



ACCESSIBLE/INCLUSIVE GOLF FOR INDIVIDUALS WITH DISABILITIES CONFERENCE



National Alliance for
Accessible Golf

NATIONAL ALLIANCE FOR ACCESSIBLE GOLF

501c-3 non-profit national organization
established in 2001



National Alliance for
Accessible Golf

MISSION

**To promote and facilitate the inclusion of
people with disabilities into the game of
golf**



National Alliance for
Accessible Golf

An advocacy board with industry-wide representation managed by the Board of Directors, its Executive Committee, an Executive Director and a Grant Consultant



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WHAT WE DO

**Blend our expertise and resources
(organizations and individual) to help
bring people with disabilities into the
game or back into the game**



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HOW?

Awareness

Education and Training

**Funding player development
programs that promote *inclusive*
learning and play environments**



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GRANTS

USGA Alliance Grants Program Since 2010:

\$818,000+ in program funding

109 Programs Awarded

19,000+ Individuals

30 States



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THANK YOU FOR YOUR TIME!



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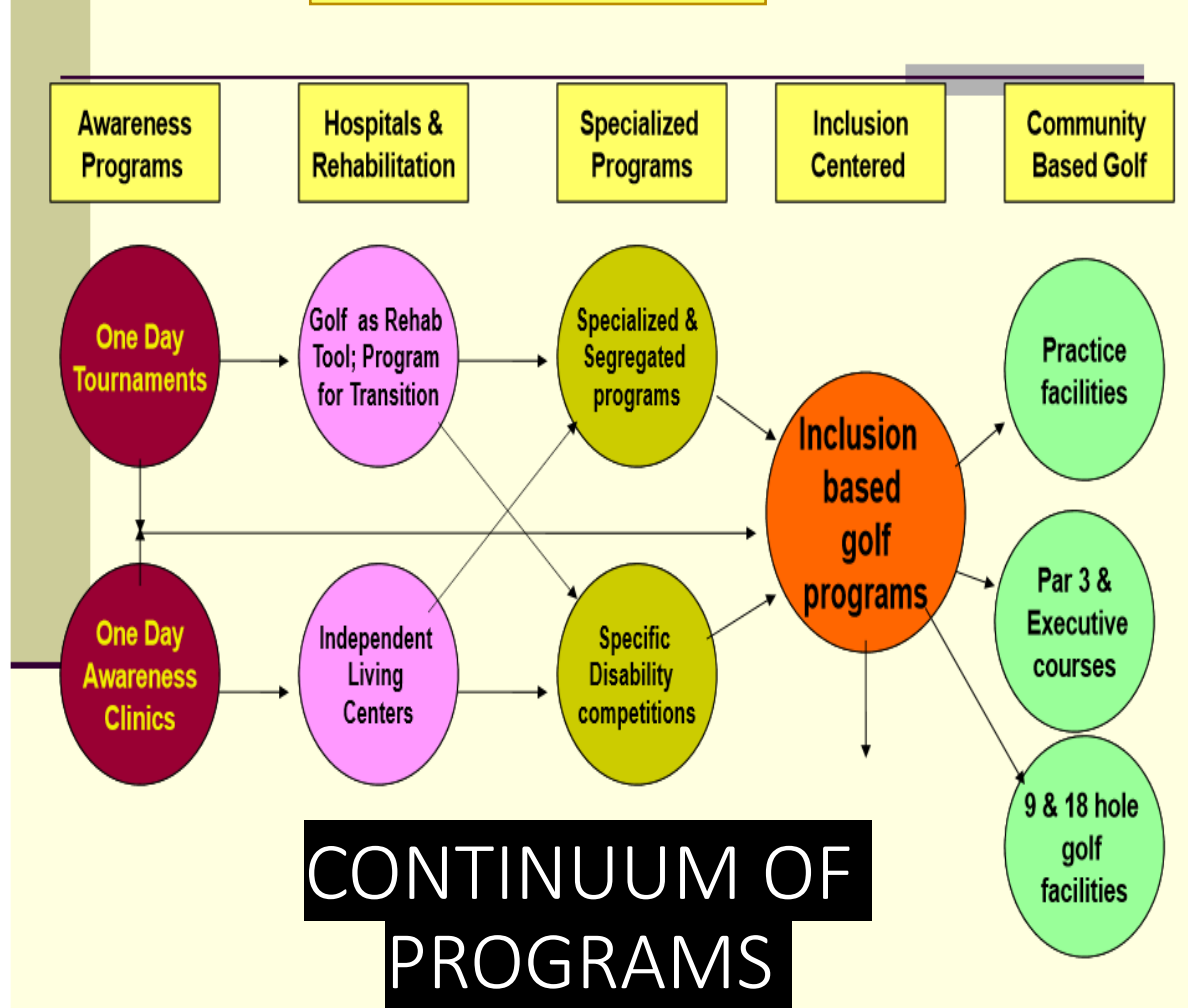
GOLF

Without Labels

Tom Houston
and

Gary Robb, Grant Consultant,
National Alliance for Accessible
Golf





Labels are descriptors that
sometimes limit one's potential

*The difference between the right word
and the almost right word is the difference between
lightning
and the lightning bug.* — Mark Twain

Once we use the special needs descriptor, we stop
thinking about an individual, and ingrained assumptions
take over. "Oh, yes, we know about special needs
kids..." And then we effectively rob a child of
opportunities and put limits on her potential.....Kathie
Snow

Inaccessibility is like being invited to the party, but no
one will let you in -- Bronwyn Byrne

Just Call Me disabled. Differently abled Churns my
stomach—Byrne



handicapped golfers

Disabled Golf

European Disabled Golf
Association

...and that brings me to
“adapted” in golf



Adaptive Equipment and Personal Assistive Devices



Conforming- Its still golf

Lose

the hole

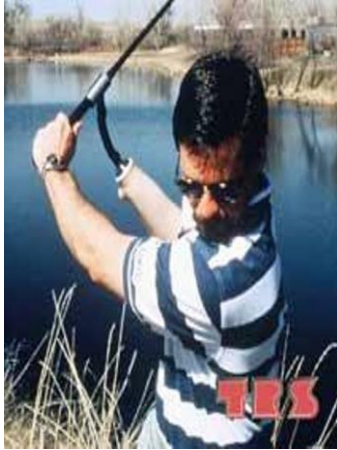


Lose the Labels
Golf

Its Still



Adaptive Equipment and Personal Assistive Devices



Lose the Labels
Golf

Its Still



**STILL
GOLF ?**





CHUCKER GOLF



Fling GOLF



SNAG golf

**STILL
GOLF ?
Not
really**



TOP GOLF



TOM
HOUSTON



CONTACT US

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Access & Inclusion in Golf

A PGA of America Perspective



THE DIFFERENCE

“ **DIVERSITY** is being invited to the party.



“ **INCLUSION** is being asked to dance.”

- Diversity expert Verna Myers

THE DIFFERENCE

“**DIVERSITY** is about
who’s on the team.



INCLUSION is about
who gets to play.”

