



SAILAWAY

SailAway Guide

Supporting Sailing Clubs to include children and youth with Autism Spectrum Disorders (ASD) in Sailing

This Guide was developed under the Intellectual Output 2 of the project SailAway



Co-funded by the
Erasmus+ Programme
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Introduction

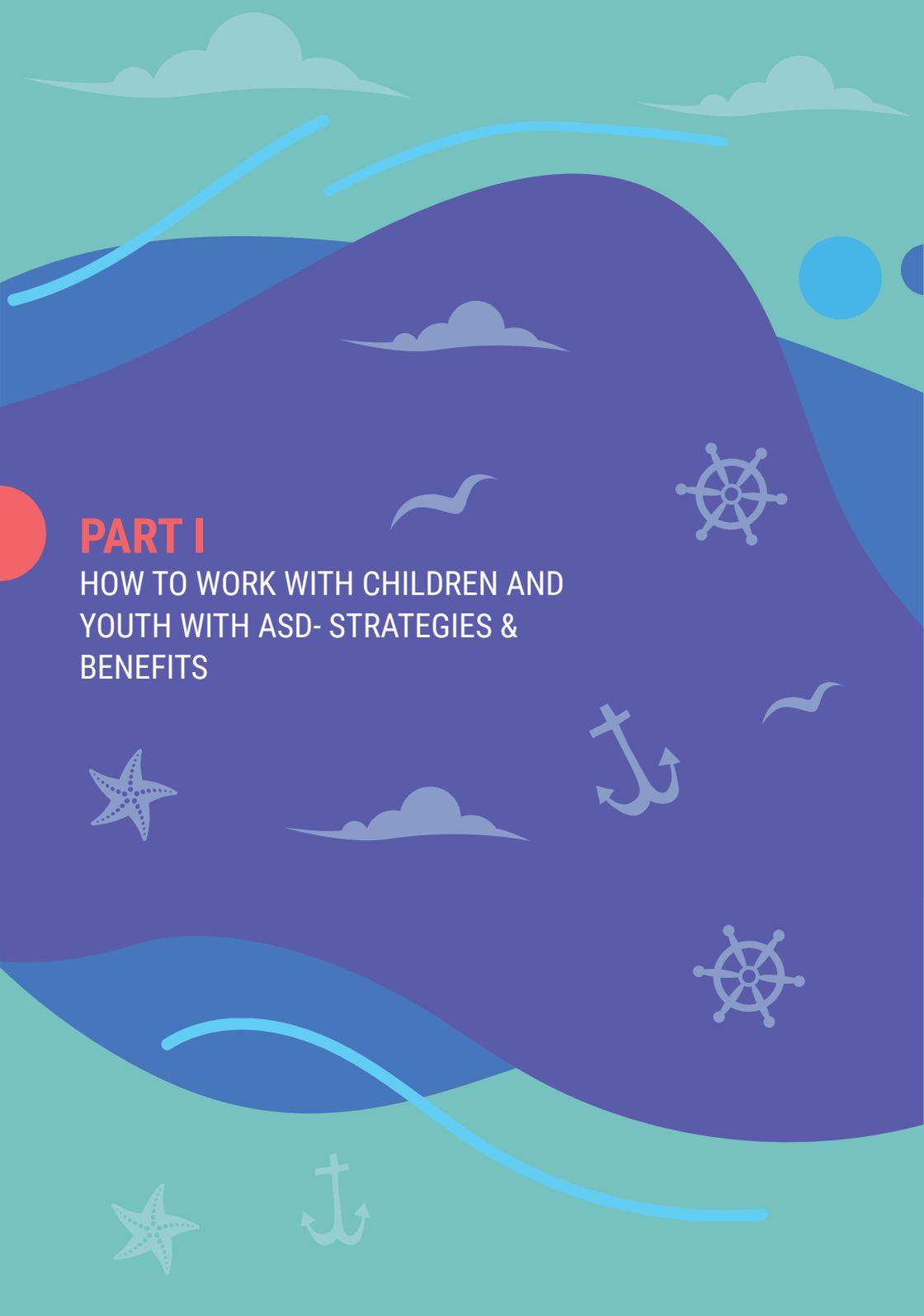
"Sailing can be a very sensory environment. Just to touch the water may be a challenge for an autistic person, but there are so many benefits, from problem solving skills to learning to accept reassurance from others. People think autistic people aren't good in a group, but sailing has given me the confidence to be part of the team on and off the water."

Murry MacDonald, founder of "Autism on the Water"

The SailAway Guide - Supporting Sailing Clubs to include children and youth with Autism Spectrum Disorders (ASD) in Sailing serves as a facilitator for sailing clubs, federations, relevant stakeholders and interested individuals or sailing enthusiasts to expand their sailing opportunities to the population of children and youth with ASD. The Guide includes evidence-based recommendations and strategies for the sailing clubs on planning and implementing inclusive and appropriate sailing activities for children and youth with ASD. Special attention is also given to the benefits that the sailing clubs will have by enhancing the participation of children with disabilities. Therefore, what holds us from providing the chance to people with ASD to get in touch with the sport of sailing and explore it, play, and learn through it?

The Guide is developed under the Work Package 2 of **SailAway Project – Supporting the participation of children and youth with developmental disabilities in sailing**, an Erasmus+ project co-funded by E.U., which is coordinated by KMOP (Greece) and is implemented by 6 organisations in Greece (NOPF), Cyprus (IoD), Croatia (SSOI Rijeka), Portugal (Aproximar), Spain (Fundació Mira'm) and Italy (Montetauro). Proposals made in this Guide are based on the primary and secondary research conducted in the partner countries. A thorough exploration and analysis on the situation of autism, sailing, and opportunities for participation were made through desk research and interviewing families of people with ASD and professionals to enable the consortium to get a clear view of their living realities and challenges.

