

PSIA - ROCKY MOUNTAIN - AASI ADAPTIVE CERTIFICATION STANDARDS Adaptive Alpine Exam Material **Level 1 & 2**

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The essential eligibility requirements for each Adaptive Alpine Level 1 and 2 course and exam are presented in this exam material. The standards are national in scope and their maintenance is necessary in the interests of public safety, effectiveness, value for the consumer, and guest/employer expectations.

The ADA does not require reasonable accommodations for a transitory or minor disability. A transitory disability is an impairment with a duration of six months or less, such as one caused by illness or injury. If this applies to you, you may contact the PSIA-RM-AASI office to receive or refund or to transfer to a future clinic or exam.

You may refer to the PSIA-RM-AASI Americans with Disabilities Act (ADA) Policy for further information.

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Adaptive Alpine Level 1 & 2 Path to Certification

Adaptive Alpine Level 1 Certification

Prerequisites

- Minimum 16 years of Age
- Be an employee or volunteer of a recognized ski school or adaptive ski program and complete a minimum of ten hours of in-house and on-hill training and actual on-hill adaptive teaching
- Be current in dues & credit hours
- Attend the Adaptive Alpine Functional Skiing Prep Clinic (highly encouraged, but not mandatory if you have Alpine Level 1 certification).
- Complete and pass the Online Module Exam for the corresponding on-hill exam you will be taking at least one week before the exam.
 - Bi-Ski & Mono-Ski
 - Cognitive & Visually Impaired
 - 3-Track, 4-Track, & Slider

Requirements

- Complete the Adaptive Alpine Functional Skiing Professional Development Log.
- Attend and pass the Adaptive Alpine Functional Skiing Exam at a minimum of a Level 1. (See *Further Information for Adaptive Alpine* located on the next page for additional information.)
- Complete the Adaptive Alpine Professional Development Log for the Module Exam you will be taking.
 - Bi-Ski & Mono-Ski
 - Cognitive & Visually Impaired
 - 3-Track, 4-Track, & Slider
- Attend and pass the corresponding on-hill Module Exam.

Adaptive Alpine Level 2 Certification

Prerequisites

- PSIA-RM Adaptive Alpine Level 1 Certified
- Be current on Dues & Credit Hours
- Complete and pass both remaining online exams at least one week before the corresponding on-hill exams.

Requirements

- Complete and pass the Adaptive Alpine Functional Skiing Exam at a Level 2. (See *Further Information for Adaptive Alpine* located on the next page for additional information.)
- Bring completed Adaptive Alpine Professional Development Log for the corresponding Module Exams.
- Attend and pass the remaining module exams.
- Pass at least one of the Module Exams at a Level 2 (Note: This is true regardless of when you have taken previous Module Exams. If you are taking your last exam and your previous Module Exams were not scored as a Level 1 or Level 2, then your last exam must be passed at a Level 2. If you have passed an earlier Module Exam and scored as a Level 2, the last exam can be passed at a Level 1 or 2. For details on the Level 1 and 2 scoring, see the Adaptive Alpine Level 1 and 2 Certification Scorecard on the psia-rm.org website.

Further Information for Adaptive Alpine

- The PSIA-RM Office will send you a notice of all other participants in your exam. It is your responsibility to work with your fellow examinees and bring all equipment that is needed for your on-hill exams.
- If you received your certification(s) at a PSIA division other than RM, and the division tested on an individual discipline versus Module (i.e., VI versus Cog/VI) then you must attend and pass each Module Exam. In order to receive your Level 2 certification in RM you must pass at least one Module Exam at Level 2 and the Functional Ski Exam at Level 2. If you have further questions, please contact the PSIA-RM office to determine how to proceed with your certification path.
- As of the 14-15 season, you may pass the Functional Skiing Exam at a Level 1 or Level 2. If you took your exam prior to the 14-15 season, this does not apply to you and you do not need to retake the Functional Skiing exam for your Level 2 Certification. If you pass the Functional Skiing Exam at a Level 2, you do not need to retake the Functional Skiing exam for your Level 2 certification. If you pass the exam at a Level 1, you will need to retake the exam and pass at a Level 2. For details on the Level 1 and 2 scoring, see the Adaptive Alpine Functional Skiing Scorecard on the psia-rm.org website.
- If you are already PSIA-RM Alpine Level 1 certified and wish to attain Adaptive Alpine Level 1 Certification, you may choose to skip the Adaptive Alpine Functional Skiing Prep Clinic. All other prerequisites and requirements remain the same to achieve your Adaptive Alpine Level 1 Certification.
- If you are already PSIA-RM Alpine Level 2 Certified and wish to attain Adaptive Alpine Level 1 Certification, you may choose to skip the Adaptive Alpine Functional Skiing Prep Clinic *and* the Exam. All other prerequisites and requirements remain the same to achieve your Adaptive Level 1 Certification.
- Exams (whether passed or failed) count towards a member's credit hour requirement.



PSIA - Rocky Mountain - AASI ADAPTIVE CERTIFICATION



ADAPTIVE ALPINE LEVEL 1 & 2 CERTIFICATION STANDARDS

The standards listed below are the minimum requirements for Level 1 & 2 Adaptive Certification. These standards are general and can be applied to each aspect of Adaptive Certification Modules. This includes the following adaptive exam modules: Functional Skiing; Cognitive/Visually Impaired; Bi-Ski/Mono-Ski; 3-Track, 4-Track, and Slider.

General Standards

“Exam Candidates should be able to...”

- Effectively teach Adaptive Skiers, Levels 1 – 6.
- Present a safe environment for the guest and others.
- Ski at a minimum **Level 7** (open stance parallel) on all green, blue/blue bumps and easy black terrain.
- Demonstrate basic knowledge & understanding of specific diagnoses and specialized equipment.
- Complete and pass the Online Module Exam for the corresponding on-hill exam you will be taking at least one week before the exam. The Online Module Exam needs to be completed with an 80% pass rate.
- Turn in a completed professional development log for the examiner review. A development log that is not filled out will indicate that the candidate has not put in the effort for studying.

If there is any question regarding the candidate’s knowledge, the professional development log and take home exam are secondary tools to interview the candidate and to evaluate whether or not the candidate passes or fails a section of the exam.

Movement Analysis/Technical Understanding

“Exam Candidates should be able to...”

- Identify basic movement needs of an adaptive skier from DVD or real guest.
- Use the Guest Centered Teaching Model as a template to identify one skill and associated movements in all phases of the turn.
- Demonstrate technical knowledge of Movement Analysis based on discussion and applications used during on-hill teaching demonstration.

Equipment Setup

“Exam Candidates should be able to...”

