

Demographics			
Ages <ul style="list-style-type: none"> • 26 • 50 • 29 • 71 • 27 • 32 	Pronouns/Gender <ul style="list-style-type: none"> • 2 He/him • 4 She/her • 1 They/them *one individual used multiple categories of pronouns	Disabilities: <ol style="list-style-type: none"> 1. T4 SCI 2. Hemiparesis post-stroke 3. MS 4. Chronic pain/muscle tightness 5. Autoimmune disease/neurological disability 6. SCI (no use of LE) 	Modifications <ul style="list-style-type: none"> • Assisted belays • Wheelchair (2) • Lofstrand crutches • Cane • Chest harness

Themes from Semi-Structured Interviews

Theme/Code	Description	Statement
Disability etiquette	Statements that describe how to be polite and open minded when working with individuals with disabilities.	<ol style="list-style-type: none"> 1. Ask what she needs, don't make assumptions. 2. She welcomes curiosity, allowed to ask questions 3. Ask open ended questions, don't use "can do" or "cannot do" because that feels more insensitive (can you ___ /can you not ___ feels judgemental) 4. "Every person is different" 5. Don't make assumptions, even within the same diagnoses - conditions can vary a lot 6. Ways to ask about someone's abilities could sound like "what feels good to you, what works for you, tell me about _____, tell me about how your body moves/ROM/strength" etc 7. Staff need to be well trained in disability etiquette - no assumptions that are made!

		<ol style="list-style-type: none"> 8. She appreciates it if people just ask “what do you need, what do you need me to do?” 9. Permission to touch! Chair too 10. Volunteers could say “I’m relying on you to tell me what you need” 11. They should know/ask “how do you like to do this?” 12. Ask, don’t assume 13. Don’t pity, 14. Inspiration model - don’t share that they inspire you
Person-first identity	Statements that describe a desire to be treated like any other individual.	<ol style="list-style-type: none"> 1. Not treating him any different, treat him like any other climber 2. Doesn’t want to be stared at 3. Concern: someone without experience with disabled individuals might not know what to do with her 4. A concern is that people will be staring, being awkward 5. When people don’t know how to interact with disabled people - makes it uncomfortable, makes it hard to be yourself and want to hide parts of yourself 6. Wants to be treated like anyone else would be treated 7. Concern/fear: How are they interacting with other people at the gym 8. Concern: Will they “get in the way” 9. “I like the model with able bodied ppl there also climbing, it’s more of a hangout and everybody gets to climb” - wants more of a chill hangout rather than volunteers belay, adaptive climbers climb 10. treat them like a regular person, have high expectations
Sense of belonging	Statements that show a desire to be welcomed, supported, and part of a community.	<ol style="list-style-type: none"> 1. “I like social stuff...” 2. As a disabled trans man, he is looking for acceptance in the communities he participates in 3. More drawn to the inclusivity and community 4. Main tangible goal: social participation, meeting other like minded people who have disability experience

		<ol style="list-style-type: none"> 5. Trying new things and making new friends in the disability community! 6. Didn't originally feel "disabled" enough because his is more hidden, not as much representation 7. Climbing is a way to be social; disability can be isolating, same with if you stop working 8. Wants to be able to network, communicate 9. Likes to wear both hats as a participant and a volunteer 10. Likes the wide range of ages in participants 11. Wants a community that motivates consistency 12. Access to a disabled community 13. Concerns that she doesn't know if she belongs in that space 14. Community that is about meeting you where you're at rather than a shared diagnosis 15. Enjoys how welcoming the community is 16. Wants a welcoming crowd 17. Has sometimes experienced "ageism" - feels like young disabled climbers are put off, can be discouraging 18. really mixed community, loves that she gets to interact with interesting, smart people of every gender identity, race, countries, occupations. Loves the variety in ppl and talking to them 19. Has met people that climbed, "that's the nice thing about climbing, you can sort of do it with everybody" 20. Currently climbs just on her own, is pretty connected to the community 21. Has adaptive climbing ppl she meets up with here and there, and through competitions is very connected 22. "Something that's cool about the climbing community is that everyone is pretty chill and welcoming and that made it comfortable from the beginning"
Individualized strategies	Strategies that participants and staff can use to work	<ol style="list-style-type: none"> 1. Staff need to be patient 2. Staff need to give space and time for someone to try something