The **central aims** of the Guide are, first of all, to raise awareness of the sailing clubs and the relevant stakeholders to open their sailing activities to populations with disabilities as the children and youth with ASD. Secondly, to enable them to plan and implement exclusive sailing programs for autistic children/youth or make inclusive and mixed sailing programs with neurotypical children and children with ASD.



PART I

HOW TO WORK WITH CHILDREN AND
YOUTH WITH ASD- STRATEGIES &
BENEFITS

1. Benefits for sailing clubs



These are some questions that you might think of when you started reading this guide. There is no doubt that it is understandable to have doubts and/or concerns when you implement something not widely broadcast and developed.

1. You will be one of the organisations that will raise visibility and give new opportunities to people with autism. Inclusivity and equal opportunities for everyone are nowadays social requests. More and more people/organisations ask sports organisations to perform socially responsible and open their activities to all people. Thus, by doing so, you can be one step forward and be innovative and influential to other clubs, as well.
2. It is a fundamental right for people with disabilities to participate in social and cultural activities. You can advocate for their rights by making the club disability-friendly and providing sailing classes to people with physical or developmental disabilities.

3. Enhancement of the social profile of your sports organisation. Image and «brand» name of your sailing club will improve both in the local community and in the broader context of sailing and sports in your country.
4. Possible advances in profits. By implementing and disseminating new innovative practices such as sailing classes for people with ASD, the sailing club will have a positive outlook towards society. More people will know the club and may be interested in learning sailing.
5. The sport of sailing has aspects that will be very beneficial for the development of children and youth with ASD. Sailing promotes socialisation and social skills; teamwork and cooperation; discipline; setting goals; problem solving; respect for others and respect for your equipment; teaches rules and limits; builds self-confidence; and above all is a fun activity in nature.

Self-reflect: From the knowledge that you may have about autism, what other benefits for your club and the children with ASD, could you think of?

2. Recommendations for sailing clubs, federations and stakeholders

The following recommendations were raised by the desk and field research which was conducted in the 6 partner countries. The desk research gave to the consortium fruitful insights on the legislature around disabilities and autism, while at the same time uncovered the gaps, barriers and limitations in social policy and protection of the population. For the field research, 106 experienced professionals working on ASD and parents of children with ASD were interviewed in total by the researchers. Significant themes were covered to unveil the realities of the people regarding the challenges that the autistic population and their families face; the sport opportunities they have; the level of support by the state; the experiences of discrimination; and their suggestions for the implementation of sailing classes for children in the spectrum.

1. Policies: Establishment of social, educational and health policies targeting individuals with developmental disabilities by the states to promote their social protection, inclusion and visibility. Due to the unique nature and characteristics of people with ASD, it is preferable the policies to be especially tailored for them and not to keep them under the vastly general and vague scope of “people with disabilities” umbrella. In that way, the families would feel more supported by the states and included in their communities, while their quality

of life would be improved. Special attention should be given to the provincial areas of the countries for the greater application of the policies in national level, since there are multiple deficiencies in social service centres and the level of awareness compared to urban areas.

2. Funding/Financial support: A form of financial support and/or funding should be provided for both the participants (children with ASD) and the respective providers (coaches, trainers, organized groups of professionals etc.). This can be achieved by finding sponsorships from foundations, companies etc.

3. Networking & Collaborations: A crucial step is to build networks and partnerships with other local associations and entities that work with autism. In that way, you will be able to combine know-hows and implement projects that aim to increase the inclusion of people with developmental disabilities in sports.

4. Interdisciplinary teams: Related to the previous recommendation, an interdisciplinary team of experts in sailing and autism is the best combination. The teams can include for example a sailing instructor, a psychologist and a special educator. In that way, each professional will give their expertise to achieve the best approach and outcome for the child.



5. Inclusive mixed sailing classes: Who said that you can only have classes for children with ASD exclusively? Mixed classes between children with ASD and neurotypical children can be promoted with the consultation of the professionals. This can have positive impact not only to the children with ASD, but mostly to the neurotypical ones since they will familiarize with autistic persons, will get to know them which is the best way to raise their awareness.

6. Uniqueness: If you have seen a person with autism, you have just seen one person with autism. This means that each one who is in the spectrum is different than the others and that's why is called a 'spectrum'. There is not one rule that encompasses the autistic person. So, for the organisation of the sailing classes, it is needed to have a history of each child by his/her parents; psychologists or special educator to follow the same path in your approach on sailing.

7. Education and training: The Ministries of Education and of Sports in collaboration with the sailing federations could orchestrate a coordinated response to the provision of education and training courses for sailing clubs and instructors. In that way, more sports professionals would be accustomed and trained on autism to feel comfortable engaging in the implementation of inclusive sailing activities. They could either make teams for persons with ASD or include children with ASD in their existing teams.

8. Media/Awareness Raising Campaigns: Enhancement of the club's dissemination activities to engage more individuals into sailing, raise public awareness, and reduce the stigma around autism. The involvement of mainstream media will be a useful means to inform the public, parents and education authorities about the benefits of inclusion of individuals with ASD in sports.

In their own words

This space is dedicated to the parents and the professionals who live, work, care for, teach, train and love children and youth who are in the spectrum of autism. These are their own suggestions and tips to the sailing instructors and the managers of the sailing clubs on what to expect and how to view their interactions with the persons with ASD:

"I would suggest them to be open in their communication with children and have open horizons. Do not be frightened by any myths that prevail and unfortunately, spread and discourage people from trying."