- Describe equipment commonly used by guests with specific diagnoses.
- Set-up specialized adaptive equipment based on individual need of adaptive guests.
- Load and unload specialized adaptive equipment from a variety of lifts based on ski area procedures, correct handling of equipment and guest, and common safety practices.
- Handle specialized adaptive equipment on-hill utilizing specific skiing techniques to enhance guest learning, overall experience and safety.

Teaching

“Exam Candidates should be able to...”

- Identify guest profile based on specific diagnosis, movement analysis and other special needs.
- Apply guest profile to the development of individualized lesson goals.
- Create lesson content based upon development of Alpine Skiing Fundamentals.
- Use the Teaching/Learning Cycle to structure and deliver the lesson plan.

Diagnosis Knowledge

“Exam Candidates should be able to...”

- Define and describe specific diagnoses listed in the diagnosis profile located in the module that is being examined.
- Describe general mediation categories and their common side effects that are associated with specific diagnoses.
- Implement guest-centered assessments based upon the characteristics of the person and his diagnosis.

Exam Scoring Criteria

All exam candidates will be evaluated on a pass/fail. Scoring criteria is as follows:

The first three boxes are considered not meeting the standard

- Essential elements were not observed or not present
- Essential elements are beginning to appear.
- Essential elements appear, but not with consistency

The next three lines are considered meeting the standard

- ✓ Essential elements appear regularly at a satisfactory level
- ✓ Essential elements appear frequently, above required level
- ✓ Essential elements appear continuously, at a superior level



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Functional Skiing Task Describers

Functional skiing is defined as the basic skill level needed for instructors to safely and successfully teach adaptive skiers. Whether guiding a blind skier or safely tethering a bi-ski, instructors should exhibit a minimal level of competency in order to be most effective with special-needs guests. PSIA-Rocky Mountain has identified specific skiing maneuvers and tasks that when practiced; enhance an instructor's demonstrations, personal skiing ability and the ability to assist guests utilizing specialized equipment. These maneuvers can also be used as teaching tools and exercises to build the fundamentals of skiing for any discipline. Specific types of terrain and snow conditions (such as bumps and variable snow conditions) are practiced so that instructors can provide lessons in a variety of mountain situations.

As the baseline for all levels of Adaptive Certification, instructors must demonstrate proficiency with all functional skiing maneuvers and tasks listed below. This minimum standard not only increases teaching effectiveness, it helps develop solid technical understanding into how turns develop and the specific skills and skill blends utilized at different levels of skiing.

Side Slip to Hockey Stop

Why this maneuver? This maneuver is extremely important as a method used in tethering mono or bi-skis, guiding blind guests or working with any other diagnosis. The Side Slip to Hockey Stop⁷ is essential for mastering the beginner terrain moving into the intermediate zone and can be performed in any discipline.

This maneuver is performed on smooth, easy blue terrain.

Description: From a straight run in the fall line, initiate a sideslip through simultaneous turning of both legs across the fall line while maintaining a stable upper body and balanced/neutral stance. (A slight flexion of the legs will enhance the ability to turn the feet and legs independent of the torso)

1. While side-slipping, a natural lead of the uphill ski and body keeps hips free to adjust edge angles. Upper body should face down the hill while skis turn across the hill.
2. Sideslip should be maintained in a narrow corridor, without traveling across the hill in a corridor no more than the approximate length of 1 ½ skis.
3. Continuous fore-aft adjustments will help maintain a perpendicular sideslip with minimal travel across the hill.
4. After a distinct side slip, progressively tip both feet and legs into the hill to engage edges to a balanced stop, or "hockey stop".
5. Continuous adjustments from foot-to-foot will help center skier over both skis.
6. Reverse direction and repeat the maneuver to the other side.

Falling Leaf

Why this maneuver? This maneuver allows instructors to move slowly down a hill (similar to the side slip), while adjusting across the hill to match the adaptive guest's path of travel. The Falling Leaf maneuver saves instructors from having to wedge in the fall line, thus making it an energy-efficient way to ski with novice adaptive skiers. When used as a ski drill it teaches the adaptive guest about pressure control and can be an effective maneuver for guests in the advanced beginner zone.

This maneuver is performed on steeper green to easy blue, groomed terrain.

Description: From a sideslip in the fall line, use feet and legs to steer skis back and forth across the hill. The skier maintains the same directional orientation while the skis move forward and backward. A swooping fore and aft pattern with coordinated blending of skills will help maintain speed control and allow the skier to maneuver as desired across the hill.

1. From a side slip in the fall line, use coordinated flexing and extending movements of the joints, along with for/aft pressure of the skis, to allow the skis to move forward and backward across the hill.
2. Use turning movements of the legs and feet as necessary to control shape and speed.
3. Use tipping movements of the feet and legs to control edge engagement.
4. This maneuver should be symmetrical with the fall line.
5. This maneuver is performed in both directions.

Traverse - to Diagonal Side Slip - to Traverse

Why this maneuver? This maneuver is another way for instructors to move slowly across the hill while assisting guests, without having to hold a wedge position. The ability to control the degree of edge engagement and make subtle adjustments is also an important skill when tethering adaptive guests on specialized equipment. As an exercise, it enhances the guest's ability to maintain balance and stance while establishing edge control.

This maneuver is performed on steeper green to easy blue, groomed terrain.

Description: From a clean traverse across the fall line, use ankles and knees to release the edges of the skis so they side-slip diagonally across the hill. After a brief period of diagonal side slipping, re-engage the ankles using ankles and knees and continue in a clean traverse across the hill.

1. From a traverse, release both edges to a forward sideslip through simultaneous tipping movements of the feet and legs.
2. The upper body should remain stable and in a slightly countered relationship to the feet and legs. (Counter is developed through turning movements of the feet and legs)
3. After the diagonal side slip, re-engage both edges through simultaneous tipping movements of the feet and legs.
4. Perform this maneuver in both directions across the hill.

Stem or Step Turns

Why this maneuver? This maneuver is an excellent way to get from one direction to another quickly. It is extremely important in maintaining speed control when tethering because it minimizes time spent in the fall line when changing directions. This maneuver is also referred to as a blocking turn to stop and change the direction of travel.

Description: At the end of a turn, stem the uphill ski into a diverging (wedge) position. Quickly transfer weight to the uphill ski and initiate the turning process. Match the inside ski from a wedge position to a parallel position and complete the turn with the skis parallel.

This maneuver is performed on harder blue terrain to easy black terrain, showing quick directional changes.