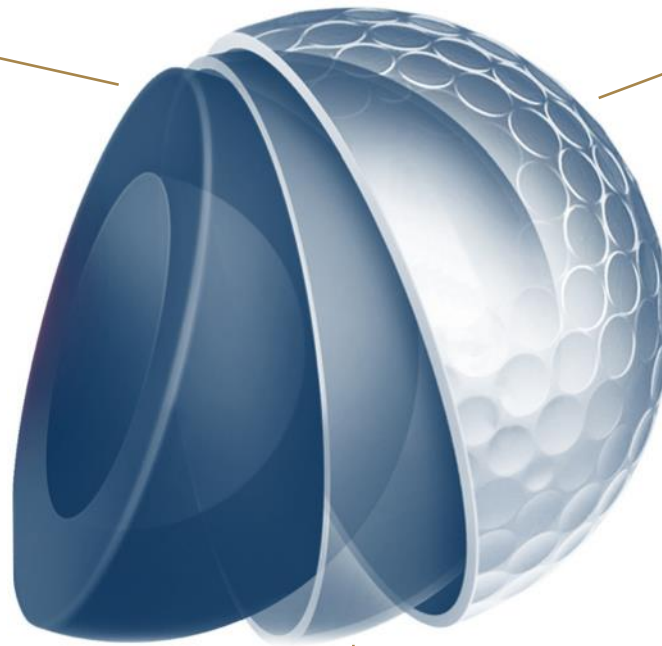
- John Skipper, Former President, ESPN

DIMENSIONS OF DIVERSITY

PRIMARY
DIMENSIONS

ORGANIZATIONAL
DIMENSIONS

PERSONAL
IDENTITY



SECONDARY
DIMENSIONS

PRIMARY

- Age
- Race
- Gender
- Ethnicity
- **Physical Ability**
- Sexual Orientation

SECONDARY

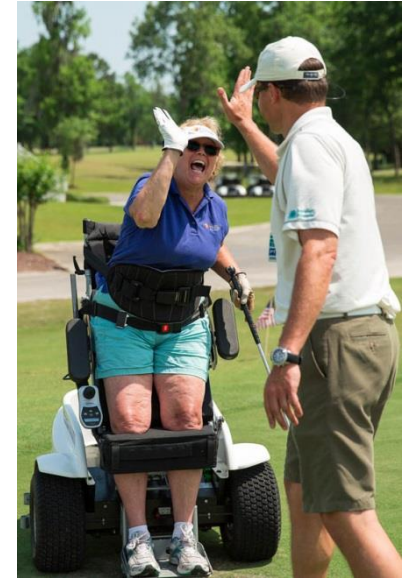
- Family Status (Marital/Parental)
- First Language/Accent
- Physical Characteristics
- Work Experience
- Educational Background
- Religion/Spiritual Beliefs
- Military Experience
- Income
- Geographic location

ORGANIZATIONAL

- Functional Level or Classification
- Management Status
- Union or Political Affiliation
- Work Location
- Seniority
- Department/Division
- Work Content/Field



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Rhett Roberts
Carolinas

Drive, Chip &
Putt

Local Qualifier

**“For every kid,
of every ability,
everywhere!”**



Special Olympics Golf

PGA Special Olympics Involvement

NEARLY
4,000

SPECIAL OLYMPIANS HAVE PARTICIPATED IN PGA GOLF CLINICS AT THE SUMMER WORLD GAMES SINCE THE FIRST INTERNATIONAL INTRODUCTION OF SPECIAL OLYMPICS GOLF IN 1991

A photograph of six men standing on a golf course. They are all smiling and wearing medals around their necks. The man in the center is wearing a purple polo shirt, while the others are in various colors including maroon, blue, and white. They are standing in front of a green golf course with trees in the background.

THE PGA OF AMERICA HAS ALSO PROVIDED FINANCIAL AND TECHNICAL ASSISTANCE TO A VARIETY OF SPECIAL OLYMPICS EVENTS SINCE 1995

34,000

SPECIAL OLYMPICS GOLF ATHLETES ARE CURRENTLY PARTICIPATING IN 14 COUNTRIES.



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The Americans with Disabilities Act

Ray Bloomer, National Park Service and
National Center on Accessibility

and

Gary Robb, Grant Consultant, National
Alliance for Accessible Golf



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Definition of Service Animal

A service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.



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Persons with disabilities have the right to train the service animal themselves and are not required to use a professional training program. Service animals-in-training are not considered service animals.



Work or Tasks
that Services
Animals may
provide:





Assisting
individuals
who are blind
with navigation
and other tasks



Alerting
individuals
who are deaf
to the
presence of
people or
sounds



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Pulling a wheelchair

Helping persons
with
neurological
disabilities by
preventing or
interrupting
behaviors



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Photo credit: thebark.com

Alerting
individuals
with
Diabetes
of change
in blood
sugar
levels



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Retrieving items



Provide
handler
with
assistance



Call for
assistance



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Providing physical support and assistance to individuals with mobility disabilities

Alerting
individuals to
the presence
of allergens or
the onset of a
seizure



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Helping
persons with
psychiatric
disabilities by
preventing or
interrupting
impulsive or
destructive
behaviors



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Identifying Service Animals

What questions can be asked?

- (1) Is the animal required because of a disability?
- (2) What work or task has the animal been trained to perform?



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What Questions can you NOT Ask?

SOCIAL SECURITY ADMINISTRATION Form Approved
OMB No. 0988-0001

DISABILITY REPORT ADULT	<p><small>For SSA Use Only- Do not write in this box.</small></p> <p>Related SSN _____</p> <p>Number Holder _____</p>
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If you are filling out this report for someone else, please provide information about him or her. When a question refers to "you" or "your," it refers to the person who is applying for disability benefits.

SECTION 1 - INFORMATION ABOUT THE DISABLED PERSON

1.A. Name (First, Middle Initial, Last) _____ 1.B. Social Security Number _____

1.C. Mailing Address (Street or P.O. Box) Include apartment number or unit if applicable. _____

City _____	State/Province _____	ZIP/Postal Code _____	Country (if not USA) _____
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1.D. Email Address _____

1.E. Daytime Phone Number, including area code, and the IDD and country codes if you live outside the USA or Canada. _____

Phone number _____

☐ Check this box if you do not have a phone or a number where we can leave a message.

1.F. Alternate Phone Number - another number where we may reach you, if any. _____

Alternate phone number _____

1.G. Can you speak and understand English? ☐ YES ☐ NO
If no, what language do you prefer? _____
 If you cannot speak and understand English, we will provide an interpreter, free of charge.

1.H. Can you read and understand English? ☐ YES ☐ NO

1.I. Can you write more than your name in English? ☐ YES ☐ NO

1.J. Have you used any other names on your medical or educational records? Examples are maiden name, other married name, or nickname. ☐ YES ☐ NO
If yes, please list them here: _____

SECTION 2 - CONTACTS

Give the name of someone (other than your doctor) we can contact who knows about your medical conditions, and can help you with your claim.

2.A. Name (First, Middle Initial, Last) _____ 2.B. Relationship to you _____

2.C. Daytime Phone Number (as described in 1.E. above) _____

2.D. Mailing Address (Street or P.O. Box) Include apartment number or unit if applicable. _____

City _____	State/Province _____	ZIP/Postal Code _____	Country (if not USA) _____
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2.E. Can this person speak and understand English? ☐ YES ☐ NO
If no, what language is preferred? _____

FORM SSA-3368-BK (03-2012) et (03-2010) PAGE 1

Ask a person about the nature and extent of their disabilities

Require a person to show medical documentation or other proof of disability



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Require a person to provide certification or documentation for the service animal



Ask that a service animal demonstrate its ability to perform the work or task



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Require that service animals wear identifiers such as vests, special collars, or harnesses

Use of Service Animals

Service animals must be allowed wherever visitors are allowed when accompanying an individual with a disability.

