

Mesa Association of Sports for the Disabled

also doing business as

Arizona Disabled Sports (AzDS)

Student Internship Manual



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Introduction to the Organization

The Mesa Association of Sports for the Disabled (doing business as Arizona Disabled Sports or AzDS) recognizes the exciting possibilities for learning and public service that exists in an internship program. The experience, if correctly managed, not only prepares the student for a fulfilling and fun professional career, it also enables the organization to provide quality services to its customers and creates community goodwill and recognition for the sponsoring university. To use an old cliché, the internship is meant to be a win-win situation for all parties.

To ensure mutual satisfaction, information must be exchanged, expectations discussed and goals established. To facilitate these things, the organization has created this manual. It is hoped that the manual will enable the student and the staff of the organization to begin planning for a once-in-a-lifetime learning experience.

First, let us tell you about our wonderful organization. AzDS is a growing organization and currently serves approximately 1,000 athletes with physical and intellectual disabilities from the state of Arizona. The organization adopted a trade name of “Arizona Disabled Sports” in 2006 to better represent the statewide population that participates in the programs. The organization serves the community through the following sections:

- **Sports for Individuals with Physical Disabilities —“Arizona Heat”**
Designed for athletes ages six and older who have an orthopedic, neurological or sensory impairment. This could include, but not be limited to, Spina Bifida, Spinal Cord Injury, Traumatic Brain Injury, Osteogenesis Imperfecta, Amputee, Rheumatoid Arthritis, Cerebral Palsy and Visual Impairment.
- **Sports for Individuals with Intellectual Disabilities – “Team Mesa Bulldogs”**
Sports training and competition program for athletes ages eight and over who are intellectually or developmentally disabled. Team Mesa programs serve as the Mesa delegation of Special Olympics Arizona, the state organization charged with providing year-round sports training and competition to our athletes.
- **Partnerships**
The Association coordinates various resources in a cooperative effort with Mesa Public Schools and the Mesa Parks, Recreation and Commercial Facilities.
- **Broadway Recreation Center (59 E. Broadway Rd, Mesa, AZ)**
Owned by the City of Mesa and operated by AzDS, the facility is the home facility for the AzDS programs and special events, the office for AzDS Administration and rented out to the community organizations to raise funding for the organization.

AzDS is a changing and challenging environment with a lot of growth in its future. You have chosen a wonderful place in which to learn and work. Welcome aboard!

Mission

“Recognizing the importance of recreational, leisure and competitive opportunities that contribute to the quality of life, the primary mission of Arizona Disabled Sports is to provide a variety of programs and activities to individuals with disabilities. Toward this end, the Association will work to educate, inform and include the community in a comprehensive effort

to provide year round activities. Through participation, the athlete will realize individual accomplishment, self-esteem, respect for themselves and others.”

Vision

Our vision is a community that creates opportunities and empowers individuals with disabilities through sports and recreation.

Value Statement

AzDS believes that the quality of life should never be limited by a physical or mental disability. We believe it is possible to remove boundaries, elevate expectations, fulfill dreams, enhance self worth and empower self-actualization of individuals with disabilities through participation in athletic competition and recreational activities. We believe that every community should actively support and encourage the integration of individuals with disabilities. We believe these individuals should be encouraged to participate fully in the activities of our society.