1. End each turn with the skis parallel. The skis can either be moving forward slowly as the turn is finished, or skidding sideways for speed control. This maneuver can also be demonstrated from a complete hockey stop!
2. Use the appropriately sized wedge position to regulate the initiation of the next turn. This can either be large or small, depending on the situation.
3. The uphill ski can be stepped and placed into this wedge position, or the tail of the ski can be brushed out through the snow until the wedge position is achieved.
4. Once the ski has been placed, make an immediate and complete weight transfer to the uphill ski. This will start the turn initiation into the new turn and help to minimize time in the fall line.
5. Quickly match the skis once again into a parallel position by sliding or brushing your inside ski into the parallel. This is considered a 1-2, or sequential movement. The matching movement is made with a rotation of the leg and foot, steering the ski to match.
6. The turn is completed with the skis parallel. Turn shape can be rounded, skidded or side slipped to a hockey stop to maintain speed control.
7. Stem or Step Turns of any shape should be linked together with rhythm and flow. Speed control is maintained using turn shape.

Hour Glass Parallel Turns with Progressive Radius Reduction

Why this maneuver? It is important for adaptive instructors to be able to change the radius of their turns while maintaining speed control in order to manage specialized adaptive equipment safely. Hour Glass Turns are an excellent way for instructors and guests to practice reducing turn radii.

Description: This maneuver is a series of parallel turns that start from a medium radius. Each subsequent medium radius turn decreases in radius to become short radius turns. From short radius, the turns are then increased once again back to medium radius turns. The entire series of turns paints an “hour glass” track in the snow. This maneuver is performed with consistent speed control, using turn shape, so that the short radius turns are no faster than the medium radius turns. If numbers were assigned to each turn size, the larger turns might start at 6 then progressively get smaller, to a series of turns at a size of 2, and then back to the larger turn size of 6.

The sequence might look like this, 6 – 5 – 4 – 3 – 2 – 2 – 3 – 4 – 5 – 6. This sequence would be repeated until reaching the agreed upon stopping point and finished with a hockey stop.

This maneuver is performed on harder blue to easy black groomed terrain with an even fall line pitch.

1. Turns can be performed as a basic parallel or dynamic parallel (depending on the skill level of the skier) or be performed diagnosis specific.
2. All skiers should perform this maneuver with a balanced, centered stance.
3. Turns should be symmetrical on each side.
4. A distinct difference from the medium radius turns to the short radius turns and back to medium radius should be evident.
5. Speed should remain consistent throughout the entire demonstration.
6. Speed control is achieved through skill-blending and turn shape.

Free Ski Run

Why this task? Watching skiers ski their preferred turns, or “free ski”, allows for an assessment of their basic skiing mechanics. Most skiers have specific styles and preferred turning mechanisms that either enhance or hinder their ability to ski a variety of terrain or perform specific skill-based maneuvers with accuracy (such as a hockey stop). Adaptive instructors are assessed while free skiing to help coach them towards better skill and greater overall skiing success.

Description: Skiers are asked to ski a section of hill at their own pace and in their own personal style. With the previous set of skiing maneuvers, the maneuvers themselves dictate a skier’s basic skill, their ability to blend skills and their basic understanding of what to do with their skis and body in order to successfully perform the maneuver. For example, a skier cannot successfully perform a side slip if they are unable to release their edges and allow the skis to slide sideways down the hill.

In free skiing, the task does not necessarily outline success. Skiers can ski down a slope and ‘make it’, but their overall technique may be flawed. In this task, there are certain guidelines that account for successful free skiing or for free skiing that needs some work. Typically, if a skier has a flawed overall technique, it will not only be apparent in their free skiing, but their ability to perform specific maneuvers (like a Stem Step Turn) will be hindered as well.

The free ski run is performed on groomed blue or easy groomed /black terrain.

1. Turns should be linked (no traverse) at a minimum of dynamic parallel or disability equivalent.
2. Skiers should be able to utilize ski design and skill blending to create turn shape.
3. Stance should be balanced and centered.
4. Progressive movements should be used to simultaneously steer the skis through the turn.
5. Speed is controlled through turn shape and should be consistent for the entire run.

Bump Run

Why this task? Bumps happen. Especially here in the Rocky Mountains, our soft snow that starts off as groomed in the morning can quickly become bumps by the afternoon. It is important for adaptive instructors to be able to ski in bumps so that they can effectively work with mountain skiing guests in a variety of situations.

Description: Skiers are asked to ski a section of hill with relatively easy bumps at their own pace and in their own personal style. Since bumps can change drastically from turn to turn, skiers should be able to “adapt” their skiing and adjust their turns to meet the demands of the situation.

This task is performed on blue bumps runs, with a moderate pitch and smaller sized bumps. Only one of the following will be examined:

1. **Fall-Line Bump Skiing** with...
 - a. Rhythmical, linked, parallel, short to medium radius turns (no traversing or stemming).
 - b. Consistent speed maintained through turn shape.
 - c. An appropriate blend of skills.
 - d. Tactical choices appropriate to terrain and snow conditions.
2. **Medium to Large Radius Turns in the Bumps** with...
 - a. Linked turns showing a balanced and centered stance.
 - b. Maintenance of ski snow contact through absorption.
 - c. Consistent speed maintained through turn shape.
 - d. Tactical choices appropriate to terrain and snow conditions.

Synchronized Skiing with one or more Partners

Why this task? Synchronized skiing is really fun! It is also a good measure of your ability to adjust your skiing to another person's turn shape or rhythm. As adaptive instructors, these adjustments must be made in order to successfully meet the skiing needs of our guests.

Description: Skiers can synchronize their skiing in pairs or with 3 or more other skiers. In this task, the group of skiers will cue off the designated leader and match their turns exactly. Typically a set rhythm is established, along with a starting turn direction left or right. All skiers start and end together at the same time. Voice cues help to establish basic rhythms and other performance criteria. There are a variety of group formations that can be utilized when synchronized skiing, such as side-by-side, skier in front and behind, lines, diamond formations, flying "V" formations and others.

This task is performed on groomed blue to easy groomed black terrain.

1. Skiers should have the ability to pace as the leader and adapt as the follower(s). The leader is responsible for setting up the synchronized skiing exercise. The follower is acting according to how the leader sets up the task.
2. Turns should occur at the same time rather than in each others tracks.
3. Skiers should have a coordinated finish with a balanced hockey stop.
4. The leader and follower switch roles and repeat the same task, but this time the exercise is set up by the new leader.

Adaptive Functional Skiing and Technical Prep Clinic

This clinic is a prerequisite to Level 1 & 2 Adaptive Certification. Participants are introduced to the functional skiing tasks and movements needed to effectively teach adaptive lessons. Additional discussions regarding adaptive teaching and lesson planning enhance understanding. Candidates should bring their professional development logs and this document to the clinic.