"To see it as a challenge because it is challenging. They will learn a lot about themselves and society, because these people (with ASD) teach us so much and we have to give them opportunities."

"The Alpha and the Omega in autism is preparation. If you have properly prepared the child in advance, where he will go, what he will hear, what he will do, he will do very well. So, it is good to leave behind what they have heard, to look at each child individually, to be able to build a relationship with them and later, their goals will be achieved."

"They have to enjoy it, not be afraid of it, be able to dedicate some time and beyond that there is no need for fear. They can collaborate with local institutions or other organizations; they can create some teams that don't need to be competitive, competition does not exist here. We do it for the children, to have a good time, to learn few things that will help them in their lives, do nice sailing and have a good time."

"If they 'll show them love and understanding with their eyes, they will succeed."

"TEACCH Autism Program is great intervention program helping teenagers on the spectrum to become more autonomous. Maybe some practices can be used and adjusted so they will be utilized in sports training also!"

"Love is pivotal. A teacher, trainer, therapist, any professional that works with a child on the spectrum, should love what she or he does and subsequently the child. The responsibility is great and you need vast amounts of patience, hence love should be a main ingredient when doing this."

"Children with Autism have great talents and capacity for learning. As any individual if given the right support and opportunities they can contribute to society, sports and arts. Unfortunately, they are not given enough opportunities to explore and develop their talents and they are often marginalized especially from the Education authorities."

"Creativity, fun and humor are important pillars of learning for children with autism. Perhaps their grasp of humor is different than the mainstream, but if you are observant enough you will find ways to interact with them using humor and play-like activities."

"Parents and professionals need to develop a deep understanding and empathy on how people on the spectrum, think, feel, and process stimuli. Then it's their job to alter their ways and communicate with the children in a way it will help them respond, it needs patience and constant effort. A great place to start is PRT – Pivotal Responsive Treatment, a behavioral treatment for autism which is play-based and initiated by the child."

3. How to do it - Strategies for sailing clubs

This section will guide you through strategies on how to implement inclusive sailing activities for children and youth with ASD or the previous recommendations.

How to build the interdisciplinary team of experts:

1st step: Find interested sailing instructors who would like to try something new.

2nd step: Connect with specialised professionals on autism such as special educators, psychologists, adapted sports professionals etc. and ask them if they are willing to assist you in the implementation of the program.

3rd step: Find families and children or youth with ASD who are interested to try sailing.

How to fund such a program:

•You will need to find sponsorships. Contact the federation, social foundations, companies and other organisations that would be willing to cover the costs of the program.

How to attract youth and children with ASD and their families:

There are multiple alternatives that you can follow. First of all, you can get in touch with special education schools, organizations, or daycare centers that work with children and youth with ASD and are close to your sailing facilities. You can discuss with them your classes and build partnerships. Another strategy is to disseminate

your activities and open calls for persons with ASD through your communication networks. Additionally, in SailAway project, under Intellectual Output 4, an Awareness Raising Toolkit for sailing clubs and parents with children and youth with or without ASD has been developed. The Toolkit will include guidelines on setting goals & objectives, structuring messages, selecting appropriate means and/or media/tools, drafting action plans, as well as information, resources, material, and examples of activities, such as information leaflets, information events, fact sheets, case studies, visuals. Click **here** to view and download the SailAway Toolkit.

What structure to follow in order to include children and youth with ASD:

The structure that you will need to follow is not stable and unchanging. Flexibility, individualization, and adaptability are critical elements for including people with diverse abilities. Having a well-prepared interdisciplinary team of experts, making open invitation calls for children with ASD, and trying to have mixed groups with typically developed children if possible are great options to include persons with ASD successfully. Besides, Chapter 5 contains specific recommendations on how to provide inclusive sailing activities for children and youth with ASD. For example, having specialized sailing instructors on ASD or using pictograms for communication are two fundamental approaches that could help you.

Logistics on creating an inclusive training environment:

When planning inclusive sailing activities, you will also need to manage the logistics of the activities. Accessibility to the facilities and the boats is a significant aspect that you will need to monitor, evaluate and adjust accordingly. Having a sailing plan and daily program, similar to what you do with the other children, is of great importance for children and youth with ASD. Using pictograms and social stories also can be a beneficial or even necessary way of communicating with them. In Part III of the Guide, you can find practical tools for sailing clubs such as pictograms that you can use in the daily training of persons with ASD. Above all is the team's required preparation and cooperation to re-invent what an inclusive training environment means for your team and your athletes' needs.

How to make individualized programs:

Before meeting the child, talk with the parents and therapists to take its history. Learn about the child's behavior, tastes and family dynamics. Communication is the key to plan the intervention, in the best way. Or as a sailing instructor that teaches sailing to autistic children shared in the interview:

"The first thing I do is to understand what each child wants, each one has other needs, other worries. I try to see the family and the way he/she behaves in it and I try to approach it from the same side. To stimulate their interest in the beginning is a bit difficult because they don't know you and don't trust you. Confidence is the next step and then, respect for the relationship between the athlete and the coach to have a good cooperation in the sea. The child is in an environment that has difficulties and it's very important to understand what I am saying and realize that it needs to listen to me. The most important thing is to be able to be seen as a

'friend', to be trusted."

What to do to avoid any challenging behavior:

1st step: Establishing a firm routine and try to keep it as much as possible.

2nd step: Tailor your approach and communication style based on the child's characteristics, preferences and personality traits. Observe the person and be proactive to avoid certain situations that might disrupt them.