Use of Service Animals

A service animal must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or unless the individual's disability prevents them from using these devices. In those cases, the individual must maintain control of the animal through voice, signal, or other effective means.



When can a Service Animals be denied or removed?



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Staff may require an individual with a disability to remove a service animal from a facility, service, program, or activity if:

- the animal is out of control and the animal's handler does not take effective action to control it; or
- the animal is not housebroken.



Food Service



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Service Animal - Miniature Horses

Although the definition of service animal only refers to a dog, the Entity must make reasonable modifications to policies, practices, or procedures to permit the use of a miniature horse by a person with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.



Other Power-Driven Mobility Devices (OPDMD)



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An OPDMD is any mobility device powered by batteries, fuel, or other engines that is used by individuals with mobility disabilities for the purpose of locomotion, whether or not it was designed primarily for use by individuals with mobility disabilities.



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Policies Practices Procedures



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Covered entities must make reasonable modifications in their policies, practices, or procedures to permit individuals with mobility disabilities to use OPDMDs unless the entity can demonstrate that the class of OPDMDs cannot be operated in accordance with legitimate safety requirements adopted by the entity.



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Covered entities must assess the following factors to determine whether a particular OPDMD can be allowed in a specific facility as a reasonable modification:

- The type, size, weight, dimensions, and speed of the device.
- The facility's volume of pedestrian traffic
- The facility's design and operational characteristics
- Whether legitimate safety requirements can be established
- Whether the use of the OPDMD creates a substantial risk of serious harm to the immediate environment or natural or cultural resources



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Contact Information

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rbloomer@indana.edu

812-856-4422



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Judy Alvarez, PGA/LPGA Master Professional, Author
President, Judy Alvarez Golf Academy (Adaptive Golf
Academy)

PGA HOPE (Helping Our Patriots Everywhere) National
Instructor Trainer

Tom Morton PGA Master Professional
Partner, Morton Golf
President, Morton Golf Foundation

David Windsor, PGA
Adaptive Golf Director, Georgia State Golf Association
National Coach Trainer, Adaptive Golf Academy



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For clinics to On-course Experiences to Play Days to Leagues
Educate coaches, teach students with right equipment



Inclusion

Welcoming vs. Inviting

Coaches, Volunteers, Playing Ambassadors role



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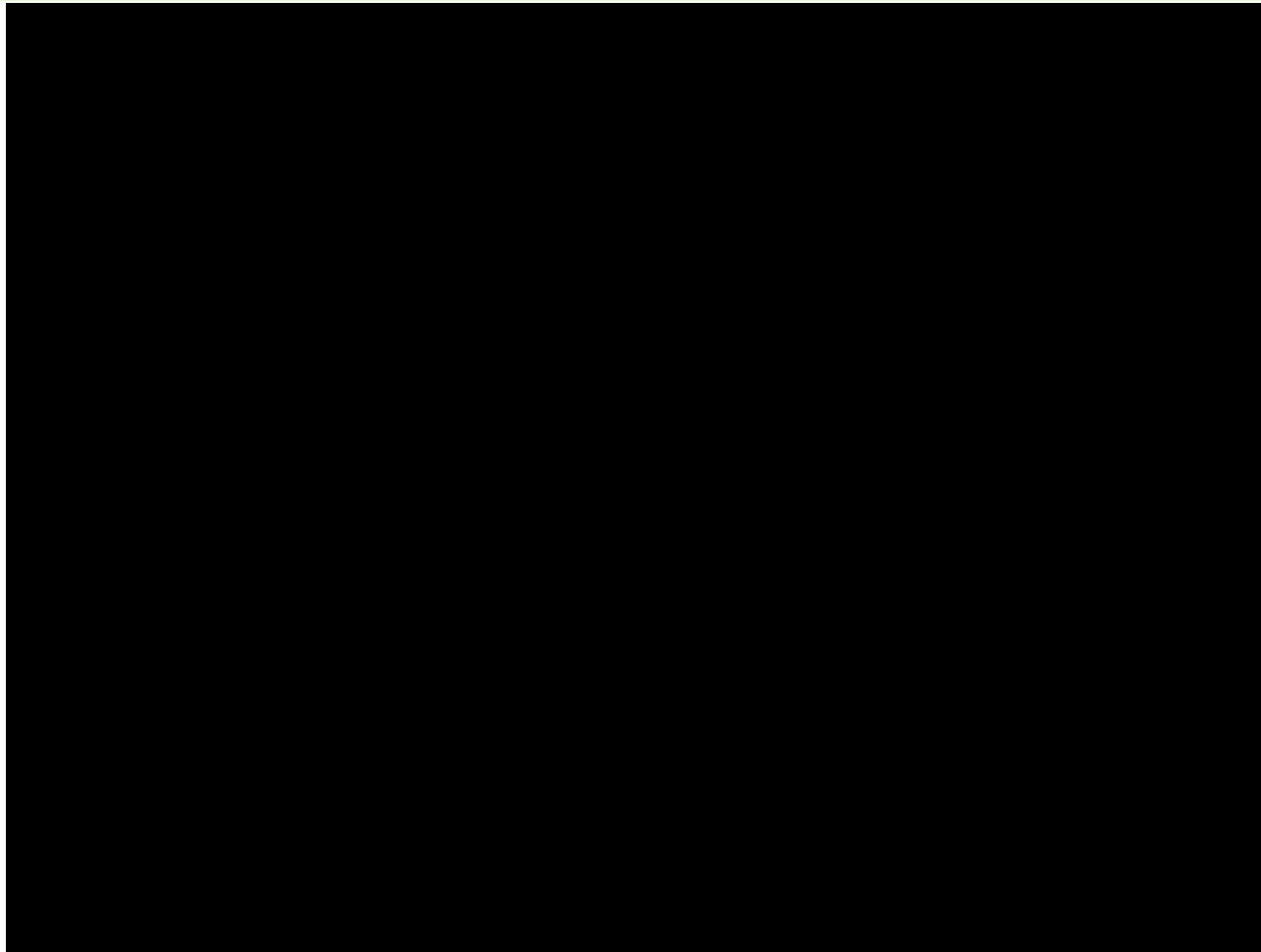
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PGA REACH's PGA HOPE of Charleston Program Video
As seen on the Golf Channel and Narrated by Darrius Rucker





Rich O'Brien is the Program Director for the groundbreaking PGA HOPE Charleston Program. A former college golf coach he utilized his training in sport psychology and exercise science to help him recover from a catastrophic injury while using golf as therapy. He currently also serves as a member of the Advisory Board for the National Alliance of Accessible Golf.