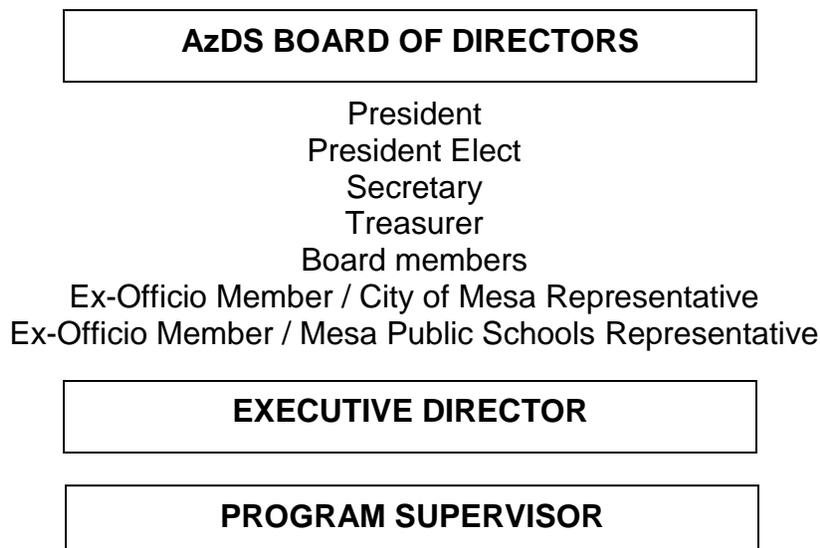
The Association seeks to develop athletic and recreational programs for all individuals with disabilities. We seek to develop dedicated personnel and facilities to support the administration and delivery of these programs to both the East Valley community and the entire state of Arizona. We shall strive to build a strong financial support base to insure the stability of developed programs. Toward that end, the Association will encourage the active and continuing participation of volunteers in order to minimize administrative costs and maximize the use of resources for program implementation.

We will actively seek a place of influence in our local, regional and national community. Public awareness of the needs and accomplishments of all individuals with disabilities can be enhanced through effective communication. We have the opportunity to extend our influence by hosting and participating in regional and national competition and research activities. The Association will endeavor to become a model for other communities to emulate.

Motto

“Let no one sit on the sidelines.”

Organizational Chart



BRC STAFF

Site Supervisor
Custodian

**MESA PARKS, RECREATION AND
COMMERCIAL FACILITIES**

Supervisor
Recreation Coordinator
Recreation Programmer II
Recreation Programmer I
Coaches and Assistants

Goals of the Internship

The internship program of AzDS is a collaborative effort between a student, a school, and the organization. As is the case with any relationship, each entity has its own needs and goals.

AzDS goals are as follows:

- To expand the organization's ability to provide service excellence through the contributions of interns.
- To enhance the opportunity to attract and evaluate perspective employees.
- To establish and strengthen relations with colleges and universities.
- To provide the intern with the opportunity to gain experience in leadership, supervision, administration, marketing, and program development/evaluation in a non-profit setting.
- To enable the student to obtain information that can be used for making choices in relations to future jobs, areas of specialization, and future study.
- To enable the student to realize his/her strengths and weaknesses.
- To help the student gain an understanding of the role, duties, and responsibilities of a full time professional.
- To provide the student with experience that will enable development of sound human relation skills.
- To provide networking opportunities for the student.

Intern Responsibilities

The internship experience is an integral part of the course of study outlined by an educational institution and its degree program.

The success of the internship experience is directly related to the degree to which the student assumes responsibilities in the work setting. The administrative staff understands the value of the internship experience to the student and also are aware of its own operational goals and needs. Ideally, the student learns from the experience as well as contributes to the organization's goals and success. Because of AzDS' fine professional reputation, the organization cannot tolerate inefficiency, irresponsibility, or any other actions that might be considered detrimental to its reputation.

By accepting an internship with AzDS, you are expected to:

- Accept and adhere to the rules and regulations of the organization.

- Become an integral and participating member of the staff.
- Establish mutual, satisfactory and reasonable goals and objectives.
- Complete the academic responsibilities and internship requirements in a timely and professional manner.
- Conduct yourself professionally at all times.
- Strive toward higher levels of personal and professional growth and fulfillment.
- Be appropriately groomed for all assignments.
- Notify your supervisor in advance of absences.
- Communicate goals, objectives and needs to fulfill a positive internship experience.
- Meet with intern supervisor on a weekly basis.
- Provide copies of weekly progress notes to intern supervisor.
- Provide organization with a complete evaluation of the program.