3rd step: Be constantly on alert and well-prepared for any case scenario. Autism is often unpredictable and you need to be ready to find alternative solutions in case of unexpected events.

What to do in a challenging behavior:

1st step: Try to isolate the child from the place that his/her reaction occurred, from the source of stress, to go a calm place and understand what bothered the person.

2nd step: Stay calm. Speak in a relaxed manner. Do not panic or show to the child or the adult that you are afraid of him/her. They need to feel from you that they are safe and that they have someone that is there for them and waits for them to relax.

3rd step: After the incident, reflect on what may have caused discomfort to the person to prevent similar behavior in the future. Maybe the person was tired from the instructions and needed a break, but you did not understand it. Keep in mind that usually, a stimulating behavior or a "crisis" is an explosion or overload of stimuli that need to be expressed. Often, the person is tired or feels insecure and tries to protect himself/herself. Discuss it with your team and the parents.



PART II

TEACHING SAILING TO CHILDREN AND YOUTH WITH ASD

4. COMMUNICATION WITH PERSONS WITH AUTISM SPECTRUM DISORDERS

Many ASD People have difficulties understanding oral language and expressing themselves through it (approximately 50% have difficulty developing oral language (Monfor, 1997)). Therefore, it is important that the support person (teacher/skipper/coach) knows the communicative characteristics (not only oral language characteristics) of the person with ASD and adapt to them to sail successfully.

Therefore, we can meet people with ASD who don't have oral language and communicate through gestures and other alternative communication systems. We can meet people who speak with short sentences and may need an augmentative communication system or people with a more elaborate language who can carry on a conversation. Even in the latter case, individuals with ASD will have difficulties understanding symbolic language and with pragmatics aspects of communication).

When adjusting for any physical activity, several factors need to consider to maximize the benefits of physical activity for each individual. It is crucial that the support person knows and knows how to adapt to the communicative characteristics of people with ASD (whether oral or not). Simple things like using short, concise,

and clear sentences; using a calm tone of voice will be crucial. Also, it will be the knowledge that the support person has of alternative or augmentative communication systems.

Therefore, communication with ASD people requires the teacher/skipper/coach to amplify their communication skills and learn new methods and strategies so that communication is two-way and adapted to the characteristics and needs of these people. In addition, it will require that they understand and know what the communication skills of ASD people are and adapt these methods and strategies. Signed speech or PECS (Picture Exchange Communication System) are examples of AAC (augmentative and alternative communication systems). Other supports that we can use can be social stories, social scripts, sequences of steps, etc. They can help the person with ASD to understand what is being requested, for how long or what will happen next. Also, it can help you understand social behaviors.

In conclusion, we must consider the communication difficulties that ASD people may have and adapt to their characteristics and needs so that the activity is as user-friendly as possible.



4.1. Characteristics of communication in working with people with ASD (Stevenson, 2008):

- The way of communication must be defined and respected;
- Professional assistance should be sought if any communication difficulties arise;
- Visual support should be used during communication to offer more means to ASD for comprehending each concept;
- A precise, clear standard language should be used;
- It is necessary to mention the name of the person before he or she is assigned a specific task;
- Consistency in communication at all times;
- Always bear in mind that it takes some considerable amount of time for ASD to process the information given out;

4.2. Things to avoid when working with people with ASD

- It is necessary to find ways to understand what the person wants to express without making assumptions about it;
- It is mandatory to use short and clear instructions without much description of the task;
- Use their name to address them and grab their attention successfully;
- If the facilitator uses metaphors and idioms, they need to be clarified beforehand;
- Sometimes it is not enough to try to understand a person using facial expression and body language alone;
- A person with ASD must work with a team of experts to share knowledge and reconcile with one another. Through interdisciplinary work, the results achieved by one expert can be effectively used in another area in the work of another expert;

5. CREATING A SAFE AND INCLUSIVE COACHING ENVIRONMENT

Based on the information mentioned above and suggestions regarding individuals with ASD, it seems essential that instructors must be informed beforehand about each person or group's unique characteristics and needs to be adequately prepared for any case scenario

during working with them. By creating a safe and inclusive coaching environment, individuals with ASD can be enabled to enjoy sailing as a sport, as a recreational activity or even, as a life-long activity.



5.1. Recommendations to sailing clubs on how to create a safe and inclusive coaching environment

The following is a non-exhaustive list of recommendations in order to include children and youth with ASD to sailing activities safely. As every individual with ASD is different, you need to adjust your work, schedule, and expectations according to your students' needs.

Provide your coaches with sufficient training on how to coach children and youth with ASD. The SailAway Capacity Building Program could be what you need.

Find out more here:

<https://www.sailawayproject.eu/e-learning-2/>

- Provide pictures and symbols to coaches for their communication with children and youth with ASD;
- If possible, provide more than one coach to the group of children and youth with ASD;
- Monitor and evaluate situations to improve next time;
- Provide the coaches with notebooks or evaluation questionnaires to write down notes and important observations;
- You need to recognize how to modify the boat for individuals with ASD and also, to estimate the possible effect of environmental factors, such as challenging weather conditions;
- Show empathy to your athletes and pay attention to the non-verbal cues. Remember that behavior is communication;
- Treat them as you would your other athletes. Show them respect and do not speak down to them.
- Make sure to collect all the necessary information and medical history of the children and youth with ASD before they start their sailing classes;
- You need to have assistance if anything happens to an individual;
- Build a regular and predictable routine for them. You can use a visual schedule;
- Consider also engaging other typically developed children (this practice is called peer support) to communicate with children with ASD. Maybe an athlete of yours has a sibling with ASD and you did not know;



6. SPECIFICATIONS AND PREREQUISITES IN SAILING FOR PERSONS WITH AUTISM SPECTRUM DISORDERS

The most important things to determine before starting on a lesson with a child or youth with ASD is whether the person has any other health-related issues that the rest of the people on the boat must know about, and if they need a well-known adult to feel safe on the boat. With people with ASD who do not understand the verbal instructions, it is important first to identify how they use to communicate with others (AACs, real image, signs, etc.) to be aware when they're trying to communicate with others anyone on the boat. People with ASD have difficulty understanding verbal instructions, hence it is necessary to combine verbal instruction with action simulation, physical assistance and visual support.

