

# Volt Hockey Volunteer Manual

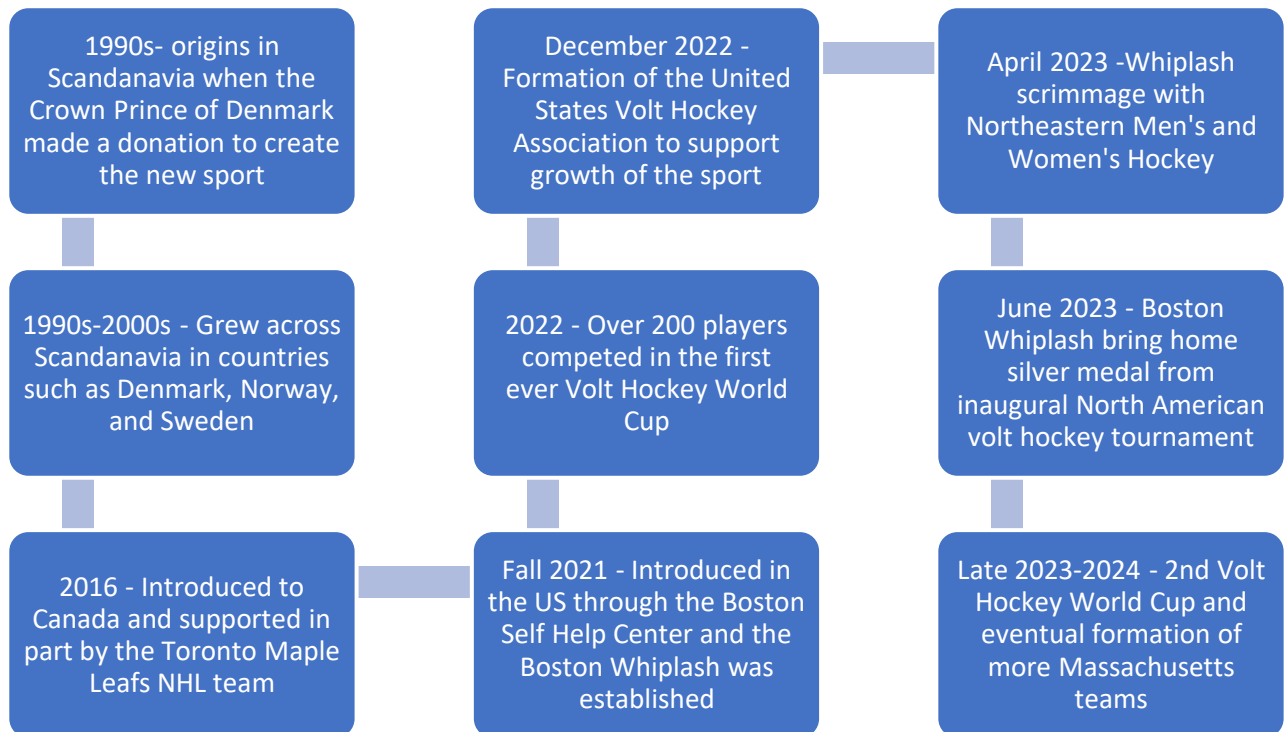
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## About Volt Hockey

Volt hockey is a powered-wheelchair adaptive sport using a specialized wooden wheelchair. It provides an essential and unique opportunity for those with severely limiting physical disabilities: the chance to participate in a highly competitive, fast paced team sport at the touch of a joystick. While volt hockey has been going strong in Europe and Canada for many years, it only recently came to the United States.