The objectives of the internship include:

- To experience the responsibilities of a full-time recreation professional.
- To begin networking within the recreation and leisure field.
- To observe, practice, and apply theories to specific situations.
- To gain a better understanding of the purposes and programs of a non-profit.
- To further your understanding of human relations and increase your ability to work as a team member.

Supervisor Responsibilities

By the very nature of the internship relationship, the person in the supervisory position has many different roles. These roles include mentor, role model, friend, peer, counselor, and coach.

Wearing these different hats, the intern's supervisor is responsible for:

- Assisting the intern in articulating goals and objectives for the internship.
- Cooperatively establishing criteria by which the intern will be evaluated.
- Completing the cooperative agreement between the student, educational institution, and the organization.
- Assisting the student in drafting a schedule for the internship. Schedule should include exposure to all areas/responsibilities of the organization.
- Assisting the intern in reviewing and updating goals and objectives as necessary.
- Preparing the agency for the arrival of the student and present the student to the staff as an aspiring professional.
- Providing a formal orientation for the intern during the first week of the internship to include agency purpose, policies, programs, facilities, and procedures.
- Conducting formally scheduled meetings with the intern on a weekly basis. The meeting should be an opportunity for open communication between both parties. Discussion should focus on the intern's performance, skills, and areas of responsibility.
- Providing continuous feedback to the intern. Aside from the weekly meeting, provide the student with feedback about his/her professional performance.
- Completing the mid-term evaluation of the intern. Review with the student his/her progress to date and offer suggestions for future professional growth.
- Modeling appropriate professional/personal behavior.
- Completing all education agency material/forms on time.

- Assisting the student in securing any supplemental information that is needed for internship and/or course of academic study.
- Provide the intern with a mid-point evaluation after eight weeks and a final evaluation after completion of the fieldwork program.

Telephone calls from the university counselors and supervisors are always welcome. Please call Lane Gram at (480) 835-6273 for information regarding the student's progress.

Internship Program Evaluation

Evaluation is considered an instrumental component of the field placement process. It is essential to the intern's learning, the Supervisor's awareness, and program improvement. The evaluation process includes the student's and agency's feedback.

The intern will be evaluated by the Supervisor in week eight and at the conclusion of the experience. The Supervisor will utilize forms provided by the intern's college or university. If the academic institution does not provide an evaluation form, the Supervisor will evaluate the intern's progress based on the NCTRC Job Task Analysis.

The intern will have the opportunity to evaluate the effectiveness and quality of the AzDS Internship Program as well as their own performance. The feedback received will be utilized in making improvements to the internship program in order to enhance the learning experiences of future students.

Evaluations—The evaluation will take place at the mid-point and at the end of the semester internship with the intern supervisor.

Corrective Action—In appropriate situations, a corrective action may be taken. Examples of a corrective action include the requirement of additional training, re-assignment of an intern to a new position, or dismissal from intern service.

Concerns and Grievances—Decisions involving corrective action of an intern may be reviewed for appropriateness. If corrective action is taken, the affected intern and their college or university supervisor shall be informed of the procedures for expressing their concern or grievance.

Dismissal of the Intern—Interns who do not adhere to the rules and procedures of the agency, or who fail to satisfactorily perform their assignment are subject to dismissal. No intern will be dismissed until the intern has had an opportunity to discuss the reasons for possible dismissal with their department supervisor and their college or university supervisor. Prior to dismissal of an intern, staff should seek the consultation and assistance of the Board of Directors.

Reasons for Dismissal—Possible grounds for dismissal may include, but are not limited to, the following: gross misconduct or insubordination, being under the influence of alcohol or drugs, theft of property or misuse of agency equipment or materials, abuse or mistreatment of customers or co-workers, failure to abide by department policies and procedures, failure to meet physical or mental standards of performance, and failure to satisfactorily perform assigned duties.