It is highly recommended to place a poster (plasticized) in the sailboat and in the space where they will be staying with a pictorial representation (demonstration) of the activity. In addition, would be advisable to have another mean of communication provided with sailing vocabulary, which the person with ASD will use to communicate with anyone on the boat when necessary.

It is also important to keep in mind that people with ASD respond best if they are treated by the same person, because this creates predictability and routine (Martinez, 2006.).

The activity manager should be prepared for any possible distracting factors and assist and guide the person with ASD to focus their attention on the training and/or sailing process. If a person exhibits any undesirable behaviors, the risk assessment and the course of action in case of undesirable behaviors should be defined beforehand, in cooperation with the child's guardians and/or teachers and aides.



6.1. The prerequisites for a person with ASD to practice sailing are:

- Must be able to swim independently (at least beginner swimmer);
- Should be able to pull with a rope some light object at a distance of 5 meters, which is a prerequisite for doing a sailing activity;
- The person must be able to pull him/herself from the one side to the other of the boat.

6.2. Levels of progressing

Because in ASD population every individual has different traits and limitations, it would be extremely difficult or even impossible to develop a universal questionnaire for classifying youth and children with ASD in varying levels of sailing but it would be interesting to design a file with the information we need from families and professionals.

For the teacher/skipper/coach the most information from parents, school or individual with ASD the better, as it can be a "game changer" or even lifesaving especially in unforeseen situations. By having this information, teacher/skipper/coach will inform the interested parties thoroughly about the prerequisites for a person with ASD to practice sailing.

The Sail Away project has created a 3-level system,

with different learning outcomes and difficulty in each level to ensure that the participants will enjoy and learn about sailing in a safe environment.

On each level of progression, everyone involved (parents, aides, teachers and the individual with ASD) must be fully aware of the learning outcomes, the level of difficulty and the path to go from no experience in sailing to level 3 of sailing.

As individuals with ASD respond better when they are rewarded for their accomplishments, it is recommended for the teacher/skipper/coach to provide a certificate of participation at the end of each level.

Below, we describe each of the three proposed levels.



6.2.1. LEVEL 1

For a child/ youth with ASD to participate in the sailing activities of Level 1 the following prerequisites must be fulfilled:

- Must be able to swim independently (at least beginner swimmer);
- Should be able to pull with a rope some light object at a distance of 5 meters, which is a prerequisite for doing a sailing activity;
- The person must be able to pull him/herself from the one side to the other of the boat.

On Level 1 teacher/skipper/coach will conduct an introduction to sailing (theoretical part), landfill exercises and first sailing. The teacher/skipper/coach will be responsible to find the most effective way to communicate with each and every individual with ASD using the information gathered from their parents, guardians, school or the individual itself. Using the information, the teacher/skipper/coach can form groups and teams with people who use the same or similar communication means and have approximately the same skills. The teacher/skipper/coach is responsible to determine if it will be mandatory for the person with ASD to have extra assistance from another responsible party/guardian. In case needed, assistance from another adult should be provided.



As described in Part II, the landfill exercises will also be an opportunity for the teacher/skipper/coach to access and evaluate the progress of the student and decide if the individual with ASD can progress to the first sailing and to the next levels. For the individual to advance to the first sailing, apart from completing the theoretical training, they should be able to perform the following basic movements:

- squatting in 3 series with 5 to 15 repetitions;
- push-ups in 3 series with 5 to 15 repetitions;
- lunges (to the side) in 3 series with 5 to 15 repetitions;
- pulling (rope) in 3 series with 5 to 15 repetitions.

At the end of level 1, the teacher/skipper/coach should prepare a certificate of participation and a short report on every task that the individual with ASD has undergone and completed. This will help parents, people working with them and their school know their abilities and what new skills and/or new information they acquired.

6.2.2. LEVEL 2

On level 2 the individual with ASD must fulfill the following prerequisites:

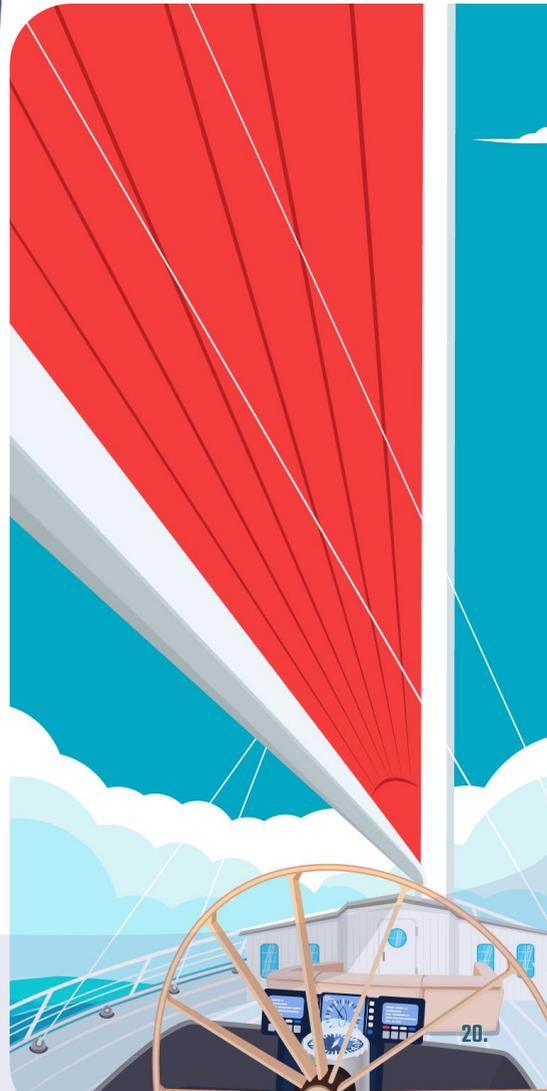
- must be able to swim independently (beginner swimmer);
- should be able to pull with a rope a light object at a distance of 5 meters;
- the person must be able to pull himself from the one side to the other of the boat;
- must have completed all activities on level 1.