## History



## United States Volt Hockey Organization

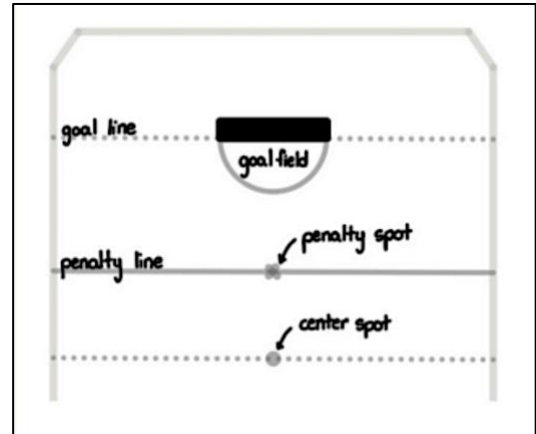
Please navigate to the [USVHA website](#) for more information

The USVHA was formed in December of 2021 by its founding board members to promote the growth and to coordinate the activities of Volt Hockey in the United States. The USVHA has partnered with organizations such as [Space2Thrive](#), [JB's Keys to DMD](#), [the Boston Self Help Center](#), and other organizations like Northeastern University, to help establish volt hockey as another adaptive sport opportunity in the US.

## Rules and Regulations

Volt hockey is similar to other forms of hockey, such as field hockey and ice hockey. The objective of the game is to outscore the opposing team within two fifteen-minute periods, with players scoring points by maneuvering the ball into the opposing team's goal.

Volt hockey is played 3v3, with all players operating specialized wooden power wheelchairs. Teams typically consist of about 3-6 players including substitutes. Substitutions can take place during most stoppages in play by notifying the referee and can be made as many times as wanted throughout the game.



For more in-depth information on the rules and regulations, please visit the [Official Rule Book of the World Cup Volt Hockey 2022](#) or the [Rules + Regulations on the USVHA website](#).

## Boston Self Help Center

Please navigate to [the BSHC website](#) for more information

### Mission

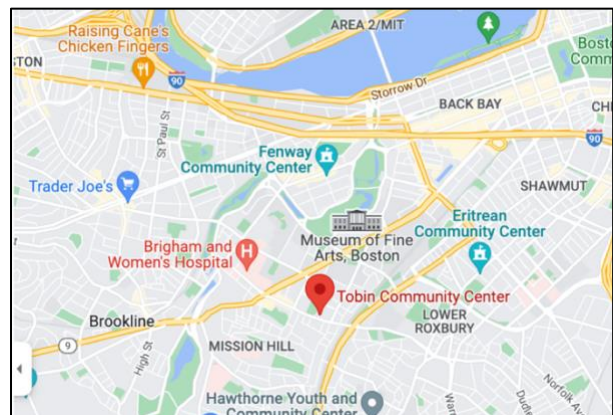
The Boston Self Help Center is a non-profit run by and for people with disabilities. They have two power chair soccer teams: the Boston Brakers and the Baystate Falcons. They also are the home to the two Boston Whiplash teams. For each of its teams, BSHC raises money for equipment and travel, coordinates access to facilities, transports players, hosts and competes at tournaments, and holds various adaptive sports demonstrations.

### Location

The Boston Whiplash practice at a partner of the BSHC, the [Tobin Community Center](#). The Tobin Center is in Mission Hill and is a ~15-minute walk from Northeastern University's campus. It is also accessible by the MBTA Orange Line (Roxbury Crossing) and bus.

### **Tobin Community Center:**

1481 Tremont St  
Roxbury, MA 02120



# Boston Whiplash Team

## Staff

### Boston Whiplash

#### Head Coach

Dave Yurik

#### Assistant Coach and Equipment Manager

Laura Calderon

#### Assistant Coach and Team Manager

Amanda Bell

#### Volunteer Coordinator

Avery Melam

averymelam@gmail.com

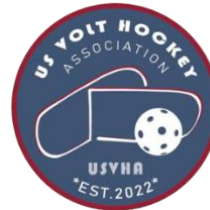
(847) 400-4616

### USVHA Board

- Desi Forte
- Dave Yurik
- Jim Wice
- Dylan Hogan
- Avery Melam
- Jim Farrow
- Kim Damato
- Marley Robinson
- Helena Liedtke
- Lorna Hayward

### BSHC Staff

- Jim Wice (BSHC Chairman)
- Jim Farrow
- Kim Damato



## Players



# Disability Language Guide

## Language

Language influences how we perceive and interact with the world. Even if we mean well, the words we use may unknowingly perpetuate biases and stigma. However, we can also use our words to create an inclusive and welcoming environment for a range of diverse identities. Those with disabilities have historically been marginalized in society. By using inclusive language, we can begin to dismantle the conscious and unconscious biases we all hold.