Resignation—Interns may resign from their internship with the department at any time. It is requested that interns who intend to resign provide ten days written notice of their departure and a reason for their decision.

Tips for Behaving Professionally

An internship is valuable because it offers the student an opportunity to blend the academic side of the profession, which is learned at the university, with the practical side, which is learned in “the field”. The following is a list, in no particular order, of the wisdom that is offered by the professionals with the organization.

- Be considerate, honest, patient, and discreet! Respect the privacy and confidentiality of the participants and your co-workers.
- Follow the Golden Rule – Treat the participant as you would like to be treated.
- Dress professionally – dress for the position you want...not the position you have.
- Be a team player!
- Be dependable, reliable, and punctual – Be on time and prepared for work.
- If you say you are going to do something—do it.
- If you don’t know—ask.
- If you are going to be late or absent—call.
- Your reputation is only as good as your word.
- Network, network, network.
- Experience as many different opportunities as possible.
- Prepare well.
- Have fun!
- Follow the correct method of leadership...be kind, use humor, be sensitive.
- Remember people’s names and what they do.
- Listen in public and ask questions in private.
- Fix the problem—not the blame.
- Have a charismatic personality—it’s a plus.
- Be a good listener!
- Keep an accurate, neat, and tidy phone log...you will be amazed how you’ll refer to it for that important phone number.
- Write – Write – Write – Writing skills are essentials, have professionals edit your writing...including emails.
- Take advantage of all opportunities offered to you, the more experience you have the better.
- Read up on local news and professional publications.
- Spend time with your mentor to talk about careers and not just the current duties.
- Don’t be afraid to ask questions, it’s better to ask and do it right than to be independent and do it wrong.
- Staff is very busy. You will be doing a lot on your own. When you have a question, write it down and ask when you have time with staff.
- Be prepared to run in 10 different directions at once. Don’t count on certain lunch and break times, take them when you have the opportunity.

- Show initiative. If you are observing and see that something needs to be done, do it...don't wait to be told. Staff appreciates initiative.

Points to Remember

No matter what your assignment, as an intern you are a member of the AzDS administration. You may only interact with a participant no more than to say "Good morning" or "Hello", but the manner in which you engage with the participant and family makes all the difference.

Here are a few tips and suggestions:

- Maintain Professional Boundaries
 - Do not play favorites, treat all participants equally
 - Do not bring or purchase items for the participants
 - Do not accept gifts from the participants
 - Never share your personal information (address, phone number, etc.) with the participants
 - Treat within our scope of service
- Behave Ethically
 - Maintain confidentiality
 - Ensure privacy
 - Never criticize the facility, its staff, and/or its policies and procedures in the presence of the participants
 - Do not provide medical advice
 - Act in accordance with the American Therapeutic Recreation Association's (ATRA) Code of Ethics
- Demonstrate Professionalism
 - See Tips for Behaving Professionally in the previous section
- Do not take things personally
 - Participants may not always respond to you with enthusiasm
 - The participants or parent/guardian may be unappreciative at times
 - Remind yourself that the participant is involved to improve his or her quality of life

Student Intern Guidelines

The following is information regarding the position of AzDS and the procedures and policies of AzDS regarding student interns. An intern will be defined as a student devoting his/her full time to a field experience situation.

AzDS recognizes a responsibility to the leisure, recreation and tourism profession in providing opportunities for a prospective professional to receive a meaningful on-the-job work experience in a wholesome and controlled atmosphere. AzDS recognizes that, in most cases, the intern is not to be considered a supplement to the Administrative staff, except in programs and/or activities in which the intern is qualified and the organization needs additional staff. AzDS further recognizes that to achieve this goal, certain policies and guidelines must be established for the organization, the educational institution, and the student. Therefore, the following is presented.