Note: This is a sample agenda only. Each examiner sets a schedule based on weather, terrain, snow conditions and the people taking the clinic.

Approximate Timing – Day One

All day, indoors.

- 8:00 – 8:30 Sign in.
- 8:30 – 9:00 Introductions – People / Logistics / Clinic format / Clinic & group safety
What do you want from the clinic?
Set goals for Teaching / Technical / Movement Analysis
- 9:00 – 11:30 Introduction to PSIA as an organization.
Introduction to the technical aspects of skiing, including Alpine Skiing Fundamentals and Skill Development.
- 11:30 – 12:30 Lunch
- 12:45 – 3:15 Movement Analysis and Guest Centered Teaching (GCT)
Exam Tasks
- 3:45 Summarize
Handouts, Q&A, feedback

Approximate Timing – Day Two

On snow dressed and ready to ski

- 8:30 – 9:00 Introduction to the day
Check for questions
- 9:00 – 12:00 Functional skiing maneuvers and teaching – take the indoor analysis onto the hill.
- 12:00 – 12:40 Lunch – summarize the morning
- 1:00 – 3:30 Review all tasks for Functional Skiing Exam
Personal skiing
Review clinic topics, as needed
Discussion of exam format and content
Feedback and discussion
- 3:30 – 4:00 Summarize
- 4:00 Individual feedback

As you can see, there is a lot to get done. Please plan accordingly and help utilize the time wisely. Have equipment readily available and set for your use.

Adaptive Functional Skiing Exam

This is a one-day validation of skiing, teaching and technical understanding for levels 1-6 as they apply to guests with disabilities. Candidates are evaluated in the Functional Skiing Tasks used in teaching adaptive lessons. Upon successful completion of the Adaptive Functional Skiing Exam, candidates may take one of the following adaptive alpine specialty exams: 3-Track, 4-Track and Slider, Bi-Ski/Mono-Ski; Cognitive/Visually Impaired.

Successful completion of the Functional Skiing Exam and one of the adaptive alpine specialty exams equals Level 1 Certification.

Note: This is a sample agenda only. Each examiner sets a schedule based on weather, terrain, snow conditions and the candidates taking the exam.

Approximate Timing

- 8:00 – 8:30 Sign in. Collect professional development logs.
- 8:30 – 9:00 Introductions – People / Logistics / Exam format / Exam event & group safety
- 9:00 – 10:00 Indoor Movement Analysis – adaptive-specific video with worksheet and discussion.
(When finished, put on ski gear.)
- 10:00 – 12:00 Ski tasks on hill
- 12:00 – 1:00 Working lunch
- 1:00 – 3:30 Continue ski tasks on hill
- 3:30 – 4:30 Examiner scores and prepares result packets

As you can see, there is a lot to get done. Please plan accordingly and help utilize the time wisely. Have equipment readily available and set for your use.

Adaptive Alpine Module Exams

There are three different Adaptive Alpine Module Exams: Adaptive 3-Track, 4-Track, and Slider Exam; Adaptive Bi-ski/Mono-ski Exam; and Adaptive Cognitive/Visually Impaired Exam. Each of these Module Exams is a one day event in which candidates are tested in their skiing, teaching, medical & technical knowledge and competent use of adaptive equipment relative to the discipline. The exam is scored in three categories: Teaching, Technical and Safety.

Successful completion of the Functional Skiing Exam and one of the Adaptive Alpine Module Exams equals Level 1 Certification. Successful completion of the remaining two Module Exam equals Level 2 Certification.

Note: This is a sample agenda only. Each examiner sets a schedule based on weather, terrain, snow conditions and the candidates taking the exam.

Approximate Timing

- 8:00 – 8:30 Sign in. Collect professional development logs.
- 8:30 – 9:00 Introductions – People / Logistics / Exam format / Exam event & group safety
- 9:00 – 10:00 Indoor Movement Analysis – adaptive-specific video with worksheet and discussion.
(When finished, put on ski gear.)
- 10:00 – 12:00 Safety, loads & unloads out on hill – riding the lift and safety / assists, loads, unloads, teaching segments
You are expected to teach safely and to conduct your sample lesson scenario with safety as your first priority!
- 12:00 – 12:30 Lunch
- 12:30 – 1:00 Discuss diagnoses, medications, guest assessment, Teaching/Learning Cycle, and teaching styles Recap Movement Analysis sheets.
- 1:00 – 3:15 Adaptive teaching – teaching progressions; sharing information on skill development and exercises; on-hill movement analysis and prescription for change
- 3:15 – 3:30 Summarize - Any questions / issues prior to finishing exam. Meeting place for results.
- 3:30 – 4:30 Examiner scores and prepares result packets

As you can see there is a lot to get done. Please plan accordingly and help utilize the time wisely. Have equipment (personal and adaptive), readily available and set for your use. If you are sharing adaptive equipment with anyone else, make sure that you know your personal settings so that you can quickly set it up for yourself.

Maslow's Hierarchy of Needs

Abraham Maslow believes that in order to develop in any domain, cognitive, affective or psychomotor, certain basic needs must be met so one has energy available to grow. He visualized this idea as a pyramid with the most pressing needs on the bottom creating a base for the next level. Each subsequent level builds on the previous one so if a lower level is weak the whole structure collapses. This is very important when teaching skiing because a guest who is cold or hungry, at the base of the pyramid, is not going to be interested in learning. A guest who is totally overwhelmed by the skiing environment and does not have a sense of control over what is going on, lacking elements from the safety /security level, will have trouble focusing on new skills. An instructor needs to be aware of his guests' needs and modify the lesson accordingly.



Guest Centered Teaching (GCT)

Guest centered skiing and snowboarding lessons are positive skiing and riding experiences. By understanding the basic needs of your guest and fulfilling those needs, you can create the most positive learning experiences possible.

Most successful instructors have something in common: they consistently exceeded their guest's expectations! This is because they pay close attention to *all* of the needs of their guest, both *spoken* and *unspoken*. These successful instructors understand that 70% of communication is non-verbal and they look and listen for clues as they formulate a plan for each individual.

As an instructor, you also need to be conscious of your own desires and agendas—these personal desires or agendas can minimize your capacity to meet your guest's needs.