When these prerequisites and demands are fulfilled successfully, the students will be trained the basic skills for sailing at level 2. Basic skills on sailing for ASD population are:

- Departure from port;
- Practicing maneuvers;
- Sailing a certain distance (to a nearby place or island);
- Return to the mainland and cleaning sailboat equipment.

Teacher/skipper/coach will teach all these skills on level 2 and evaluate the student's progress. Also, on level 2, if an individual with ASD still needs assistance on the boat, they will be provided with the requested support, however they should also be instructed on how to obtain all the necessary skills to become as independent as possible.

Similar to level 1, at the end of level 2, the teacher/skipper/coach should prepare a certificate of participation and a short report on every task that the individual with ASD has undergone and completed. Parents, people working with them and their school will know their abilities and new skills and/or new information they acquired.



6.2.3. LEVEL 3

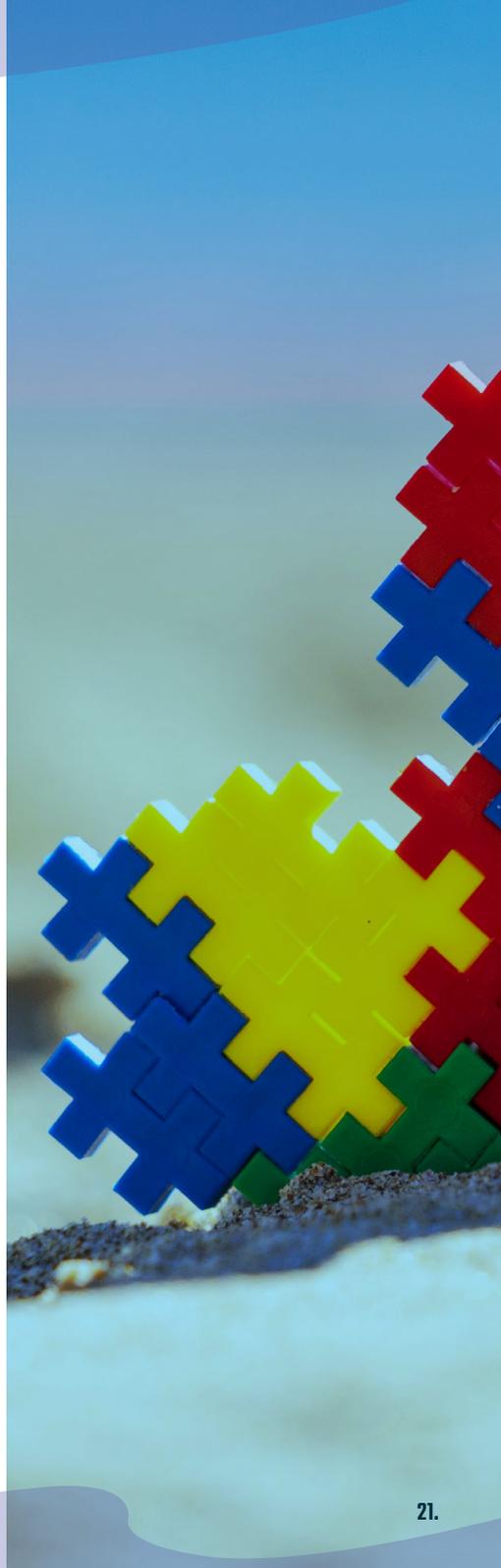
On level 3 the individual with ASD must fulfill the following prerequisites:

- must be able to swim independently (intermediate swimmer);
- should be able to pull with a rope a light object at a distance of 5 meters;
- the person must be able to pull himself from the one side to the other of the boat;
- must have completed all activities on levels 1 & 2;
- must be able to be on the boat without assistance by a responsible adult.

On level 3 the module is focused on "introduction to racing and mini regattas". On levels 1 and 2 the students acquired all the necessary skills, to be in a position to participate in racing and mini regattas.

Level 3 is expected to be more challenging for both coaches and students with ASD than the previous levels. Teachers/Coaches/Skippers can again make a list of desired outcomes – skills and evaluate the process of their students accordingly.

Similar to the previous levels, at the end of level 3, the teacher/skipper/coach should prepare a certificate of participation and a short report on every task that the individual with ASD has undergone and completed. Parents, people working with them and their school will know their abilities, new skills and/or new information they acquired.





PART III

PRACTICAL TOOLS FOR SAILING CLUBS TO UTILIZE

7. PICTOGRAMS AND SOCIAL STORIES

Preparing people with ASD using a social story can help them know beforehand the process of each lesson step by step. This method can help both individuals with ASD and instructors be fully prepared before actually going on the boat to get more challenging.