Why golf for individuals with disabilities is one of golf's next great growth opportunities

- Written for PGA.com and narrated by Rich O'Brien



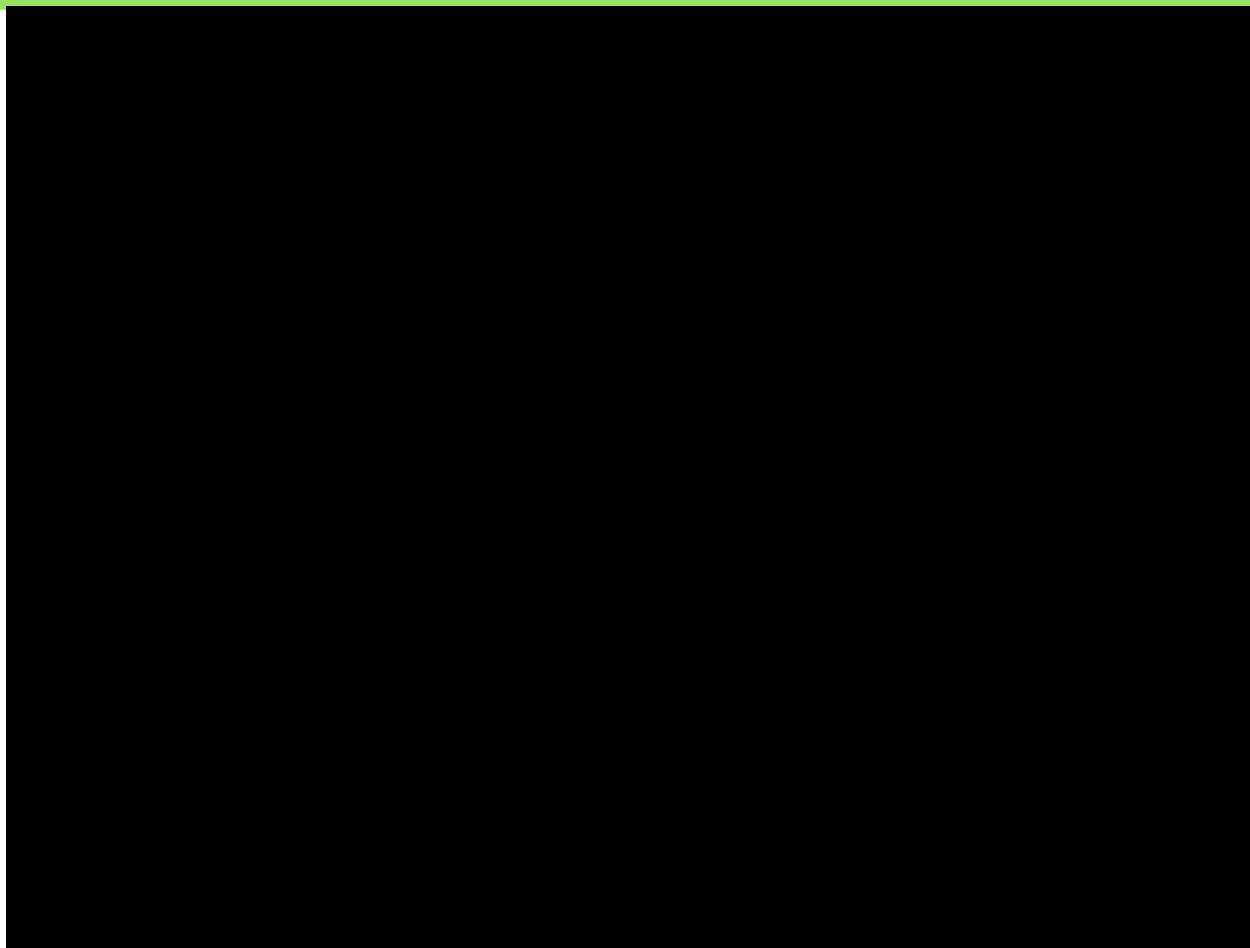


*Gianna Rojas, the “One Handed Lady Golfer” and Founder of **Adaptive Golfers**, a 501 C 3 Charitable non profit organization. An Influencer in the Golf Community, an Inspirational Keynote Speaker, and a woman living with a life long disability who doesn’t like the term disability, she is just differently ABLED. She currently serves as the Director of Global Brand Awareness for the United States Adaptive Golf Alliance and serves on the Speakers Bureau for the National Alliance for Accessible Golf.*



Gianna Rojas
info@adaptivegolfers.org
www.adaptivegolfers.org
(973) 632-1321





The Golfer with No Arms. Filmed in 1932 in the USA, this incredible footage shows the sheer skill of handicapped golfer Tom McAuliffe. By placing the club in between his neck, shoulders and face, he is able to drive the ball down the course despite not having any arms. Very impressive!



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Golf is for anyone, regardless of:

- Age
- Gender
- Race
- Injury, illness, or challenges



Golf means understanding how to apply one's own ABILITIES to enjoy Golf by making modifications (big or small) to how the game is learned, swing techniques, equipment used, and the delivery of instruction to allow an individual to play golf to their fullest potential.

“Golf is an individual activity, it is you, the ball, and the hole. The ball and the hole do not care if you roll it with your nose or how many strokes it takes to get there or even if you get there”.

-  *Gianna Rojas – One Handed Lady Golfer and Founder of Adaptive Golfers*

The Why?



Doctors around the country have found that golf is one of the finest rehabilitation tools for physically challenged patients who have suffered from strokes, heart attacks, M.S., severe arthritis, traumatic brain injury, post traumatic stress, amputation of a limb, etc. They have discovered that golf:

- ✧ Improves eye-hand coordination
- ✧ Improves balance
- ✧ Builds strength in the hands, arms and legs
- ✧ Improves patient compliance
- ✧ Creates a sense of comradery and inclusiveness so that anyone regardless of their age or challenges can enjoy the benefits of the game of golf
- ✧ Played to one's best potential and only against themselves. Not a contact sport.
- ✧ Provides a sense of dignity and self-confidence, to build (i.e: Kids, Jr. Golfers) or..... re-build (i.e.: service and first responder personnel) their self esteem.

The list of cognitive and physical benefits of Golf are extensive.

“Golf Therapy”



Concepts of Disabilities

Hearing difficulty.....deafness or having serious difficulty hearing

Vision difficulty.....blindness or having serious difficulty seeing, even when wearing glasses

Cognitive difficulty.....difficulty remembering, concentrating, or making decisions because of a physical, mental, or emotional problem

Ambulatory difficulty.....serious difficulty walking or climbing stairs

Self-care difficultydifficulty bathing or dressing

Independent living difficultydifficulty doing errands alone such as visiting a doctor's office or shopping because of a physical, mental, or emotional problem

What kind of numbers are we talking about?



57 million individuals with disabilities in U.S.