Your Guest

Your guest brings a variety of needs to a lesson. He/she may need to stay warm and safe; know about pole use; look good; not work so hard or keep up with a friend or loved one. Your guest's needs fall into one of these three categories:

- Motivational Needs
- Understanding Needs
- Movement Needs

Fulfilling **Motivational Needs** is the most powerful thing you can do to create a positive guest experience and yet Motivational Needs can sometimes be the most challenging for you to meet. Perhaps this is because of the intensely personal nature of what motivates an individual. While there are times when Motivational Needs are the same as movement and understanding needs, they may also be the *underlying reason* for the Movement and Understanding Needs. Occasionally, Motivational Needs have nothing to do with the Movement and Understanding Needs; perhaps a guest merely desires company or an orientation to a new part of the mountain.

Understanding Needs include a guest's awareness and understanding of his/her current ability or inability. Working in this category offers you an opportunity to clear up your guest's misunderstandings. It also allows you to relate what the guest is learning to his/her other GCT needs.

Movement Needs are the most technical aspect of GCT. Through movement analysis, you must first discover which movements are hindering your guest's skiing/snowboarding performance and then determine the single most important movement (SMIM), which will improve his/her experience. After your guest has become proficient in that SMIM, you can then select the next SMIM which will improve his/her experience. You also need to remember that movement needs can be impacted by your guest's equipment, so make equipment adjustments as necessary throughout the lesson.

Keep in mind that while most guests describe Movement Needs as the reason for taking a lesson, they are generally only on the surface of the deeper Understanding and Motivational Needs.

Instructor Behavior

Identification Activities help you determine the needs of your guest. The foundation of a positive skiing/snowboarding experience rests on your ability to accurately identify your guest's Motivational, Understanding and Movement Needs. You can identify these needs by asking questions, making observations and verifying any assumptions.

Facilitation Activities are your lesson planning activities, which include anything you do or say in response to an identified need. They can be as simple as answering a question, going in to warm up, explaining a new task or just plain skiing/riding a lot! What is most important for your guest determines the activities you choose.

Rocky Mountain • GCT™ Lesson Planning Worksheet

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Guest Profile					
<p>Name:</p> <p>Age:</p> <p>Equipment:</p> <p>Physical:</p> <ul style="list-style-type: none"> Diagnosist? Medications? Side effects, if any? How healthy? How energetic? State of mind? <p>State of Mind:</p> <ul style="list-style-type: none"> Comfortable? Aggressive? Intimidated? Etc? <p>Background:</p> <ul style="list-style-type: none"> Interests/Hobbies? Other sports? <p>Skiing Experience</p> <ul style="list-style-type: none"> Sliding on snow? Skier level? What type of turns? Other lessons? Other areas skied? 	<ul style="list-style-type: none"> What does the guest say s/he wants? What do you think (infer or assume) the guest needs? Why do you think that? (Be specific— words, non-verbal cues, background information.) How will you probe more deeply and verify your conclusions and assumptions (questions, observations) What non-skiing background can you bring into the lesson (hobbies, passions, athletic activities, skills, learning styles, career choices, education, family, fitness, energy, personality, equipment; positive & negative transfer)? 	<ul style="list-style-type: none"> What does the guest understand about skiing? What might the guest misunderstand about skiing? How does the guest's understanding and/or misunderstanding affect his/her Movements and Motivational Needs? How important is the guest's NEED for understanding? (Is better understanding for its own sake a Motivational Need for this guest?) Identify the guest's Learning Preferences. Why do you draw these conclusions? How will you verify your conclusions? 	<p>Ski Performance "Effect"</p> <p>Body Performance "Cause"</p> <p>MA: One skill through the phases of the turn.</p> <ul style="list-style-type: none"> Identify ability level and type of turn Overall picture—what stands out? Assess stance Assess equipment setup & alignment issues Identify intent (defensive, offensive, other) Describe rotational control movements & effects Describe edge control movements & effects Describe pressure control movements & effects Describe "rhythm & flow" Identify/prioritize movement need(s) 	<p>Prescription for Change & Lesson Plan</p> <ul style="list-style-type: none"> Which activities/progressions/exercises will meet your guest's movement needs? How will you present these activities? (Teaching styles, terrain, pacing, etc.) Why? How will these activities specifically address the prioritized movement need(s)? Based on cause & effect analysis, how will these changes affect other movements and ski performance? How are these activities and changes relevant to the guest's Motivational and Understanding Needs? How will these new movements help your guest meet his/her goals/outcome? 	
<ul style="list-style-type: none"> What will you do specifically to address the guest's expressed desires? What will you do specifically to address the guest's inferred motivational needs (underlying needs)? If what they say they want (expressed desires) and what you think they need (inferred needs) are not the same, how will you address this? What specific non-movement & non-understanding activities can you bring into the lesson, to help make it a success for this individual? How are your Understanding and Movement activities relevant to the guest's Motivational needs? How will you create this relevance in the guest's mind? 	<ul style="list-style-type: none"> How will you address the guest's learning styles? What explanations will you give, and how will you give them? (How extensive, what teaching styles, why?) Will you address potential misunderstandings? Why, or why not? How? How will addressing these Understanding Needs affect Movement and Motivational Needs? 				

PSIA-Rocky Mountain • GCT™ Lesson Planning Worksheet

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GUEST PROFILE		MOTIVATIONAL NEEDS		UNDERSTANDING NEEDS		MOVEMENT NEEDS	
Name:		What does your guest want (expectation) and why do they want it?	What does your guest know about skiing and what are their learning preferences?	Ski Performance "Effect"	Body Performance "Cause"	MA: One skill through the phases of the turn. Initiation: Shaping/Control: Finish:	
Age:							
Equipment:						Prescription for Change & Lesson Plan Which activities will meet your guest's movement needs? How will these new movements help your guest meet their goals/outcome?	
Physical:							
State of Mind:		IDENTIFICATION ACTIVITIES					
Background:		FACILITATION ACTIVITIES		How will the activities of the lesson be relevant to your guest's motivational needs?		How will you create a new understanding of skiing for your guest?	
Skiing Experience							

Movement Analysis Filter

Skis Performance "Effect"	Body Performance "Cause"	Transition / Initiation	Description "Where, What & How" Shaping	End / Finish
Bend (Pressure)	Flexion / Extension (Pressure Control) Movements			
Fore/Aft	Front / Back			
Ski/Ski	Foot / Foot			
Maintenance / Change	CM Closer to / Farther from Skis			
Twist (Rotary)	Turning (Rotary) Movements <small>Rotation, Counter Rotation, Feet & Leg Turning, Outside Force</small>			
Edge (Edge)	Tipping (Edging) Movements <small>CM moves laterally relative to base CM does not move laterally</small>			

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DIRT – "How"

- Duration** - the length of time something continues or exists
- Intensity** - magnitude, as of energy or a force per unit of area, volume, time, etc.
- Rate** - degree of speed, progress, etc. Pace.
- Timing** - the sequential relations that any event has to any other, as past, present, or future

- Step 1: Describe the skis' performance in a specific location of the turn.**
- Step 2: Describe the body parts and their specific movements in that specific location of the turn that creates the skis' performance.**
- Step 3: Construct Cause & Effect Relationships (4) and describe how they affect skier's balance/stance throughout turn.**

Diagnoses and Medications to Study for Your Level 1 & 2 Exam

As an adaptive instructor, you are expected to know the common diagnoses that might require the use of adaptive ski equipment or techniques, as well as the medications that these individuals might use. You may be tested verbally on the following diagnoses and medications throughout the course of your Level 1 & 2 exam or as part of your take home exam.