## Linguistics

The major linguistic styles to address disability include person-first language and identity-first language. Generally, it is recommended to use person-first language, although this may vary depending on the individual's preferences.

### *Person-First Language*

The person-first approach to disability language emphasizes the individual before their impairments by shifting the focus of language onto the person rather than their disability. For example: “they use a wheelchair” rather than “they are wheelchair bound”.

The person-first system discourages the grouping of everyone with a common disability, acknowledging that people who have the same disability often have significantly different experiences.

### *Identity-First Language*

Identity-first language has become an increasingly common alternative to person-first language. Proponents of identity-first language argue that person-first language assumes disability to be a negative trait and although well-intended, use of person-first language may perpetuate the stigma the model is trying to combat in the first place. Identity-first language acknowledges that a disability is intertwined with a person's life experiences and identity and, in some cases, allows people with disabilities to take pride in and identify with their disability. For example, oftentimes people in the deaf, blind, and autistic communities prefer identity-first language (i.e., autistic person rather than person with autism)

### *Which should I use?*

There is a lot of diversity in the disability community, and many people have differing opinions. Therefore, when in doubt, it is always best to ask the individual what language they prefer to describe their disabilities. Also, keep in mind that language conventions are always changing. Keep an open mind and be willing to learn about different language preferences.

## Additional Guidelines

- **Avoid mentioning disability unless it's relevant.** If a person's disability is not relevant to the conversation at hand, there is no need to mention it. For example, saying "Rachel, who uses a wheelchair, answered a lot of questions in class yesterday" would be inappropriate because information about her disability is not important in the story, whereas saying something like "Rachel, who uses a wheelchair, spoke to the class yesterday about her experiences with wheelchair accessibility in school" would be okay since it adds helpful context/clarity to the story.
- **Avoid labels, stereotypes, condescending euphemisms, and other languages that perpetuate negative stereotypes.** Using labels, stereotypes, or euphemisms (i.e., differently abled, handicapable, etc.) are offensive and should be avoided.
- **Remember that people with disabilities are not patients.** Many people with disabilities are quite healthy. Don't refer to someone as a patient unless you are in a healthcare setting in which they are actively being treated as a patient.

## Volunteer Roles & Responsibilities

### General Roles

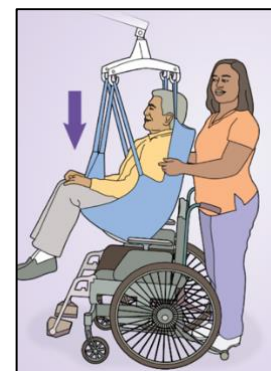
Volunteers may be asked to set up and take down the court for practice, which includes but is not limited to gathering equipment, laying down tape, setting the borders, packing up the gym, storing the chairs, and other responsibilities the volunteer feels comfortable with. Volunteers will be instructed on the proper measurements and procedures at the practices themselves.

Volunteers may be asked to help transfer players from their personal wheelchairs to the power wheelchair and vice versa. Volunteers will receive training on this but are also asked to come prepared by reading the guidelines for transferring using different equipment.

**It is important to remember that the players are the experts and to follow their lead on what they are comfortable with and what they may need help with.**

### 2-Person Lift

1. Move chairs close to each other and ensure they are locked.
2. Check both chairs to see any moveable pieces. If there are, ask the player how to move them and follow their instructions.
3. Volunteer 1 will stand behind chair on the side they are moving to and have player lean forward. Put arms under the players' armpits and cross their arms across their chest for maximum stability.