(*US Dept. of Census Bureau, 2010 – 2014, American Community Survey 5 years)

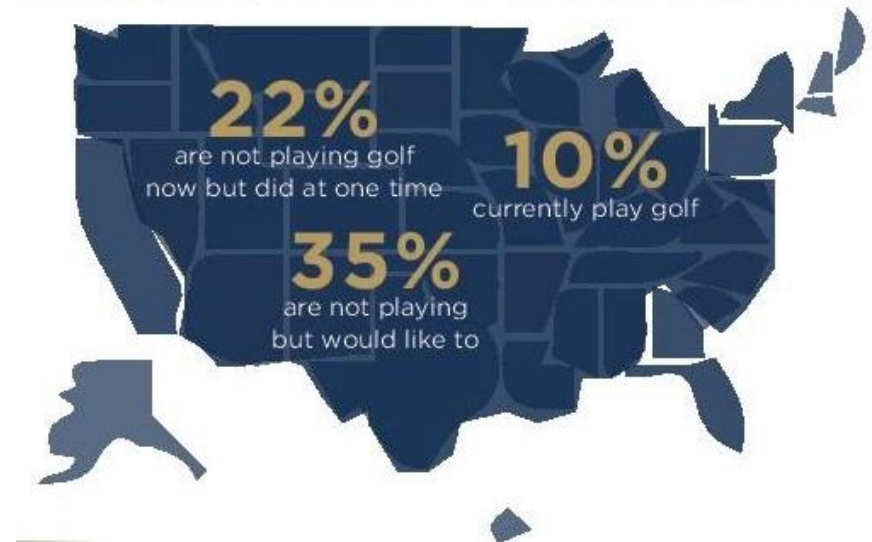
10% is 5.7 million,

22% is 12.95 million


35% is about 19 million

...in other words 2/3 of challenged golfers want to play golf.

Individuals with disabilities represent \$214 billion in disposable income (US Census)



“the desired result should allow the disabled golfer to play equitably with an able-bodied individual or a golfer with another type of disability”

–  A Modification of the Rules of Golf for Golfers with Disabilities

The * National Center for Accessibility study also identified why individuals that were interested in golf were not currently playing:

- * 38% stated the need for lessons specific to their disability;
- * 36% said they needed a better understanding of the fundamentals;
- * 33% felt uncomfortable about playing in front of others;
- * 31% believe that the course staff did not know how to assist them.

Conclusion:

This points to the need for EVERY PGA Professional to be certified as an Instructor.



Golfers play any where and with anyone just like you do, friends, family, together, with able bodied golfers, can be found on any course, driving range, and on course.



Clinics



Tournaments and Competitions



Any Golf Course with friends and family



Partnering with special interest organizations is an essential step in fostering relationships and bolstering

Collaborative Efforts



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Collaboration within the golf industry's leading organizations is imperative with a shared goal of developing initiatives designed to driving the participation, interest, and support of Golf in both the competitive and non competitive segments.

[American Society of Golf Course Architects](#)



[Golf Coaches Association of America](#)



<http://www.usgtf.com>



[National Golf Foundation](#)



<https://www.paralympic.org>



[Club Managers Association of America](#)



[Golf Course Builders Association of America](#)



[Ladies Professional Golf Association](#)



[PGA Tour](#)



[United States Golf Association](#)



<https://www.pga.com>



[Golf Course Superintendents Association of America](#)



[National Golf Course Owners Association](#)



www.igfgolf.org



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The USGA in collaboration with R&A has published



“A Modification of the Rules of Golf for Golfers with Disabilities”

and has subdivided golfers with disabilities into groups, each one of which has a need for somewhat different Rules modifications.

The following groups have been identified as:

- ✧ blind golfers
- ✧ amputee golfers
- ✧ golfers requiring canes or crutches
- ✧ golfers requiring wheelchairs
- ✧ golfers with intellectual disabilities.



How can we create a Sustainable environment?

To be truly sustainable you must enhance your environment, be a viable economic proposition, and play a positive role in the social and community life of your surrounding area.

Potentially millions of players could be given back the gift of golf and millions of new players could learn the valuable lessons the great game of golf can teach;

Consideration of existing Golf course design. Redesign to make course more accessible and friendly. 'Short golf' is one of the phrases that is being kicked around.(Removing a few of the hard bunkersBONUS: saves \$\$ on course maintenance)

Champion a campaign to increase awareness of adaptive golf programs with in your community and within your networks. Become trained as adaptive player development and begin clinics

Partner with a Non Profit to show that you are giving back. Make that partnership very public and visible. It will bring more people to your course.

Increase the numbers of players entering and reentering the game that have various injuries, illnesses, or challenges.



What else can you do?

- ✧ Create a warm and friendly environment for the golfers with disabilities and let them know that they are valued patrons.
- ✧ Conduct a course assessment to ensure that the course is accessible to individuals with various disabilities.
- ✧ Do not charge more or less for green, cart fees to individuals with disabilities than are charged to those without disabilities. And if the golfer needs assistance (such in the case of sight guides for blind golfers and someone to help tee the ball for wheelchair golfers) do not charge the assistance if they are not playing.
- ✧ Have an accessible golf cart available for use, or pooling through collaborative efforts of shared carts among courses.
- ✧ Share with the golfers the Rules for Golfers with Disabilities and the accommodations that they are allowed under the rules of golf. This will help them avoid potential unsafe conditions and also greatly speed up play.
- ✧ Golfers are often made to feel unwelcome by club members and other golfers who lack patience.
- ✧ Host monthly or weekly Golf clinics for individuals with injuries, illnesses, or challenges.
- ✧ Encourage all professional staff to become certified.



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Find teaching programs and workshops near you to learn about best practices when working with individuals with challenges.



To find out how you can make a difference to unlock an individual's fullest potential, contact:



info@adaptivegolfers.org
www.adaptivegolfers.org
(973) 632-1321



richobriengolf@gmail.com
Visit Golf Therapy Facebook Group
(843) 826-0837



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Golf Outreach Advances Life Skills

BEST PRACTICES FOR YOUTH WITH DISABILITIES

3 broad categories of Children with Disabilities”

1. Sensory impairments: visual / hearing

2. Physical or motor skill impairments

3. Cognitively challenged



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BEST PRACTICES FOR YOUTH WITH DISABILITIES

Spectrum of Challenges

Deafness/Hearing Loss

Down Syndrome

Cerebral Palsy

Spina Bifida

Autism Disorder / Asperger's syndrome

Attention Deficit/Hyperactivity Disorder -Termed:

(AD/HD) Emotional and Behavioral Disorders

Epilepsy



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BEST PRACTICES FOR YOUTH WITH DISABILITIES

Need for Programing is Great

Autism for Example...

Approximately 1 in 68 children (1 in 42 boys) are identified on the autism spectrum. That's up from 1 in 88 children three years ago. More children are diagnosed with autism each year than with juvenile diabetes, AIDS or cancer, combined.



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BEST PRACTICES FOR YOUTH WITH DISABILITIES

- **The Basics...Have No Fear!**
- **Become part of the Community**
- **Inclusiveness vs. Special Abilities Specific**
- **Partnerships for Success**



BEST PRACTICES FOR YOUTH WITH DISABILITIES

The Basics...Have No Fear!



Bottom line, with or without disabilities, children need the same basic things...

- **To Be Treated Like all other Kids**
- **Caring Coaches**
- **Respectful Coaches**
- **To be Challenged**
- **To have Fun!**



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BEST PRACTICES FOR YOUTH WITH DISABILITIES

The Basics...Have No Fear!

- **Need consistency, routine, structure**
- **Difficulties in listening, reasoning, memory, attention, transitions (one activity to another), and non-verbal facial expressions and/or understanding verbal sarcasm**
- **Difficulties in movement of muscles and exercising of motor control**



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BEST PRACTICES FOR YOUTH WITH DISABILITIES

The Basics...Have No Fear!