A. Responsibilities of AzDS

1. Provide a professional atmosphere conducive to learning in a field situation.

2. Designate a full-time professional staff member to coordinate the intern program.
3. Set-up individual programs based on the student's needs and objectives to provide each intern with as wide a range of experience as possible.
4. Examine and investigate each educational institution desiring to participate in the program to assure that the student is adequately prepared to participate, and that said institution is conducting a certified and recognized program and curriculum.
5. Evaluate, through interviews and other means, each intern candidate as to the competency of that individual and preparation to enter into a field situation.
6. Obtain a signed agreement with the participating educational institution, AzDS, and the student.
7. Provide a minimum of two written evaluations to the intern's counselor during the course of the program.

B. Responsibilities of the Educational Institution

1. Maintain a high level of academic standards.
2. Assure that the student has met minimum requirements, as established by the educational institution and accepted by AzDS, and is prepared to begin the field experience.
3. Establish with AzDS an approved field experience schedule for the individual tailored to meet the needs of the student.
4. Schedule periodic visitations with the AzDS representative to assure all program goals and objectives are being met.
5. Appoint one individual to act as program coordinator. All correspondence relating to the program will be channeled through this individual and his/her counterpart in the organization.

C. Responsibilities of the Student Intern

1. Define individual goals and objectives.
2. Assure that AzDS is capable of providing assistance in meeting the stated goals and objectives.
3. Assure that academic background is adequate to enter into the field experience.
4. Be fully aware of the scope and responsibilities of the intern program.
5. Devote full time to the intern program (i.e. 40 hours per week)
6. Evaluate, in writing, the quality of experience received from the organization.

The following general criteria apply to the intern program.

1. Students will be accepted only from educational institutions that have been approved by AzDS.
2. Intern will be approved and evaluated by the institution to determine compatibility with AzDS.
3. A representative of the educational institution may visit AzDS and interview personnel, as required, to determine the organization's compatibility and acceptability with the goals and objectives of the educational institution.
4. It shall be the student's responsibility to acquire and finance appropriate room and board.
5. The minimum term of the intern program will be sixteen weeks.

In return for AzDS' participation in the intern program and recognizing that AzDS is performing most of the responsibilities, the educational institution will agree to provide AzDS with services such as research and studies, as requested and agreed upon.

All interns shall have a contract signed with the organization.

Student Intern Assignments

Professional Objectives

- General Description
 - Under the guidance of the Intern Supervisor, the intern will select three professional objectives for his/her internship experience.
- Assignment Expectations
 - Intern will be responsible for writing and achieving three objectives for his/her field work experience
 - Objectives must include all three components of a behavioral objective (Condition, Behavior and Criteria)
 - Objectives must be realistically completed during the internship and be focused on professional and/or academic learning
- Timeline
 - Completed by: Week 2

Case Study

- General Description
 - Under the guidance of the Program Supervisor, the intern will select one athlete to complete a case study.
- Assignment Expectations
 - Intern will be responsible for assessing, planning, and implementing an appropriate RT treatment plan for one athlete
 - Intern will enter all necessary items into the case study including assessment, treatment plan, goals and progress notes
- Timeline
 - Subject selected by: Week 3
 - Completed by: Week 13

Self-Evaluation

- General Description
 - Intern will complete a pre and post self-evaluation
- Assignment Expectations
 - Intern will use the evaluation form provided by academic institution or the self-evaluation form provided by AzDS
 - Interns will evaluate themselves on the NCTRC Job Tasks
- Timeline
 - Complete 1st Self-Evaluation: Week 1
 - Complete 2nd Self-Evaluation: Week 16

