



Philosophy, Vision & Culture

15–20 mins

Activity

Disability Etiquette

15–20 mins

Activity

ADAPTIVE PROGRAMMING



STAFF TRAINING

Allow 2 – 2.5 hours to complete.

Culture & Community > Functional Impact > Diagnosis, Climbing Ability

- Able-bodied climbers typically have climbing-specific goals and certain ways of measuring progress or achievement, i.e. weights, grades, projects, endurance.
- Disabled climbers may have those goals, but there is greater variation in how these goals look and how individualized they can be.

We want the culture to be about **welcoming diversity**, **growing community**, **getting creative**, and **broadening our understanding** of progress and achievement.

Listening Activity: Culture

- In groups of four, have one person speak for 2 minutes about a moment that means the most for their climbing identity.
- The three others listen: one listens for action (who, what, where, when), one listens for values, and one listens for emotions.
- After 2 minutes, the three listeners report what they heard.
- This fosters deep listening, and the storyteller gets feedback on how much they communicated.

The values and emotions that results represent **cultural aspects of your identity and community**.

Don't make assumptions • Ask questions • Treat people like people

- Asking open-ended questions gives more choice and power to the individual because they can choose how much to share and the language they prefer.
- Even with similar diagnoses, conditions can vary a lot. Be educated on what someone may need, but never assume.

Disability Etiquette Card Sort

- Using the deck of Disability Etiquette Cards, have individuals or small groups sort them into "True," "False," or "Unsure."
- Discuss any questions or disagreements in sorting to better understand how the etiquette scenarios can impact the culture and sense of belonging at the gym.

Your role as a staff member shifts when working with individuals with disabilities. Instead of a coach and climbing expert, we need to become partners and team members.

- **Adaptive climbers are the experts on themselves**, their limits, their capabilities, and their bodies.
- Adaptive climber's may have goals that look different than non-disabled climbers.
- Their boundaries may look different than typical climbers.



ADAPTIVE PROGRAMMING



STAFF TRAINING

Disability Education

15 mins

Adaptive Strategies

5-10 mins

Activity

60 mins

Big Picture: What Staff Need to Know

5-10 mins

Limb Differences • Paralysis • Neurological • Vision • Hearing

- Familiarize yourself with the one-page handouts for each category above.

Remember that diagnosis is not the main concern. The most important thing we can do is work as partners with individuals to think creatively about how to achieve THEIR goals.

Assistive Belay • Balance • Campusing • Side Climbing • Calling

- Review the “Learning Activities: Adaptive Strategies” and “Learning Activities: Simulated Disabilities” handouts.
- Go over “Calling Technique.”

Simulated Disabilities

- In groups of two or three, practice some of the simulated disabilities and adaptive strategies outlined in the handouts.
- You may wish to practice calling technique for a blindfolded climber as well, or practice some disability etiquette “dos” and “don’ts.”

