our program may help distract her from her pain. Before her accident, the client's interests included skiing, running, hiking, traveling, being with friends, exploring new places, rock climbing, camping, water sports,

backpacking, and trying new things. Since her accident the client has been interested in reading, watching TV, staying indoors, and sleeping.

Client Outcome: During group session client will verbally identify 3 personal equipment adaptations necessary when using bi-ski, as observed and documented by RT.

Avery:

Client is a 26-year-old, male who registered for the Adaptive Ski Program on November 13th. Client is diagnosed with Myelomeningocele Spina Bifida. Client has loss of function below the waist line and uses control devices for urinary and bowel movements. Client has been in a wheelchair since birth and has full range of motion above the waist. Client was referred by a family friend and reports being encouraged to register for the program by his family members. Client has one older brother (28) and one younger sister (18) and a traditional family (one mother and one father). Client reports that he has strong family connections but often times feels disconnected from his siblings as neither sibling is diagnosed with a disability. Client lives with his partner of 2 years in a first-floor apartment. He is able to drive himself in an adaptive car and he is otherwise independent. Client attended college at Brigham Young University and graduated with a degree in mechanical engineering. Client reports having an active social life and enjoys going to the bars with his partner and their friends on Saturday nights. Client shared that he is looking to make more social connections with other individuals with disabilities. He shared that he has noticed that he is becoming more withdrawn due to the fact that he spends most of his time around individuals without disabilities. Client does not have any other health concerns about participating in the program and did not share if he is taking any medications that would affect his participation.

Client Outcome: By the end of group session client will be able to verbally identify 3 parts of the bi ski that should be adjusted or checked before bi-skiing as facilitated by RT.

Josh:

Client is a 45-year-old male that registered to participate in the adaptive ski program at the Adaptive Sports Center on November 1st of 2018. The client has an L-4 spinal cord injury as a result of a serious motorcycle accident 5 years earlier. With this injury he has use of his trunk, but no movement of his hips, legs, or feet and difficulty with bowel, bladder, and sexual functioning. He uses a manual wheelchair because he enjoys staying in shape. Before the accident he was an avid motorcycle rider with a group of friends and was a very social person. Since the accident he reports that he hasn't been able to feel the same emotion and is very shy in social situations.

He has never been very close with his family, on the day he turned 18 he moved out of the house and in with a friend and has not spoken with his family since. Client does not see the importance of education and rode his motorcycle across the country 3 times instead. Before the accident his favorite activity was going on long rides on his motorcycle and had experience in mechanical work, but since then he tries to get out of the house once or twice a day to exercise his arms and would like to start going to the gym to keep his trunk in shape. He occasionally helps acquaintances with mechanical questions, but other than that he has not had employment since his accident. The client heard of our program from a friend of a friend who had a leg amputation after a motorcycle accident and participated in our summer programming. The client reported that he chose to do our adaptive ski program because he has no experience in skiing and would like to challenge himself in learning a new activity.

Client Outcome: During group session client will be able to verbally identify 3 pieces of personal equipment needed for first bi-ski lesson on snow as facilitated by the RT.

Shani:

Client is a 30-year-old female with a T-3 spinal cord injury. She registered for the adaptive ski program at the Adaptive Sports Center on September 23rd, 2018. She has used a wheelchair for the last 10 years after she was hit by a car when crossing the street near her apartment in Ohio. This was a very traumatic event for her, almost ending her life, and she was in the hospital for almost a full year afterwards. Due to the injury, she has no movement from her pectoral muscles down to her feet. This means she is unable to move her torso, hips, legs, and feet and she has a lack of bowel and bladder function. After the accident she went into severe depression and being away from her family had been an issue, so she moved back to Colorado and has lived with them since. She has become extremely close with her father who has worked as a ski-instructor all his life. He was the motivation for her joining the program, but she has been extremely hesitant in trying something new and wishes for her dad to be present during the activities at our facility that she wishes to participate in. She has always had a curious demeanor, but since her accident it has turned to a more cautious attitude. It is hard for her to let others be in charge and she usually will not leave the house without her father. Her father reported that he would really like her to try to ski because it is something, he has experience in and it would be fun for them to enjoy together. Her father stated, he would really like his daughter to gain from these activities is more independence. He enjoys spending time with her, but he feels that she has become extremely dependent on him and making new friends would be good for her. Her main concerns with the program are safety and making sure nothing will happen to her on the ski mountain. She has expressed much excitement for the educational program.