Accommodations -Adaptations

- Strong visual cues to guide them through activities
- Pace and duration of academic activities
- Pair pictures with the words
- Avoid being too wordy!
- Demonstrate and model social interactions
- Assign peer buddies

BEST PRACTICES FOR YOUTH WITH DISABILITIES

The Basics...Have No Fear!

COACHES RESPONSIBILITIES

- **Create environment where student cannot fail: equipment, correct club, other aids, etc.**
- **Provide a safe environment; designate golf stations & define hitting spaces (4 paces in between)**
- **Physical analysis w/out ball: Observe balance; toes to heel check, range of motion, etc..**
- **Respect participants and accept skill level**
- **Encourage and assist in player stretches/ warm-ups**

Avoid Information Overload: “2 Point Swing Thought”



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BEST PRACTICES FOR YOUTH WITH DISABILITIES

The Basics...Have No Fear!



ENCOURAGEMENT

- GREAT JOB ON THAT FOLLOW THROUGH
- GOOD STUFF, I'M PROUD OF YOU
- YOU'RE GETTING BETTER EVERYDAY
- YOU SURE ARE PICKING THIS UP FAST...WOW!
- YOU'RE ON THE RIGHT TRACK NOW
- LET'S KEEP IT GOING...YOU'RE GETTING IT
- COULDN'T HAVE DONE BETTER MYSELF



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BEST PRACTICES FOR YOUTH WITH DISABILITIES

Become part of the Community



This Community is a close-knit group made up of parents, advocates, families, caretakers, educators and more.

BECOME PART OF THIS COMMUNITY!!

**Volunteer
Event Vendor
Educator**



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Inclusiveness vs. Special Abilities Specific



“I disagree somewhat with the idea that kids can be cruel...does it happen? Absolutely, but in a fun, caring golf program environment, all kids can thrive and feel welcome. I have seen it first hand and it's a beautiful thing!”

The GOAL is always inclusiveness and golf DOES have the ability to bring many people together...however, when implementing programs, assessments of students abilities as well as social interactions with peers, are important factors to consider.



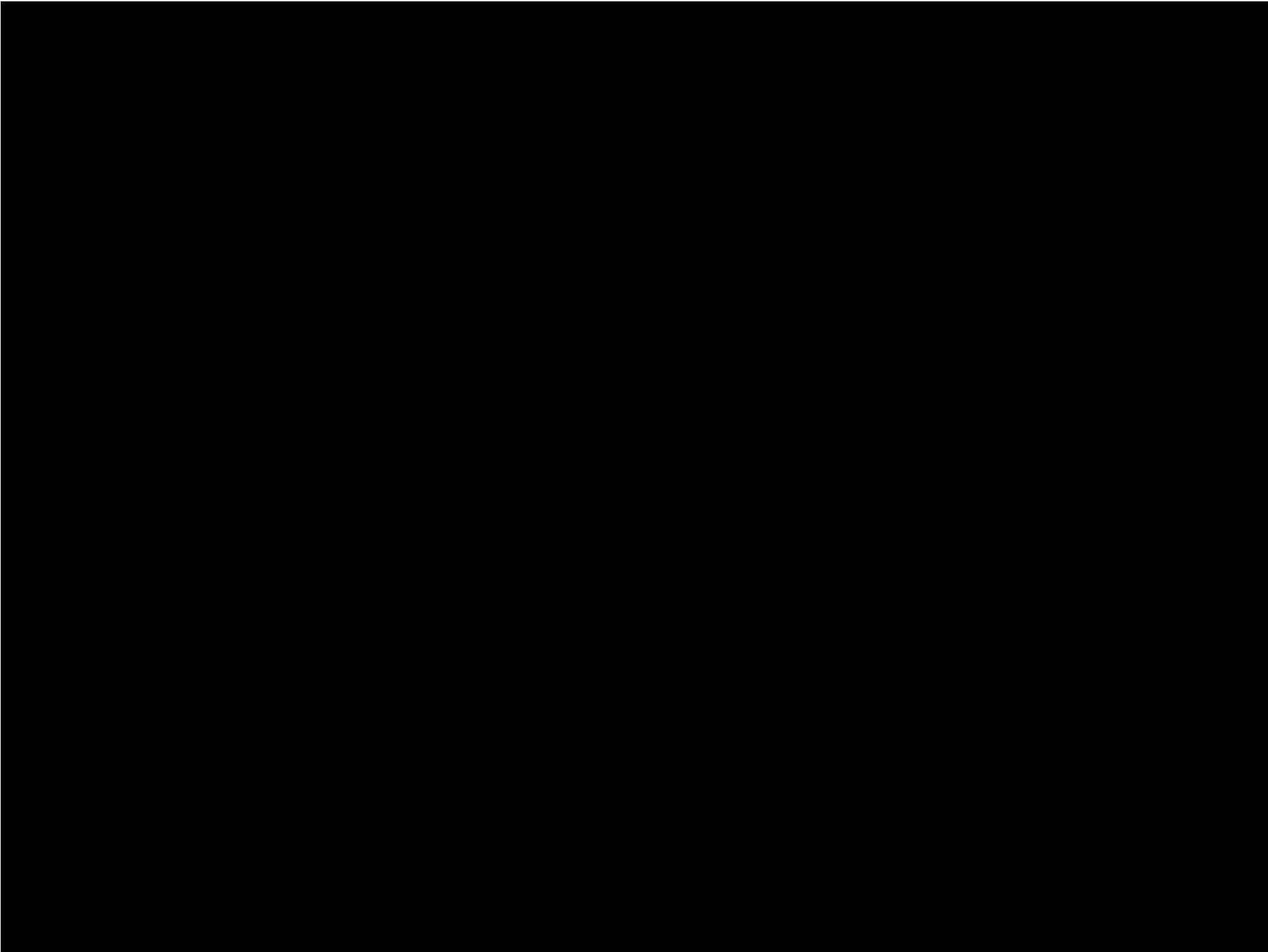
**National Alliance for
Accessible Golf**

ACCESSIBLE/INCLUSIVE GOLF FOR INDIVIDUALS WITH DISABILITIES CONFERENCE

BEST PRACTICES FOR YOUTH WITH DISABILITIES

Partnerships for Success







Golf Outreach Advances Life Skills



Contact Us



Golf Outreach Advances Life Skills

www.littlelinksters.com

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Executive Director

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Danny Mapes
GOALS Director

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INTRODUCTION

Eric Taylor, Special Olympics Golfer

Dr. Eric Wilson, PGA Legacy Master Professional

**Executive Director of Golf Operations at Keiser
University College of Golf**

**Chairman, Special Olympics Golf Committee of North
America**



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ATHLETE'S HOME

Casselberry, Florida



FAMILY BACKGROUND

Parents: Mark and Debbie Taylor

Two sisters: Bambi and Danielle

One brother: Nick



FAVORITE SPORT

Golf!



FAVORITE MUSIC

“Shinedown” is my favorite band, but I listen to a lot of Christian music on z88.3



FAVORITE MOVIE

Forrest Gump



WORK EXPERIENCE

In high school, under the (OJT) On the Job training program, I worked at the Magic Kingdom as a custodian from 1999 to 2004. After Disney, I got a job at Bonefish Grill as a dishwasher, then was promoted to cold food prep cook, and now I am rolling silverware. 2004- present.