When in the boat and especially a dinghy boat, communication among instructors and students is usually non-verbal / physical when trying to give guidance and directions. Physical guidance and assisting persons with ASD would be in the form of giving them sensorimotoric feedback so they can learn all the tasks.

Teachers/skippers/coaches and individuals or groups with ASD can use pictures to interact with each other.

Below we have created different pictograms regarding sailing, which you can print, plasticize and equip the boats of your club with. This will be of great assistance to the coaches.

On the website of the Aragonese Centre for Augmentative & Alternative Communication (<https://arasaac.org/>) the teachers/skippers/coaches can also create their own pictograms.

7.1. Pictograms and social stories on sailing



Keep the cabin and common areas always clean and tidy



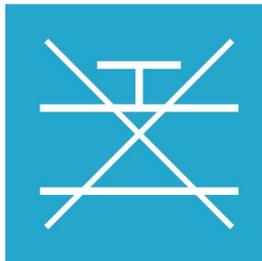
Inspect equipment



Close the door on a boat



Make sure vent pipe in the toilet is closed



Make sure that all the windows are closed



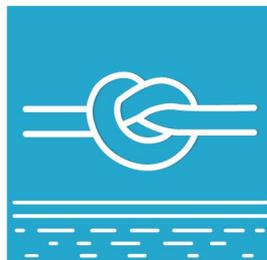
Never use the toilet in the ports and marinas



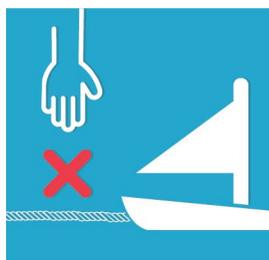
Never throw garbage into the sea



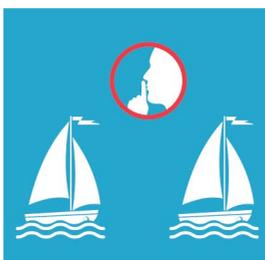
Throw garbage in suitable containers in each port or marina



Prepare the ropes and fenders when arriving in a port or marina



Do not move or tie caught ropes of another boat



Do not make too much noise when you are near other vessels (no music, no shouting)



Always listen to the commands of the skipper



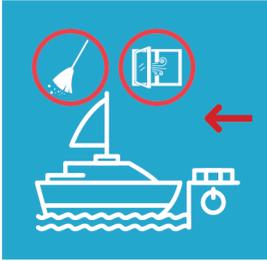
Discuss with the skipper after the sailing is complete if you have questions



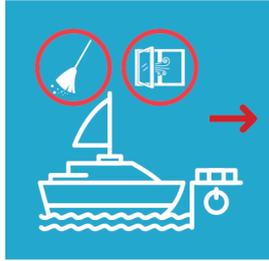
Ask for permission before tying your ship to another ship



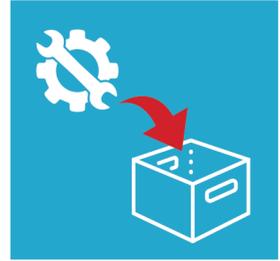
Make sure the ropes are not tangled and left in the water



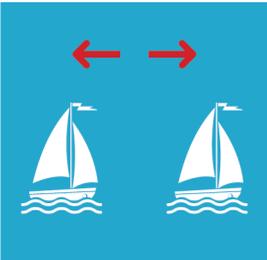
Before the sailing trip clean the sailboat and open the windows



After the sailing trip clean the sailboat and open the windows



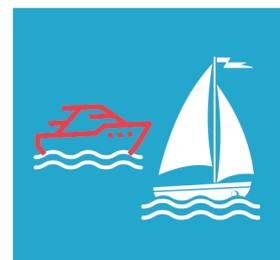
When you use equipment on boat, always put it back in its place when you are done



A boat that sails on the left reins must avoid a boat that sails on the right reins



When sailboats are on the same bridle, the sailboat from the breeze must avoid the sailboat from the wind