	<p>collaboratively as a team to ensure a client-centered experience.</p>	<p>new - and they may have to try things many times</p> <ol style="list-style-type: none"> 3. Be willing to adapt and improvise and provide new techniques 4. Being willing to collaborate with the adaptive climber, bring in expertise but allow the adaptive athlete to be the expert in their own disability 5. Everyone has their own goals/abilities/comfort 6. Have an initial screening so you know what to expect with participants 7. Initial check-in and then frequent check-ins to touch base to make sure their needs are getting met - don't assume people will advocate for themselves! 8. Ways to use her body creatively rather than "just get stronger" 9. Routes that are set up differently 10. Ways to think creatively to use her body 11. More ways to achieve goals - not just A to B, broader goals or objectives 12. Adaptive climbing is about anyone showing up, but is individualized and tailored to needs/goals 13. Staff need to keep in mind that their goals may be very different than traditional climbing goals 14. Helping people be able to recognize what their limits are, respecting and identifying boundaries 15. A person who uses a WC might walk, might not, etc. huge variability, it's different for each individual 16. Basic calling techniques for visually impaired 17. Have alternative ways to communicate - iPad, notepad 18. Think about these things ahead of time 19. Sensory modifications 20. Ask open ended questions 21. A local group is geared toward beginners and more intellectual disabilities, so it's not a great fit for her climbing goals.
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			<p>22. some more variety in setting for different styles of climbing, for example campus climbs</p> <p>23. Flexibility with steep overhang with a top rope (steep overhang is usually lead cave)</p> <p>24. Different training styles, ppl can benefit from having different options for ropes and systems for different terrains based on ppl's needs</p> <p>25. Asking questions because everyone is going to want something different or have a different view</p> <p>26. If you're working with a new climber, just checking with them to see what works, if there is anything they're worried about</p> <p>27. Everyone's goals are going to be different, but challenge them and have high expectations</p> <p>28. Asking if they know what their goals are because that can alter how you support them (For example: wished she didn't have a tight belay for so long, wished someone explained to her that you can have a loose belay because it surprised her and was way harder with a loose belay)</p>
Barriers		Factors that limit an individual's ability or desire to participate in an adaptive climbing program.	<p>1. Time of day (evenings are too late in the day)</p> <p>2. Surface: the padding on the floor takes a ton of energy to get around in a wheelchair with.</p> <p>3. Would want more similar interest/abilities in the adaptive climbing community</p>
	Location	Statements that show that distance or transportation are barriers.	<p>1. Distance: doesn't own a car, transportation can be a problem</p> <p>2. If something was closer, maybe she'd go</p> <p>3. Distance, location are bigger barriers - works full time. Once in a while will drive for special one-off things</p> <p>4. Would want something local</p>
	Physical Ability	Statements about physical abilities or fear of	<p>1. physically, has very little ROM and dexterity on RUE, coordination is hard.</p>

		injury/illness being a barrier.	<ol style="list-style-type: none"> 2. Concerned with balance 3. Worries about injuring shoulders, esp as a WC user and with arthritis already 4. Concerned about immunity - compromised immune system, when it's crowded and busy, borrowing equipment too (spreading germs)
	Cost	Statements that explain how the cost of a program may limit someone's ability to participate.	<ol style="list-style-type: none"> 1. Cost of program, cost of equipment - not interested in buying her own equipment 2. Cost 3. Cost - would need a discounted rate
	Knowledge/awareness	Statements that show a lack of knowledge about programming or what is possible regarding ability.	<ol style="list-style-type: none"> 1. Doesn't know the extent of her capabilities/how the adaptations would work 2. Curious to know how adaptations would work 3. Knowledge about what actually happens in the sports, knowing about the existence of the sports 4. What are they, who are they for? (adaptive sports) 5. Not knowing if it's possible: Learning to belay was easy but not knowing anything about climbing, wondered if she could do that sitting down - wondered about belaying
Just Right Challenge		Statements that demonstrate how clients want to measure their abilities and what level of challenge will keep them engaged and motivated.	<ol style="list-style-type: none"> 1. Biggest fear is that it's too hard and he fails <ol style="list-style-type: none"> a. He's ok with failing, likes challenge, can be flexible b. This is always a bit of anxiety inducing though 2. Fears that he won't be able to get started if it's too hard 3. Attitude at most gyms is PROGRESS and STRENGTH, but would prefer more specific, tangible, individualized goals 4. Community that doesn't make her feel like she has to "win" 5. Exercise can/should be about pushing yourself - how to keep the challenge but not feel like you're constantly losing 6. Guidance in figuring out the difference between challenge vs inability - what is someone really capable of? 7. Enough courses that are accessible - wants 5.7-5.9 8. Enjoys it when there are climbs that newer people can achieve

Goals		Achievements and benefits that participants have/want to experience	<ol style="list-style-type: none"> 1. Having fun 2. Trying new things 3. Ways to use her body creatively rather than “just get stronger”
	Climbing Skills	Statements that demonstrate goals specific to climbing technique.	<ol style="list-style-type: none"> 1. Mostly climbing skills 2. Technique too - more climbing specific instruction
	Fitness	Statements that show goals regarding developing strength, endurance, and independence	<ol style="list-style-type: none"> 1. Strength 2. Strength development 3. Strength 4. does all campus climbing, so getting endurance to make it to the top without resting constantly 5. endurance 6. endurance so she needs less of an assistive belay 7. rely less on the strong belay, feel like/get close to being able to climb less difficult or same routes more like an able bodied person (more independently)
	Social Aspects	Statements that show people have goals to make friends, find a community, and participate socially	<ol style="list-style-type: none"> 1. Access to disabled community 2. Community that doesn't make her feel like she has to “win” 3. making new friends in the disability community 4. Some social participation 5. social participation, meeting other like minded people who have disability experience