I am currently looking for work with the potential to grow within the company.



3 ACCOMPLISHMENTS

- Getting out of a wheelchair and walking independently
- First in my family to attend college
 - Learning to drive



2 CHALLENGES

Learning to walk when people said that I wouldn't be able to. I learned by watching my little brother Nick; at first I would walk on my hands and sort of drag my legs behind me, but over time and with persistence, I was able to use my legs to walk.

Next I got the chance to drive with the help of a modified vehicle that is equipped with hand controls, and I attended a driving school for special needs.



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ATHLETE'S DREAM

I love being in Special Olympics, and I have been privileged enough to experience National Games. The final dream of my Special Olympics career is to make it to a Golf World Games.



2 GOALS

- As my team's captain and AIC president - being a role model for my fellow athletes in all the sports that my county conducts, and help other athletes achieve their potential.
 - Being a Special Olympics Coach.



BEST FRIEND DESCRIPTON

Meg Johnson

“Eric is very goofy, but a very driven, friendly person. He is always willing to step up to help out his fellow athletes and County Director, Victoria. When Eric sees a challenge come his way, he will always find a way to conquer it.



ROLE MODEL

Is my mom Debbie!

She is the one that has made the most sacrifices in the family, when it came to me. She is the one that found Special Olympics for me and allowed me to follow my childhood dream of playing sports. She comes to all my tournaments, whether it be as a coach or a cheerleader in the stands. She also is my caddy for golf. My mom is my heart and will always step up when I need her to.



QUESTIONS?



THANK YOU FOR YOUR TIME!



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MILITARY VETERANS GOLF





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Tim Wilkes

PGA Tour Superstore

Adaptive Golf Association Club Fitting/Trainer



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OVERVIEW OF ADAPTIVE EQUIPMENT

1. ADAPTIVE GOLF CLUBS
2. ALTERNATIVE ADAPTIVE DEVICES
3. ADAPTIVE GOLF CARS



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ADAPTIVE GOLF CLUBS



Finding a Club Fitter

There are many club fitters in the USA Today. But there is an ever growing need for club fitters to learn a new skill....

Adaptive Club fitting



Size according to the golfer

1. Sitting Golfer – Wheelchair, Golf Car
2. Standing Golfer
3. One Handed/Two Handed
4. TBI, Stroke
5. Amputee





Golf Country – ADAPTA-CLUB tm

[http://www.golf-country.com/adaptive_golf/Adaptive Golf Club.htm](http://www.golf-country.com/adaptive_golf/Adaptive_Golf_Club.htm)

Grips and Gloves

Grips and Gloves are extremely important in the process of club fitting and instruction for golfers with disabilities



Types of Adaptations

- Larger Grips
- Grips with Velcro (for left and right hands)
- Adaptive Gloves with Velcro
- Gloves that wrap
- Use of Sticky Spray

THE POWERGLOVE

Ensures
a Firm
Grip

Club is Locked in the Proper
Grip Position Throughout the Swing



<http://www.powerglove.com/>

<http://www.the-eagle-claw>



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<http://www.trsprosthetics.com/product/golf-pro/>

ALTERNATIVE ADAPTIVE DEVICES



TEES AND ACCESSORIES



<http://www.tosstee.com/>



http://www.seniorgolfproducts.com/category_s/1814.htm



Matro Co., Ltd.
Booth: 2713



<http://www.teepalpro.com/>



<https://nickelputter-usa.com/product/ball-pick-up/>

Dr. Roger D. Sack

Director Sports and Recreation
Central Florida Chapter
Paralyzed Veterans of America



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ADAPTIVE GOLF CARS

Encouraging our Courses to keep up with the growth of golf, while setting goals to help them meet the accessibility requirements of the Americans with Disabilities Act.



Solo Rider



<http://www.solorider.com/>

PARAMOBILE



<https://www.standupandplayfoundation.org/paramobile/>

GOLF EXPRESS

Single Rider Golf Car



<http://www.golfxpress.com/Golf.htm>

ADA Resources

ADA Requirements

Wheelchairs, Mobility Aids, and other Power-Driven
Mobility Devices

<https://www.ada.gov/opdmd.htm>



2010 ADA Accessibility Standards for Golf Courses

<https://www.gcsaa.org/UploadedFiles/Education/Conference-Sessions/2011-Sessions-Presentations/2010-Accessibility-Standards-for-Golf-Courses.pdf>



The National Alliance for Accessible Golf

Toolkit for Golf Course Owners and Operators

http://www.accessgolf.org/resources/2010golf_toolkit_owners.pdf



The Employer Defense Report

<https://employerdefensereport.com/2015/09/17/are-your-golf-courses-accessible-to-guests-with-disabilities-how-does-the-ada-apply-to-your-club/>



THANK YOU FOR YOUR TIME!



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Ernie Els #GameON Autism™ Golf Program

Daniel Hulse

Recreation Services Coordinator at
The Els Center of Excellence



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Ernie Els #GameON Autism™ Golf

Autism is not game over, it's #GameON!

- Began in 2013
- Host clinics across the U.S. and Internationally
- Clinics run in conjunction with the Golf Challenge Series, PGA Tour Events, and exhibition events that support autism awareness
- The complete Ernie Els #GameON Autism Golf Program launched in 2017
 - USA, South Africa, England, Ireland, and Canada



Ernie Els #GameON Autism™ Golf

Autism is not game over, it's #GameON!

- Specially designed curriculum infused with therapeutic components such as:
 - Regulatory Skills
 - Communication Skills
 - Motor Skills
 - Social Skills
- Measurable Objectives
 - Golf Skills
 - Social/Communication Skills
 - Fitness Skills



Ernie Els #GameON Autism™ Golf Curriculum

- Session 1 – Meet and Greet: Fitness Assessment
- Session 2 – Meet and Greet: Golf Assessment
- Session 3 – Small Swings
- Session 4 – Big Swings
- Session 5 – Smallest Swing / Biggest Swing
- Session 6 – Smaller Swing / Bigger Swing
- Session 7 – Small Swings
- Session 8 – Big Swings
- Session 9 – Smallest Swing / Biggest Swing
- Session 10 – Smaller Swing / Bigger Swing
- Session 11 – What We Have Learned: Fitness and Golf Assessment
- Session 12 – Putting It All Together



Ernie Els #GameON Autism™ Golf Curriculum Learning Objectives

- Session 1 – Follow Directions
- Session 2 – Try Every Activity
- Session 3 – Getting the Body in Sync
- Session 4 – Keeping Your Cool
- Session 5 – Getting the Body Parts Working Together
- Session 6 – Taking Turns and Sharing
- Session 7 – Responding, and Asking for Help
- Session 8 – Getting Comfortable
- Session 9 – Seeing It, Feeling It, Doing It
- Session 10 – Working With Others
- Session 11 – Communicating With Coach
- Session 12 – Having Fun With Friends



Strategies and Tools for Teaching Golf to Individuals with Autism

- How We Teach
- Teaching Structure
- Establishing Routines
- Enriching the Learning Environment
- Visual Supports



How We Teach

Layering

1. Back and Smack
2. Toss the ball
3. Practice swings without the club
4. Practice Swing with club
5. Swing and Hit a tennis ball
6. Swing and hit a golf ball

- Layering: “Lay a Foundation then Build Up”
- Content and structure of each session is intentionally designed so that all exercises and activities within a particular lesson plan are interrelated.