*It is expected that you have basic knowledge of each of the diagnoses listed for your Module Exam, including symptoms and the special considerations for skiing. For each category of medication, you should know the uses and side effects. You are **not** expected to know specific brand names for each classification of medicine.*

Level 1 & 2 Bi-Ski & Mono-Ski Exam

- Amputation
- Balance Impairments
- Cerebral Palsy
 - Spastic
 - Athetoid
 - Ataxic
 - Mixed CP
- Cerebrovascular Accident
- Epilepsy
- Intellectual Disability
- Limb Deficiency
- Multiple Sclerosis
- Muscular Dystrophy
- Paralysis & Paresis
- Polio
- Post Polio Syndrome
- Spina Bifida
- Spinal Cord Injuries
- Traumatic Brain Injury

Level 1 & 2 3-Track, 4-Track & Slider Exam

- Amputation
- Balance Impairments
- Cancer
- Cerebral Palsy
 - Spastic
 - Athetoid
 - Ataxic
 - Mixed CP
- Cerebrovascular Accident
- Congenital Anomalies of Hip/Leg/Foot
- Epilepsy
- Limb Deficiency
- Multiple Sclerosis
- Muscular Dystrophy
- Paralysis & Paresis
- Polio
- Post Polio Syndrome
- Spina Bifida
- Spinal Cord Injuries
- Traumatic Brain Injury

Level 1 & 2 Cognitive & Visual Impairment Exam

In addition to knowing the following diagnoses for the Cog/VI exam, you must also understand vision terms (acuity, depth of perception, field of vision, legal blindness and tunnel vision) and be able to describe how the eye works.

- Alzheimer's Disease
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorders
- Cataracts
- Cerebral Palsy
 - Spastic
 - Athetoid
 - Ataxic
 - Mixed CP
- Cerebrovascular Accident
- Cognitive Disability
- Corneal Diseases
- Detached Retina
- Developmental Disability
- Diabetes
- Diabetic Retinopathy
- Down Syndrome
- Epilepsy
- Fetal Alcohol Syndrome
- Fragile X Syndrome
- Glaucoma
- Hemiplegia
- Intellectual Disability
- Learning Disabilities
- Macular Degeneration
- Myopia
- Post Traumatic Stress Disorder
- Retinitis Pigmentosa
- Strabismus
- Sensory Processing Disorder
- Traumatic Brain Injury

Medications – All Module Exams

- Analgesics
- Antibacterials
- Antibiotics
- Anticholinergics
- Anticoagulants
- Anticonvulsants
- Antidepressants
- Antidiabetics
- Antiemetics
- Anti-inflammatory
- Antispasmodics
- Chemotherapy
- Diuretics
- Immunosuppressives
- Muscle Relaxants
- Nonsteroidal anti-inflammatory drugs (NSAIDs)
- Psychostimulants
- Sedatives
- Steroids

Practice Evaluation Scenarios

Guest Profiles

1. A woman in her mid-fifties with macular degeneration.
2. 13 year old boy with Down syndrome whose parents want him to “go for it” in Special Olympics but he would rather watch Spiderman cartoons.
3. A man doing “wheelies” in front of the ski school desk asks to receive a ski lesson.
4. College coed who had retinal blastoma and is currently taking a semester off from school due to a recurrence of malignant cells. Never skied before, wants to learn.
5. Teenage girl with full leg metal leg braces on both legs who walks with forearm crutches and uses a wheelchair.
6. A young boy with spastic quadriplegic CP travels slowly up to the desk to confirm his lesson.
7. College guest who lost his eyesight in a violent car accident two years ago and has not skied since the accident.
8. Guest has a T5 SCI.
9. At Christmas, a well-known model who has a BK amputation asks for lessons so that she can ski in France after a February fashion show in Paris.

Questions

1. What are the possible cognitive, affective and physical manifestations associated with the guest diagnosis.
2. How would a cognitive assessment be conducted? Affective assessment? Physical assessment?
3. Where is the assessment conducted?
4. What aids does the guest use? Why are they used? How will they impact skiing?
5. What could be going on that is hidden? Medications?
6. What type of equipment may be used? Is there more than one possibility, and if so how would one determine which to use? Does it always have to remain the same? What factors determine this? What methods can be used to educate/convince a guest to change equipment?
7. Who uses guiding systems? What type of guiding system might be used? Define the system.
8. What are the safety concerns with this guest?
9. Explore learning styles the guest may prefer. Discuss teaching styles that support the learning preference.

Extended Study Questions

These study questions are designed to make you think, pursue answers, discuss issues with trainers and friends as you broaden your knowledge of adaptive skiing. Additional resources to answer these questions can be found in Appendix A.

Equipment

1. List the different makes of mono- and bi-skis. Describe their parts with associated functions.
2. Discuss the advantages/disadvantages of the different makes of mono and bi-skis.
3. Describe how to fit a skier into the seat of a bi- or mono-ski.
4. How is a dowel test performed? What is its purpose? As a result is weight ever added to a sit-down ski? When? Where? Why?
5. Fit outriggers for a mono-skier, bi-skier, 3-tracker, 4-tracker, including hand-held and fixed riggers for the bi-ski. What is the function(s) of outriggers for each of these skiers?
6. List other equipment a 3-T or 4-T skier may use including ski and boot types; appliances for obtaining a flat ski, fore/aft balance, equalizing fore/aft pressure, and lateral control.
7. What other equipment may the instructor use to help with a 4-T lesson? Why?
8. Describe different types of hip/leg/back braces worn by 4-trackers. How do these devices work? What is done with the braces during a lesson? What is their impact on the skier?
9. Discuss methods to restrain and/or pad the residual limb of a 3-tracker.
10. What equipment may a guest with a visual or cognitive diagnosis use? Why?
11. Discuss different types of communication equipment a blind or low vision skier and guide may use.
12. List physical aids that may be used by an instructor of guests with a visual or cognitive diagnosis. Why might these aids be used?
13. List, from head to toe, clothing and accessories that may be used by guests with a visual or cognitive diagnosis.