Internship Project

- General Description

- Under the guidance of the Internship Supervisor, the intern will select a project to complete that will contribute to the overall mission of AzDS.
- Assignment Expectations
 - Assignment must benefit the organization
 - Assignments are expected to be high quality and professional
 - Project can be administrative or program-based
 - Project must be substantive enough to utilize the intern's academic preparation, personal strengths, and enhance the services provided by AzDS
 - Project examples:
 - Develop and implement a new regular program
 - Develop and implement a new special event
 - Organize an event
 - Update organization manuals
 - Develop a community resource packet
 - Develop community relationships
 - Develop and implement a fundraising program or event
 - Develop a diagnostic manual
 - Timeline
 - Topic selected by: Week 4
 - Completed by: Week 14

Site Visits

- General Description
 - Interns will gain exposure to other RT treatment settings to enhance professional awareness and knowledge of RT programming
- Assignment Expectations
 - Interns will independently contact 3 other facilities or organizations that offer RT services and schedule to visit the facility for a full-shift
 - At least 2 of the sites must be to a setting/population different from AzDS
 - 1 site visit may be for a longer period of time up to 2 weeks
 - It is preferred but not mandatory for the intern to shadow a CTRS at the site
 - After visiting the facility, the intern will write a 1-page summary of the NCTRC Job Tasks they observed during the experience and identify two skills they learned from the experience
- Possible Site Visits:
 - City of Mesa Parks, Recreation & Commercial Facilities
 - Virginia G. Piper Sports and Fitness Center/ABIL
 - MARC Center
 - St. Joseph's Hospital and Barrow Neurological Institute
 - Phoenix Veterans Administration Hospital
 - Phoenix Children's Hospital
- Timeline
 - Sites selected by: Week 3
 - Visits completed by: Week 10

Reading Assignments

- General Description

- Interns will read the following publications/items and become familiar with the information included within the documents
- Articles to be completed by end of Week 1
 - AzDS Student Internship Manual
 - AzDS Web site and Marketing Materials
 - AzDS Policies and Procedures Manual
 - AzDS Coach Manual
 - AzDS Annual Report
 - American Therapeutic Recreation Association (ATRA) Standards of Practice
 - ATRA Code of Ethics
 - NCTRC Job Task Analysis

Journaling

- General Description
 - Interns will keep a journal that focuses on their personal and professional growth and development
- Assignment Expectations
 - If intern is required to submit a weekly journal for the academic institution, that journal can satisfy this assignment as long as it includes all of the information as identified below
 - Interns are expected to be actively involved with every aspect of the internship. This includes shadowing, attending meetings, and any other job requirement.
 - Interns will journal on what they observe, learn, experience, witness, etc during their placement with AzDS
 - Entries should reflect on the intern's personal growth, professional development, and to the NCTRC Job Tasks
 - The journal entries should be reviewed by the Intern Supervisor prior to submission to the academic institution

Internship Weekly Progress

The internship is comprised of three phases. The **first phase** is a shadowing phase where the intern follows the supervisor. During this phase, the intern is under close and direct supervision. The intern is oriented to how programs are coordinated and implemented, and he/she may aid in the implementation.

The **second phase** is the transition phase. The intern starts to accumulate a project load, while at the same time begins to set up programs on own. The intern's project load will also increase as the internship progresses. The intern begins coordination of all aspects of program and project implementation.

During the **final phase**, the intern is the primary contact for projects will a full load of projects and coordinates with other professionals.

The following timeline explains how the internship progresses over a 16 week period. The responsibilities for each week are in addition to the responsibilities of the previous weeks.

Week 1: Orientation Period

- Complete internship reading assignments
- Discuss schedule and requests for time-off

- Meet with Supervisor to orient to facility
- Tour facilities utilized by AzDS and meet allied staff
- Complete pre self-evaluation
- Discuss the population served and different types of physical disabilities with Program Supervisor
- Shadow Internship Supervisor and Program Supervisor
- Journal entry

Week 2: Orientation Period

- Complete any tasks assigned
- Identify three objectives for your internship
- Continue to become familiar with AzDS
- Actively be involved with all programs you observe/attend
- Shadow Internship Supervisor and Program Supervisor
- Journal entry