Client Outcome: During group session client will be able to verbally identify 3 pieces of personal equipment needed for first bi-ski lesson on snow as facilitated by the RT.

Madeline:

Client is a 27-year-old, female who registered for the adaptive ski program at Adaptive Sports Center on October 15, of 2018. Client was encouraged by her family to register as they were concerned that she was becoming isolated. Client is diagnosed with a L-1 complete spinal cord injury as a result of a traumatic car accident in July of 2016. Client has loss of function of hips and legs and uses control devices to independently manage bowel and urinary functions. Client also reported a moderate concussion due to the car accident that has since healed. Client has been cleared to participate in the adaptive ski program by her medical doctor. Prior to the accident, client reports being an avid skier competing with her high school team. Client currently lives in Crested Butte, CO with her parents. She has a basement apartment at her parents' house that is accessible and allows her to live independently. Prior to accident, client's parents report the client having an active and busy social life. However, after the accident, they report the client becoming more reserved and spending less and less time with friends. The client reports feeling isolated because she does not have any friends with a disability. Client attended college at the University of Colorado-Boulder where she studied hospitality and tourism. She now works for a small hotel in Crested Butte but reports struggling with her job due to the lack of accessibility in building and a change in her physical state. Client reports an interest in the social aspects of skiing and in particular meeting others like herself. Client reports working with a psychotherapist to help her cope with the relatively recent changes in her life. Client reports having a supportive mother and father. Client is an only child. Client does not report any relevant spiritual or religious information. Client denies having any other physical health concerns that would prevent her from participating however she did express a concern for safety on the mountain.

Client Outcome: During group session client will verbally identify 3 personal equipment adaptations necessary when using bi-ski, as observed and documented by RT.

Kalee:

Client is a 19-year-old female who registered for the adaptive ski program at the Adaptive Sports Center in August of 2018. Client is diagnosed with Myelomeningocele Spina Bifida. Participant has loss of function below waist line but has bowel and urinary control. Client has used a wheelchair since birth and has full range of motion above waist. The client was active with Adaptive Sports Center's

summer programs and was interested in learning to ski to continue physical activity and recreation during the winter. Client has one younger sister (14) who is normally functioning. Client's sister is a competitive skier and encouraged her sister to try skiing as a way for the two of them to spend more time together. Client currently lives in Aspen, CO where she attends Colorado Mountain College-Aspen. Client reports studying accounting and business and is a sophomore in college. Client does not currently own an adaptive car; however, she reports having friends and family to provide transportation. Client reports a having a traditional family (one mother, one father) that are very supportive of her pursuing recreation opportunities. Client reports that she feels she sometimes is disconnected from her family members because she does not ski, and they are all avid skiers. Client also reports having a large friend community at college that support her and encourage her to learn to ski. Client report religious/spiritual commitments that prevent her from participating in activities on Sunday. Client denied having any other physical conditions that would prevent her from participating in the adaptive ski program. Client stated that her goals were to become a good-enough skier to ski with her friends and family. Client was worried about the amount of time this could take and was anxious to get started and improve. Client also expressed interest in meeting more people similar to herself. Client also mentioned the increase in physical endurance and strength that skiing may provide. Overall, the client was very excited about the ski program and registered on the first possible date.

Client Outcome: By the end of group session client will be able to verbally identify 3 parts of the bi ski that should be adjusted or checked before bi-skiing as facilitated by RT.

Resources

Bakhshi, J. (2015, June 27). Stretching Exercises for Wheelchair Users [Infographic]. Retrieved October 20, 2018, from <https://kdsmartchair.com/blogs/news/43656067-stretching-exercises-for-wheelchair-users-infographic>

Enabled Technologies (2016). BI-SKI INSTRUCTION, MAINTENANCE & PARTS MANUAL. Retrieved October 20, 2018, from https://cdn.shopify.com/s/files/1/0248/6303/files/Bi-Ski_Manual.pdf