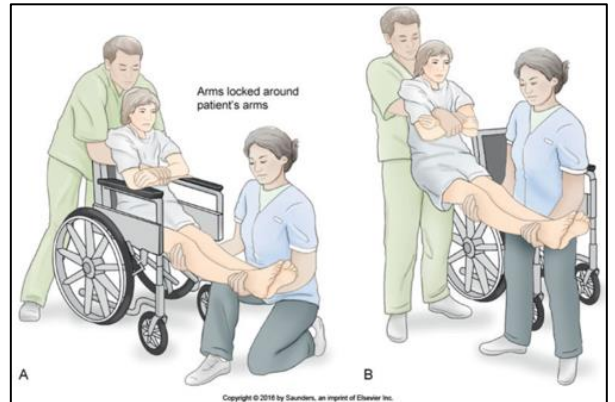


1  
<https://www.slideshare.net/sehla/wi/rad-104-hospital-practice-and-care-of-patients-7-safe-patient-movement-and-handling-2016>

4. Volunteer 2 will stand in front of the player at their feet. Wrap their arms under the players' knees/ lower thighs.
5. Volunteer 1 will make sure volunteer 2 is ready, and count 1, 2, 3. At the 3rd count, both volunteers will lift the player and move them to the power chair.

### *Hoyer Lift*

1. Bring Hoyer lift over the player and move the wheelchairs close to each other. Ensure all equipment is locked.
2. Use the slings provided by the player or on the Hoyer lift. Ask player their preference during this step.
3. Slide the sling behind the players' back until it is centered behind their spine.
4. Cross the leg straps down and under the player so the sling is secure around their back and hips.
5. Lower the Hoyer lift bar until it is approximately 2 inches away from the player.
6. Fasten sling straps to lift bar on side they begin (i.e., left strap on left side of the lift bar).
7. Ensure all straps are fastened at the same matching loops on the strap itself and double check that all straps are fastened correctly.
8. Lift the player a few inches up and check with the player that they are secure and comfortable.
9. Slowly lift patient to the lowest height needed to clear the wheelchair and gently guide the player into the wheelchair.
10. Slowly lower the player into the chair and help with proper sitting placement, following the players' comfort and instruction.
11. Ensure the players' hips and back are all the way to the back of the chair, and they are not leaning or crooked.
12. Release the players' weight from Hoyer lift and start unhooking sling from the lift bar.
13. Before removing the sling, ask the player if they would like to leave it in place for the practice. If yes, help the player tuck it so it does not impede movement of any kind.



2 <https://www.fda.gov/files/medical%20devices/published/Patient-Lifts-Safety-Guide.pdf>

## Individual Roles

Besides performing general duties expected of all volunteers such as the ones listed in the previous section entitled “General Roles”, there are individual volunteer positions and duties that you will choose to specialize in. We welcome any suggestions for more responsibilities and roles besides the ones listed below, just ask!

### **Videographer & Photographer**

- Record scrimmages at practices.
- Take photos at practices.
- Organize materials in a google drive folder.
- Edit materials as needed.

### **Social Media & Marketing**

- Help manage USVHA social media.
  - Facebook, Instagram, etc.
- Develop marketing and social media campaigns.
- Coordinate with USVHA and Whiplash team on events to promote.

### **Equipment Manager**

- Ensure all batteries are charged and replace them as needed.
- Clean and organize storage.
- Keep inventory and coordinate with others to order new parts.
- Decorate and help maintain chairs.

### **Coaching Assistant**

- Become more involved with players and coaches.
- Develop drills to run at practices.
- Learn the rules of the game to help referee.
- Assist coaches during practice.

### **Journalism**

- Develop potential story ideas for the USVHA blogs.
- Write blog posts for the website.
- Help in areas of marketing and promotion.
- Keep up with news about volt hockey worldwide.