Week 3: Observe and Assist

- Shadow Internship Supervisor and Program Supervisor
- Begin assisting with communication and documentation during weekly programs
- Complete any tasks assigned
- Select subject for Case Study
- Select agencies and set dates and times for site visits
- Journal entry

Week 4: Observe and Assist

- Shadow Internship Supervisor and Program Supervisor
- Complete any tasks assigned
- Begin brainstorming Internship Project Ideas
- Assist with program planning and implementation
- Assist with event planning and implementation as required
- Journal entry

Week 5: Observe and Assist

- Assist staff as scheduled
- Complete any tasks assigned
- Assist with program planning and implementation
- Assist with event planning and implementation as required
- Assist with BRC facility management as required
- Journal entry

Week 6: Observe and Assist

- For the remainder of the internship, the intern will progressively become more involved with athlete assessment, registration, program placement and evaluation
- Complete Case Study interview with selected athlete
- Assist staff as scheduled
- Complete any tasks assigned

- Assist with program planning and implementation
- Assist with event planning and implementation as required
- Assist with BRC facility management as required
- Journal entry

Week 7: Initiate Independence

- Weeks 7-11, the intern will progressively become more involved with program planning, implementation, and evaluation.
- Weeks 7-11, the intern will progressively become more involved with event planning, implementation, and evaluation.
- Assist with BRC facility management as required
- Journal entry

Week 8: Initiate Independence

- Review mid-term evaluation from academic institution
- Review progress toward the intern's completion of his/her three objectives
- Assist with program planning and implementation
- Assist with event planning and implementation as required
- Assist with BRC facility management as required
- Journal entry

Week 9: Initiate Independence

- Present rough draft of Case Study
- Assist with program planning and implementation
- Assist with event planning and implementation as required
- Assist with BRC facility management as required
- Journal entry

Week 10: Initiate Independence

- Complete all three site visits
- Assist with program planning and implementation
- Assist with event planning and implementation as required
- Assist with BRC facility management as required
- Journal entry

Week 11: Initiate Independence

- Assist with program planning and implementation
- Assist with event planning and implementation as required
- Assist with BRC facility management as required
- Journal entry

Week 12: Full Independence

- For the remainder of the internship, intern will be responsible for the planning, implementation, evaluation and documentation of all assigned programs.
- For the remainder of the internship, intern will be responsible for actively participating in event planning and implementation.

- Journal entry

Week 13: Full Independence

- Complete Case Study
- Program and event planning and implementation
- Journal entry

Week 14: Full Independence

- Complete Internship Project prior to Week 14
- Program and event planning and implementation
- Journal entry

Week 15: Full Independence

- Program and event planning and implementation
- Journal entry

Week 16: Full Independence

- Complete post self-evaluation
- Review Final Evaluation from academic institution
- Review progress toward the intern's completion of his/her three objectives
- Complete evaluation of AzDS as field placement experience
- Return all AzDS property (keys, badge, etc)
- Journal entry

Special events and programs incorporated with each semester:

- **Spring Semester – January-April**
 - Weekly programs include track, field, archery, swimming, junior wheelchair basketball and power soccer
 - Run, Walk & Roll 5K/10K – January
 - Paralympic Experience Clinic for Track, Field & Archery – January
 - SkiAble Adaptive Alpine Experience – February
 - PowerBlast Power Soccer Tournament – March
- **Summer Semester – May-August**
 - Desert Challenge Games – May
 - Day on the Lake – May
 - End of Season Awards Celebration – June
 - Program travel to National tournaments
- **Fall Semester – September-December**
 - Weekly programs include cycling, kayaking, bowling, junior wheelchair basketball and power soccer
 - Paralympic Experience for wheelchair basketball – September
 - Ability Ball Fundraiser – October
 - El Tour de Tucson – November
 - Junior Wheelchair Basketball Tournament – December
 - Holiday Bowling Tournament – December