A motor boat must avoid a boat moving on sails



Put on sailing safety clothes



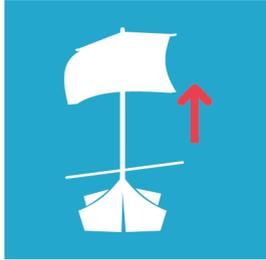
Perform maneuver with the sailboat



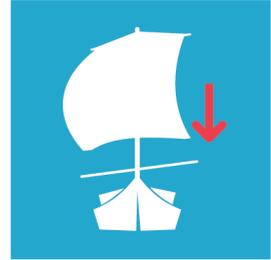
Follow the sailing course



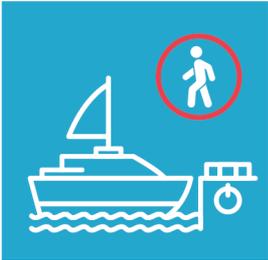
Fix the position of the sail



Lift the sails



Raise the sails



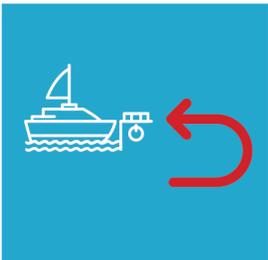
Board the sailboat



Disembark the sailboat



Prepare for departure



Return to the port

7.2. Pictograms concerning safety at sea and on the boat



Deep



Shallow



Sea



Weak



Powerful



Wind



Sun



Land



Waves



Storm



Raise



Drop



Withdraw



Let go



Slowly



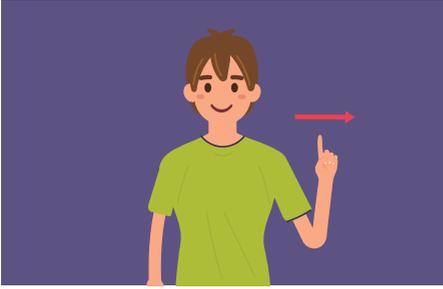
Quickly



Ugly



Nice



Left



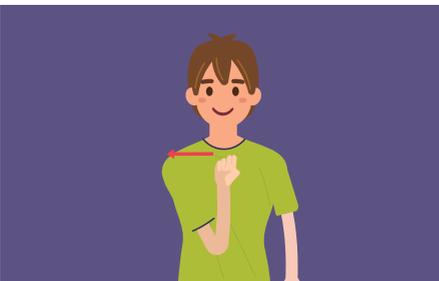
Right



Nautical knot



Course



East



West



North



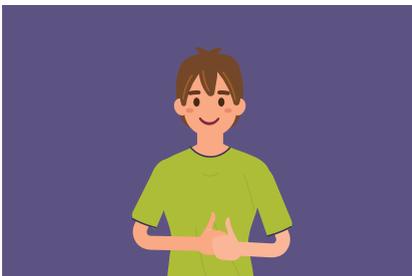
South



Center



In front



Behind



Sailing Boat



Sail



Stoper



Boom



Slide

8. SAILING PLAN AND PROGRAM FOR CHILDREN AND YOUTH WITH ASD

The sailing plans and program are basically the same as the beginner's program, but in the case of people with ASD, the accompanying person and all other crew members must be familiar with the student's means of communication, ability level in all aspects of the operation, additional health issues, undesirable behaviors and other specifics. Accordingly, the plan and program are adjusted.

8.1. Introduction to sails (theoretical part):

The topics to be discussed during the theoretical training can be the following:

- learning and practicing sailing communication;
- basic parts of the boat;
- equipment of the boat;
- nodes;
- directions (sailing course): in the wind, crosswind, downwind, pure chrome;
- maneuver (barge): in the wind, crosswind, downwind, clean stern;
- the position of the sail in relation to the wind and the direction of navigation;
- wind flow indicators;
- mooring of the sailboat: side by side, bow - cable, chrome, using anchor;
- safety measures and "Who is the non-swimmer?", required clothing and footwear of the crew;
- rules of conduct on a boat, in marinas and ports;
- cleaning and maintaining the boat.

In the event of unforeseen situations, the teacher/skipper/coach should have guidelines and a protocol according to which everyone on board should behave. Adding this part in the theoretical training is something necessary for the ASD population.

One of these unforeseen situations can be that a child gets scared while at sea. Guidelines for that situation would be:

- before going sailing teacher/skipper/coach needs to know all information about the individual or group with ASD react contingencies;
- always wear a life jacket;
- what are the trigger points for the individual or group with ASD so the teacher/skipper/coach can avoid those situations;
- always sail in a group of other boats, inform them about the situation and keep them ready for possible action.;
- the teacher/skipper/coach can have an assistant on board;
- secure the rest of the crew on board;
- be patient and focus;
- in case of not knowing how to react, as soon as possible reach for the mainland.

8.2. First sailing

The following topics are covered during the first sailing:

- boarding and disembarking a boat;
- instructions to the crew for the first departure and preparation for departure;
- the position and tasks of the crew for lifting and raising the sails;
- sailing towards the target located in the wind direction, practice maneuver (crew position and tasks);
- sailing with the wind to the side (crew position and tasks);
- sailing with the wind into the stern, practice the maneuvering of the circulation (crew position and tasks);
- return to the mainland, sail stacking and sailboat equipment repair.

8.3. Training basic skills

The following topics should be covered:

- Departure from port;
- Practicing maneuvers;
- Sailing a certain course (to a nearby place or island regardless of wind direction);
- Return to the mainland and clearing of sailboat equipment.

8.4. Suggested 5-day Course Plan

DAY	MORNING	AFTERNOON
1	<p>First meeting and introduction</p> <p>Aims and objectives of the course</p> <p>Introduction to sailing</p>	<p>Landfill exercise</p> <p>Getting to know the parts of the boat and rules on the boat and at sea</p> <p>Instructions to the crew for the first departure and preparation for departure</p> <p>Entering on the boat on the shore</p>
2	<p>Landfill exercise</p> <p>Entering on the boat (shore or sea)</p> <p>Sailing with the wind to the side (crew position and tasks) (close hauled, close reach and beam reach)</p>	<p>Landfill exercise</p> <p>Entering on the boat (shore or sea)</p> <p>Sailing with the wind to the side and bow (crew position and tasks)</p>
3	<p>Landfill exercise</p> <p>Entering on the boat (shore or sea)</p> <p>Sailing towards the target located in the wind direction, practice maneuver (crew position and tasks) (close hauled)</p>	<p>Landfill exercise</p> <p>Entering on the boat (shore or sea)</p> <p>Sailing towards the target located in the wind direction, practice maneuver (crew position and tasks)</p>
4	<p>Sailing with the wind to the side (crew position and tasks)</p> <p>Sailing with the wind into the stern (broad reach and running), practice the maneuvering of the circulation (crew position and tasks);</p>	<p>Sailing with the wind to the side (crew position and tasks)</p> <p>Sailing with the wind into the stern, practice the maneuvering of the circulation (crew position and tasks);</p>
5	<p>Introduction to racing</p> <p>Mini regatta</p>	<p>End of Course debriefs</p> <p>Giving the medals and diploma</p>

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SAILAWAY

SailAway Guide

Supporting Sailing Clubs to include
children and youth with Autism Spectrum
Disorders (ASD) in Sailing



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