### **General Volunteer**

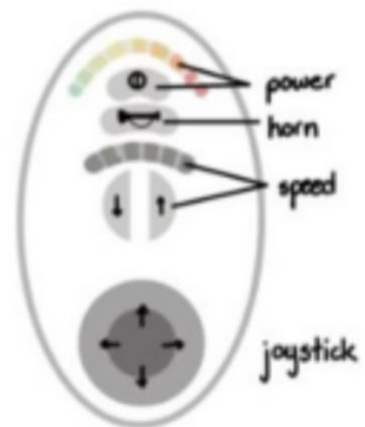
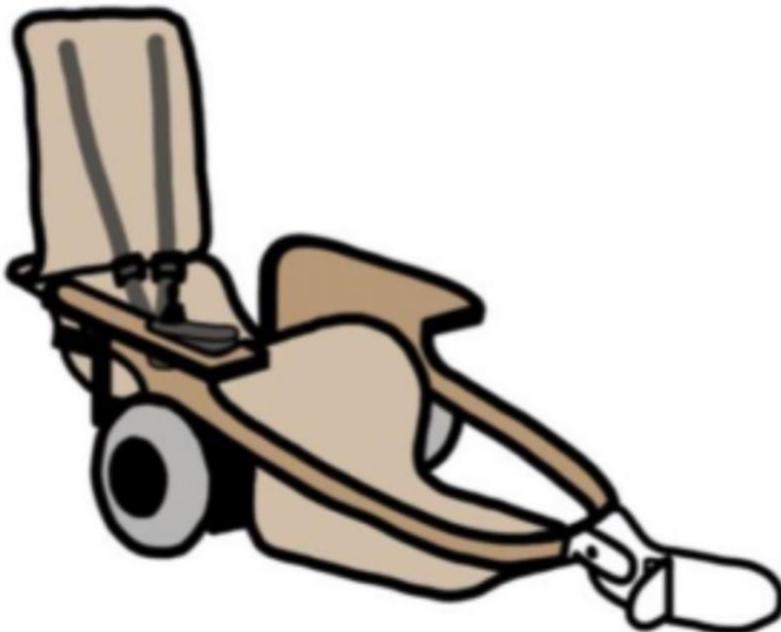
- Assist with anything needed during practices.
- Get to know the players, coaches, and families.
- Potentially join USVHA board meetings to learn more.
- Assist other roles and perform general duties.



## Volt Hockey Chair

### Parts of the Chair

Features of the chair include a low profile to the floor, wooden structure, rubber tires, plastic hockey stick attached to the front, and high top-speeds (nearly 10 miles/hour). The chairs are highly adaptable to accommodate individual player needs, from cushioning to headrests to joystick placement. Many players like to use extra straps in addition to the included harness to feel as secure as possible.



## Charging the Chair

The chair utilizes two batteries that must maintain their charge. Often, batteries die during practice so part of your responsibilities will be to change out the batteries and ensure that backup batteries are always plugged in. The batteries each have a plug that connects to one on the internal compartment of the chair. At practice, there will be demonstrations as to how to plug in the batteries; a video provided in the next section entitled “Additional Information” also details how to plug in the batteries.



## Additional Information

For a more detailed video on the volt hockey chair and how to work it, please watch the video linked below or scan the QR code.

<https://bit.ly/volthockeychair>



## Resources

Hoyer Lift Demonstration: <https://www.youtube.com/watch?v=ZlwKx2e-mtI>

2 Person Transfer Demonstration: <https://www.youtube.com/watch?v=XubWbt2TbyU>

Referee Training (Rules and Regulations as well):

[https://www.volthockeyusa.org/files/ugd/801fd4\\_5be20a1ab49a424f85c6329770a7dbd4.pdf](https://www.volthockeyusa.org/files/ugd/801fd4_5be20a1ab49a424f85c6329770a7dbd4.pdf)

2022 Norwegian Championship Game: <https://tv.nrk.no/serie/nm-veka/2022/MSPO51305322/avspiller>

2022 World Cup Footage: <https://solidsport.com/wcvh>

HuntNews Article on NU/Whiplash Scrimmage:

<https://huntnewsnu.com/71317/sports/anybody-can-play-huskies-take-on-boston-whiplash-volt-hockey-team/>

WHBH Player Features and Article:

<https://www.wgbh.org/news/local-news/2022/05/20/a-boston-nonprofit-brings-volt-hockey-to-us-a-perfect-sport-for-people-with-physical-disabilities>

SportsTravel Volt Hockey Feature:

<https://www.sportstravelmagazine.com/volt-hockey-offers-athletes-with-disabilities-an-exciting-new-sport/>