Safety

1. Discuss safety issues connected with outrigger use. Consider hand-held and fixed, stand-up and sit-down outriggers.
2. Discuss the challenges to both the instructor and guest when physical assists are used. This includes loads, unloads, helping the guest up after a fall, as well as skiing assists.
3. Investigate how to help a guest transfer a guest to and from mono and bi-skis? and in and out of bindings.
4. Discuss the challenges to both the instructor and guest when working on crowded slopes, hard or icy conditions or amid active snow guns.
5. What can an instructor do to prevent being separated from guests with visual or cognitive diagnoses?
6. What should an instructor do if separated from their guest with visual or cognitive diagnoses?

Teaching & Technical

1. List several reasons for teaching a straight run (even in a bi-ski). This emphasizes which skill?
2. What role do outriggers play in a straight run? In beginning turns? Where are they positioned?
3. What skill(s) are emphasized in making a beginning turn? What body mechanics are used to develop this skill? What is/are the ski(s) doing at the beginning phase of the turn?
4. Answer question 3 for wedge turns, wedge Christie and open parallel.
5. Cite the skills hierarchy. How do the skills interact?
6. How do the skills and the movement pools relate to each other?
7. Describe the differences/similarities between teaching with fixed and hand-held riggers.
8. Describe the positioning of a skier in the seat of a sit down device. What advantages/disadvantages does this give?
9. Describe the placement of a residual limb while skiing. Why is the placement important? What can happen if the limb is in the improper alignment?
10. Where do rotary forces originate with a 4-track skier? Is it the same for all 4-track skiers?
11. What are the similarities/differences between teaching any adaptive discipline and 2-track skiing?
12. What determines whether a turn will be skidded or carved, especially in a bi-ski?
13. What adaptations of the able-bodied skiing model are used with the different specialties?
14. What are the common learning styles for guests with visual or cognitive diagnoses? What type of teaching styles work with these learning styles?
15. Describe the different communication styles an instructor may employ (especially a guest with a cognitive diagnosis). What are the advantages/disadvantages of each?
16. What type of behavior challenges might be found in cognitive challenges? What methods can the instructor use to deal with these behaviors effectively?
17. What purpose does dragging a pole hold for a blind or low vision skier?
18. Describe different types of guiding systems.
19. Describe different positions from which a guide may work. What are the advantages/disadvantages of each position?

Diagnoses & Medications

1. Who is a candidate for bi-skiing? Mono-skiing? 3-tracking? 4-tracking? VI guiding? Cognitive diagnosis lesson? Why?
2. How is a potential skier assessed for skiing?
3. What questions should be asked about the guest's diagnosis, medications, treatments, medical needs and athletic abilities?
4. For each adaptive discipline/diagnosis, cite classes of medications that may be used and their associated side effects.
5. List the vertebrae and their associated nerves, muscles and body functions.
6. Define autonomic dysreflexia. List the signs/symptoms; when it occurs; and the level of injury with which it is typically associated.
7. What precautions must one take if the guest has spinal stabilizers? Think about stand-up skiers as well as sit-down skiers.
8. How does an amputation affect balance and strength? Make sure this is answered for mono and bi-ski as well as 3 and 4-track.
9. What precautions must one take to protect a residual limb? A brace? A prosthesis worn while skiing? Should skiers with amputations wear their prosthesis while 3-tracking? Why or why not?
10. Define and describe as much as you can about various diagnoses associated with each adaptive discipline.

Appendix A: Resource List

This document has been developed to provide you with some of the basic materials you need to prepare for your Adaptive Rocky Mountain Trainer exam. However, it is by no means comprehensive and you should study and be very familiar with the following resources.

PSIA-RM-AASI *Level 1 & 2 Exam Material* (this document)
PSIA-RM-AASI *Adaptive Encyclopedia* (free download)
PSIA-RM-AASI *Adaptive Exam Guide for 3-track / 4-track* (free download)
PSIA-RM-AASI *Adaptive Exam Guide for Bi-Ski* (free download)
PSIA-RM-AASI *Adaptive Exam Guide for Cognitive Disabilities* (free download)
PSIA-RM-AASI *Adaptive Exam Guide for Mono-Ski* (free download)
PSIA-RM-AASI *Adaptive Information Guide: Slider* (free download)
PSIA-RM-AASI *Adaptive Exam Guide for Visually Impaired* (free download)
<http://www.psia-rm.org/education/adaptive/reference-materials>

PSIA-AASI *Movement Matrix* (Must be a PSIA member): <http://www.thesnowpros.org>

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines*. The Professional Ski Instructors of America Education Foundation. Free download:
http://www.thesnowpros.org/Portals/0/Images/Publications%2C%20Video%20%26%20Resources/PSIA_AdaptiveFundamentals_Final_web.pdf

Professional Ski Instructors of America. *Adaptive Alpine Technical Manual*, Lakewood, CO: The American Snowsports Education Association, Inc., 2017.

Professional Ski Instructors of America, *Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement*, Lakewood, CO: The American Snowsports Education Association, Inc., available late 2018.

Professional Ski Instructors of America . *Adult Alpine Teaching Handbook*. Lakewood CO: American Snowsports Education Association Education Foundation, 2011.

Professional Ski Instructors of America. *Alpine Technical Manual*. Lakewood, CO: The American Snowsports Education Association, Inc., 2014.

Professional Ski Instructors of America. *Teaching Snowsports Manual*. Lakewood, CO: The American Snowsports Education Association, Inc., 2018.