Teaching Structure

1. Verbally communicate clear and concise instruction
2. Use Visual Supports
3. Model the instruction
4. Student practices the motion
5. Instructor prompts as needed
6. Instructor provides positive, corrective feedback
7. Student learns and improves



Establishing Routines

Supported by a Picture Activity Schedule.

- Greet Students
- Review Schedule, Rules, and Learning Objectives
- Warm Up
- Water Break
- Golf Stations
- Wrap Up



Enriching the Learning Environment

Safety, Safety, Safety!!

- Safe Areas – Clearly marked areas where participants must wait if it is not their turn to hit. 3 – 5 yards behind hitting stalls.
- Hitting Stalls – 3 – 5 Yards away from additional hitting stalls.

Structure + Organization = Predictability

- Decreasing Anxiety for students.. And YOU
- Decreased potential for challenging behavior
- Increase optimal performance



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Shoulder to Shoulder

Visual Supports

- Individuals with autism are visual learners
- Increase predictability while decreasing anxiety
- Visual Supports create lasting memories
- Increase comprehension
- Increase independence



Ernie Els #GameON Autism™ Golf Program

COMMENTING BOARD



I want



More



Break



Drink



Bathroom



Yes



No



I need help



I feel sick



It's my turn



Happy



Sad



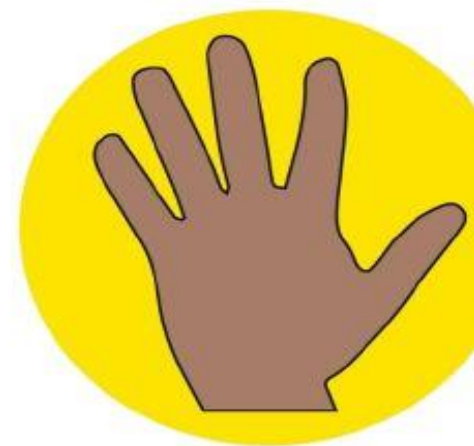
Mad



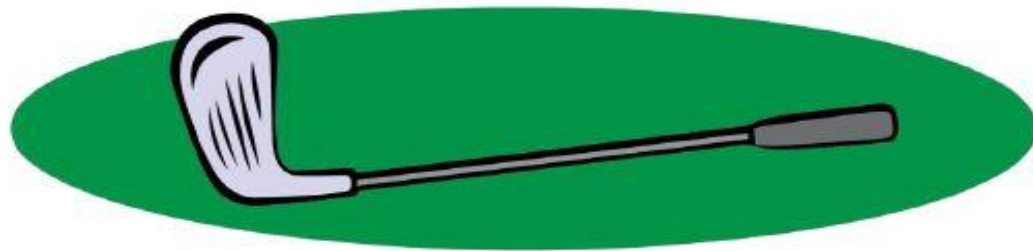
Scared



I love golf



PLEASE
WAIT



Keep the club down.



Listen

SOME RULES TO REMEMBER



I am going to have fun!



Stay with the group



I am going to take turns



I am going to listen to my coaches.



I am going to listen and respond to the whistle



Be a good sport



I am going to share the equipment



I am going to keep my golf club safe

									
Names									
Attendance									
Autism Goal									
Golf Skill									

AUTISM LEARNING CONCEPTS

1

Try every activity

2

Following directions

3

Keeping your cool

4

Getting the body parts to work together

5

Taking turns and sharing

6

Responding and asking for help

7

Getting comfortable

8

Seeing it, feeling it, doing it

9

Working with others

10

Communication with coach

11

Getting the body in sync

12

Having fun with friends

GOLF SKILLS



ASK HOW YOU CAN GET INVOLVED

- Run a #GameON Autism Golf Clinic
- Become an Official Program Provider!
- Train and educate others in your organization
- Create vocational opportunities at your facility or in your community!



THANK YOU FOR YOUR TIME!



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What is Autism?

- The CDC currently estimates that 1 in 68 children in the US are diagnosed with Autism Spectrum Disorder.
- Autism is NOT just what you see on TV and movies.
- People with Autism often have difficulty in the following areas, which I will focus on today:
 - Social Skills
 - Sensory stimuli



Why become Autism Friendly?

- With the current prevalence numbers (1 in 68) the chances are good that MANY members of your community are in the Autism community.
- For example, in 2016, 55,000 people attended an Autism Walk in Los Angeles alone.
- Many large and respected businesses have already started to become a part of the Autism Friendly movement:
 - AMC Theatres
 - Royal Caribbean Cruise Lines
 - JetBlue Airlines
 - Wyndam Hotels



How to make your course Autism Friendly

- In 2018, New England ABA is launching a FREE online course dedicated specifically to helping golf courses become more Autism Friendly.
 - www.ne-aba.com/autism-aware
- The training is approximately one hour in length
- Provides information on how Autism is diagnosed to dispel some myths and confusion.
- Materials and supports are provided to help each course create their own Autism Friendly program.
- All courses that complete the training will be provided with a window sticker and will be featured on New England ABA's website, social media and press release.



How to make your course Autism Friendly

- Create a Social Story (Social Skills)
- A social story essentially provides a roadmap for what a person can expect when they play a round of golf at your course.
- The word “social” is added because the roadmap should also provide some tips on socially expected behaviors.
- Think about how you feel the first time you enter a new social environment?



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A golf course is a place where people to go play a fun game of golf with friends.



After you check in, some people like to practice on the putting green.



- Expected behaviors
 1. Take out a few balls and your putter and try to get the balls in a hole.
 2. Make sure not to step in front of other golfers trying to get their balls in a hole.
 3. Say hello to other golfers but no personal questions.



How to make your course Autism Friendly

- Create an Autism Liaison (Social Skills)
 - An Autism Liaison is someone appointed to personally help a person with Autism and their family when playing your course.
 - This liaison could help walk the person and their family to the putting green/range, assist with getting the party off the first tee and check in after 9 and 18 holes to see how the round is going.
 - This could also be paired with specific “Autism Friendly” tee times that could be offered during non-peak hours at a slightly discounted fee.
 - Many other large businesses such as Target offer this type of experience for people with Autism and their families.



How to make your course Autism Friendly

- Create a Sensory Neutral Area (Sensory Stimuli)
 - A sensory neutral area is a safe place at your course that a person with Autism could retreat to at a time of sensory overload.
 - Aspects that would make a room more sensory neutral:
 - Ability to modulate lights and temperature.
 - Only simple decorations on the walls
 - Free of clutter and any extraneous materials
 - It would most likely be rare that this room is utilized but just the fact that it has been identified will help make people with Autism and their families feel more welcomed at your course.



Take Home Points

www.ne-aba.com/autism-aware

- Use voucher code “autismawaregolf2018” to register for the free course and access a template to make your own social story!
- autismaware@ne-aba.com for questions

www.golfforall.org

- Interested in participating in a golf clinic?
- Golf For All conducted 65 separate clinics for people with Autism and other unique challenges in the Northeast in 2017.
- Contact their Executive Director, Fred Corcoran, at fredcorc@golfforall.org to learn more.



THANK YOU FOR YOUR TIME!



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