ACEing Autism’s Coach, Volunteer, & Parent Code of Conduct

Purpose
The purpose of ACEing Autism’s tennis program is to engage and connect people on the autism spectrum through tennis. Our volunteers and program directors should aim to create a rewarding relationship between themselves and the participants by donating their time, kindness, and enthusiasm each weekend. The purpose of this Code of Conduct is to provide overall guidance and direction to the volunteers and program directors. ACEing Autism reserves the right to change the Code of Conduct at any time and to expect adherence to the changed policy.

The Coach & Volunteer:
When participating in ACEing Autism’s program:

• I must respect the rights, dignity, and worth of each person and treat and will be respectful and inclusive in my language and interactions with participants (for example, using “people first” language).
• I will recognize and celebrate the diversity of character and abilities of all people.
• I will conduct myself ethically, obey all laws, and act in good faith at all times.
• I will not harass, threaten, embarrass, or insult others.
• I will not say or do anything that is harmful, abusive, racially or ethnically offensive, vulgar, or sexually explicit.
• I will respect the participants’ rights to not be touched in ways that make them feel uncomfortable, and their right to say no.
• I will not step onto the court to volunteer if I am under the influence of alcohol or drugs.
• I must place the emotional and physical wellbeing and safety of each participant above all other considerations, including the development of the performance
• I will speak up and inform my Program Director or the ACEing Autism staff if I see or suspect child abuse by a fellow volunteer, any program director, or parent.
• I will not misuse or disclose confidential participant information and will respect the privacy of our participants.
• I will respect the decisions and requests made by the ACEing Autism Program Directors and/or staff members.
• I understand that if I am at or above the age of 18, I am required to complete a background check before stepping on the court.
• I should, at the outset, clarify with the participant, parents, and volunteers what is expected of them and what they are entitled to expect from their coach and the curriculum.

• I must consistently lead by example by displaying high standards of behavior and use positive techniques of guidance, including redirection, positive reinforcement, and encouragement rather than competition, comparison, criticism, and anger.

• I will not tolerate inappropriate language, racquet, and/or ball abuse.

• I will be knowledgeable of the ACEing Autism curriculum and the rules of the sport so that I can teach these rules to the participant.

• I will act as a positive role model for the participants and other volunteers by promoting good sportsmanship and fostering the development of social skills and positivity on the court.

• I understand that by volunteering, the commitment includes attendance for at least half of the clinics in the session.

• If I am unable to attend a clinic, I will make an effort to provide at least 24 hours of notice to inform my Program Director of the absence.

• I understand that I am expected to wear my ACEing Autism volunteer shirt and appropriate athletic clothing to all of the sessions. If I do not have a shirt, I will request one from my Program Director.

**The Parent / Guardian:**

When participating in ACEing Autism’s program:

• I will support my child and aid the developmental process both on and off the court.

• I will allow the coach and volunteers to run the program free from external pressures or influences.

• I will behave in a manner that sets a positive example for others.

• It is my responsibility as the parent/guardian of my child to notify the Program Director and volunteers of any relevant changes to circumstances. This includes: relevant medical information (including injuries) and photo consent.

• I will ensure that all appropriate fees are paid.
• I will ensure that my child is wearing their ACEing Autism shirt to the sessions and is dressed in appropriate athletic clothing.

Most Americans will experience a disability some time during the course of their lives, and about 50 million Americans report having a disability. Disabilities can affect people in different ways, even when one person has the same type of disability as another person.

**People First Language**

Positive language empowers. People first language is used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first, not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: “a person who …”, “a person with …” or, “person who has…” Here are suggestions on how to communicate with and about people with disabilities.

<table>
<thead>
<tr>
<th>People First Language</th>
<th>Language to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with a disability</td>
<td>The disabled, handicapped</td>
</tr>
<tr>
<td>Person without a disability</td>
<td>Normal person, healthy person</td>
</tr>
<tr>
<td>Person with an intellectual, cognitive, developmental disability</td>
<td>Retarded, slow, simple, moronic, defective or retarded, afflicted, special person</td>
</tr>
<tr>
<td>Person with an emotional or behavioral disability, person with a mental health or a psychiatric disability</td>
<td>Insane, crazy, psycho, maniac, nuts</td>
</tr>
<tr>
<td>Person who has a communication disorder, is unable to speak, or uses a device to speak</td>
<td>Mute, dumb</td>
</tr>
<tr>
<td>Person who uses a wheelchair</td>
<td>Confined or restricted to a wheelchair, wheelchair bound</td>
</tr>
<tr>
<td>Person with a physical disability</td>
<td>Crippled, lame, deformed, invalid, spastic</td>
</tr>
<tr>
<td>Person with epilepsy or seizure disorder</td>
<td>Epileptic</td>
</tr>
<tr>
<td>Person who is successful, productive</td>
<td>Has overcome his/her disability, is courageous</td>
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