For lesson observation, contact a PSIA-RM Member School: <http://www.psia-rm.org/ski-ride-schools>

For PSIA-RM Education Clinics and Certification Courses: <http://www.psia-rm.org>

For Smart Style (Freestyle Terrain Safety Initiative): <http://www.nsaa.org/nsaa/safety/smart%2Dstyle/>

For Your Responsibility Code: <http://www.nsaa.org/safety-programs/responsibility-code/>

For Demonstration equivalencies (part of the PSIA Adaptive Alpine Standards Exam Supplement):
<http://www.thesnowpros.org/Portals/0/Documents/National%20Standard/PSIA%20Adaptive%20Alpine%20Exam%20Supplement%20Final%206.4.14.pdf?ver=2016-09-06-113404-923>

For functional skiing tasks/demonstrations, some videos are available online:

Basic parallel turns: <https://vimeo.com/channels/148252/16748430>

Dynamic parallel turns: <https://vimeo.com/channels/148252/16748980>

Fall-line bumps: <https://vimeo.com/channels/148252/16748715>

Falling leaf: <https://vimeo.com/16749125>

Free skiing on black terrain: <https://vimeo.com/channels/148252/16749384>

Free skiing on groomed terrain: <https://vimeo.com/channels/148252/16749636>

Hourglass turns: <https://vimeo.com/16749835>

Medium radius in bumps: <https://vimeo.com/channels/148252/16749990>

Moguls without poles: <https://vimeo.com/channels/148252/16750167>

Pivot slips: <https://vimeo.com/channels/148252/16750399> & <https://www.youtube.com/watch?v=k5lt-ieahW4>

Sideslip to a stop: <https://vimeo.com/channels/148252/16750688>

Short turns: <https://vimeo.com/channels/148252/16750628>

Stem turns: <https://vimeo.com/channels/148252/16750871>

Synchronized skiing: <https://vimeo.com/16751099>

Traverse sideslip traverse: <https://vimeo.com/16751317>

Wedge christie: <https://vimeo.com/channels/148252/16751517>

Appendix B: Study References for Adaptive Alpine Level 1 & 2 Exam Outcomes

General Standards

Adaptive Alpine Level 1 & 2 Exam Outcomes	Study References & Resources
Adaptive functional skiing tasks	Adaptive Functional Skiing and Technical Prep Clinic
	School trainer or TTP trainer
	Level 1 & 2 Exam Material (this document)
	Sideslip to a stop: https://vimeo.com/channels/148252/16750688
	Falling leaf: https://vimeo.com/16749125
	Traverse sideslip traverse: https://vimeo.com/16751317
	Stem turns: https://vimeo.com/channels/148252/16750871
	Hourglass turns: https://vimeo.com/16749835
	Fall-line bumps: https://vimeo.com/channels/148252/16748715
	Medium radius in bumps: https://vimeo.com/channels/148252/16749990
Synchronized skiing: https://vimeo.com/16751099	
Your Responsibility Code	http://www.nsaa.org/safety-programs/responsibility-code/
Smart Style (Freestyle Terrain Safety Initiative)	http://www.nsaa.org/nsaa/safety/smart%2Dstyle/
Diagnoses	Adaptive Functional Skiing and Technical Prep Clinic
	School trainer or TTP trainer
	Level 1 & 2 Exam Material (this document)
	Adaptive Alpine Technical Manual (PSIA-AASI)
	Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
	https://nei.nih.gov/kids/about the eye
https://nei.nih.gov/healthyeyes/howweseec	
https://www.nei.nih.gov/sites/default/files/nehep-pdfs/EyeHandout_508.pdf	
Adaptive Alpine ski equipment	School trainer or TTP trainer
	Adaptive Alpine Technical Manual (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
	PSIA-RM-AASI <i>Adaptive Exam Guide for 3-track / 4-track</i> (free download)
	PSIA-RM-AASI <i>Adaptive Exam Guide for Bi-Ski</i>
	PSIA-RM-AASI <i>Adaptive Exam Guide for Cognitive Disabilities</i>
	PSIA-RM-AASI <i>Adaptive Exam Guide for Mono-Ski</i>
	PSIA-RM-AASI <i>Adaptive Information Guide: Slider</i>
PSIA-RM-AASI <i>Adaptive Exam Guide for Visually Impaired</i>	

Movement Analysis/Technical Understanding

Adaptive Alpine Level 1 & 2 Exam Outcomes	Study References & Resources
Physics of Skiing	Alpine Technical Manual (PSIA-AASI)
Student Assessment	School trainer or TTP trainer
	Adaptive Alpine Technical Manual (PSIA-AASI)
Movement Analysis	Adaptive Functional Skiing and Technical Prep Clinic
	Level 1 & 2 Exam Material (this document)
	Alpine Technical Manual (PSIA-AASI)
Guest-Centered Teaching	Level 1 & 2 Exam Material (this document)

Equipment Setup

Adaptive Alpine Level 1 & 2 Exam Outcomes

Study References & Resources

Diagnoses	School trainer or TTP trainer
	Level 1 & 2 Exam Material (this document)
	Adaptive Alpine Technical Manual (PSIA-AASI)
	Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
	https://nei.nih.gov/kids/about_the_eye
	https://nei.nih.gov/healthyeyes/howweseesee
Student Assessment	https://www.nei.nih.gov/sites/default/files/nehep-pdfs/EyeHandout_508.pdf
	School trainer or TTP trainer
Adaptive Equipment	Adaptive Alpine Technical Manual (PSIA-AASI)
	Adaptive Alpine Technical Manual (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
	PSIA-RM-AASI <i>Adaptive Exam Guide for 3-track / 4-track</i> (free download)
	PSIA-RM-AASI <i>Adaptive Exam Guide for Bi-Ski</i>
	PSIA-RM-AASI <i>Adaptive Exam Guide for Cognitive Disabilities</i>
	PSIA-RM-AASI <i>Adaptive Exam Guide for Mono-Ski</i>
	PSIA-RM-AASI <i>Adaptive Information Guide: Slider</i>
PSIA-RM-AASI <i>Adaptive Exam Guide for Visually Impaired</i>	

Teaching

Adaptive Alpine Level 1 & 2 Exam Outcomes

Study References & Resources

Student Assessment	School trainer or TTP trainer
	Adaptive Alpine Technical Manual (PSIA-AASI)
Teaching/Learning Cycle	Teaching Snowsports Manual (PSIA-AASI)
Maslow's Hierarchy of Needs	Teaching Snowsports Manual (PSIA-AASI)
	Level 1 & 2 Exam Material (this document)
VAK Learning Styles	Teaching Snowsports Manual (PSIA-AASI)
Teaching for Transfer	Teaching Snowsports Manual (PSIA-AASI)
Lateral Learning	Teaching Snowsports Manual (PSIA-AASI)

Diagnosis Knowledge

Adaptive Alpine Level 1 & 2 Exam Outcomes

Study References & Resources

Diagnoses	School trainer or TTP trainer
	Level 1 & 2 Exam Material (this document)
	Adaptive Alpine Technical Manual (PSIA-AASI)
	Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
	https://nei.nih.gov/kids/about_the_eye
	https://nei.nih.gov/healthyeyes/howweseesee
Medications	https://www.nei.nih.gov/sites/default/files/nehep-pdfs/EyeHandout_508.pdf
	School trainer or TTP trainer
	Adaptive Alpine Technical Manual (PSIA-AASI)
	Adaptive Alpine Technical Manual (PSIA-AASI)
	Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement (PSIA-AASI)
PSIA-RM-AASI Adaptive Encyclopedia	