



ROCKY MOUNTAIN DIVISION
 Professional Ski Instructors of America
 American Association of Snowboard Instructors

ADAPTIVE ALPINE LEVEL 1 & 2 STUDY GUIDE

COGNITIVE DISABILITIES & VISUALLY IMPAIRED

Revision 07-22-19

Name: _____

This study guide is designed to help candidates prepare for the online and on-hill adapted alpine exams and is also a valuable learning resource for anyone who desires to increase their knowledge teaching adapted alpine skiing to guests with cognitive diagnoses and those with low or no vision.

You must take the Adaptive Alpine Level 1 & 2 online exam for Cognitive & Visually Impaired at least one week before the on-hill exam.

Note: The Americans with Disabilities Act (ADA) requires that testing entities such as PSIA-RM-AASI make "reasonable accommodations" for qualified candidates with disabilities (whether physical or cognitive) and to the extent that they would not "fundamentally alter" the services being provided. Members with disabilities who are considering applying for an education course or certification exam must contact PSIA-RM-AASI at [970-879-8335](tel:970-879-8335) at least four weeks in advance of a scheduled course or exam to provide notice of their requested reasonable accommodation and discuss their situations. This allows PSIA-RM-AASI to assess your request for a reasonable accommodation and to plan for reasonable accommodations, if necessary. Requests for accommodations will be considered on a case-by-case basis.

The essential eligibility requirements for each Adaptive Alpine Level 1 & 2 course and exam are presented in the PSIA-RM-AASI Adaptive Alpine Level 1 & 2 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 a 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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Local and program regulations and safety guidelines take precedence over this information. It is in your best interest to exercise due diligence in determining the appropriateness of the information for your particular circumstances. In addition, please take into account any and all factors that may affect your lesson. This includes but is not limited to the health, well-being and fitness of the student; weather conditions; terrain; other people on the slope; your own abilities, as well as those of your student and anyone who may accompany you.

This guideline provides links to other resources as well as websites owned by or maintained on behalf of third parties. The content of any such third-party source or site is not within our control, and we cannot and will not take responsibility for the information in them, nor should any references to them be considered any endorsement by PSIA-RM-AASI.

You can fill out this form by hand or electronically. If you want to fill it in by hand, simply print this document and write in your answers. If you choose to fill this form out electronically, be sure to save the document.

All answers can be found in the following resources:

PSIA-RM-AASI
ADAPTIVE ALPINE LEVEL 1 & 2 EXAM MATERIAL
Free download <https://www.psia-rm.org/education/>

PSIA-RM-AASI
ADAPTIVE ENCYCLOPEDIA
Free download

PSIA-RM-AASI
ADAPTIVE INFORMATION GUIDE: COGNITIVE DISABILITIES & VISUALLY IMPAIRED
Free download <https://www.psia-rm.org/education/>

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Adaptive Alpine Technical Manual*, 2017, American Snowsports Education Association, Inc.

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

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Core Concepts for Snowsports Instructors*. The Professional Ski Instructors of America Education Foundation, 2001.

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

Teaching Section

Matching: Match the following words with their definition. Each definition is used only once.

Source: Core Concepts, Adaptive Alpine Exam Material, Teaching Snowsports Manual

- | | |
|-----------------------------|---|
| 1. ___ Progression | A. In the GCT model, these include a guest's awareness and understanding of their current ability or inability |
| 2. ___ Pacing | B. Piaget's stage of development from age two to six |
| 3. ___ Feedback | C. Maslow's defined need to be valued and feel a sense of worth |
| 4. ___ Pre-operations | D. Sequence of acts, movements, or events oriented toward meeting an educational objective or goal |
| 5. ___ Lesson planning | E. The instructor's process of establishing the lesson structure |
| 6. ___ Spatial intelligence | F. Information students receive about their performance that helps clarify what action they need to take to achieve a desired result. |
| 7. ___ Understanding needs | G. A sensory preference in which the student emphasizes auditory cues in learning |
| 8. ___ Reciprocal | H. Learning domain related to feelings, emotions, values |
| 9. ___ Self-esteem | I. According to Jung's functioning type, this type of person is energized by the outer world |
| 10. ___ Affective domain | J. Question that elicits a limited response. |
| 11. ___ Auditory | K. Teaching style in which pairs or groups are established and the roles of "doer" and "watcher" are clearly defined. |
| 12. ___ Extroverted | L. Orchestration of activities that make up a lesson – the intensity of the practice period, its duration, and the frequency of repeating practice |
| 13. ___ Assessing | M. The process of evaluating student characteristics to determine how to structure individualized, effective lessons |
| 14. ___ Closed question | N. Process of rewarding students for appropriate performance |
| 15. ___ Reinforcement | O. Person who has an active imagination, is adept at manipulating shapes and objects in space, and who likes to design, draw, organize, and do puzzles. |

Fill-in-the-blank: Fill the blank with the appropriate terminology.

Source: Core Concepts & Adaptive Alpine Exam Material

1. Feedback should be _____ (judgmental/objective).
2. List the two types of activities that instructors use in the Guest Centered Teaching model.

3. Practice is integral to the learning process. More than 300 _____ of a new movement are typically required for true learning to occur.
4. In Piaget's theory of cognitive development, the _____ stage is the time during which abstract thinking develops.
5. List Howard Gardner's original seven categories of intelligence that are described in his theory of multiple intelligences:

6. Students who have a heightened awareness of their bodies and how things feel are called _____ learners. They learn best by doing.
7. Issues such as hunger, pain, cold and fatigue fall in the level of _____ needs in Maslow's pyramid.
8. Expanding and strengthening a student's ability in a particular area before beginning a new concept is called _____. When using this teaching technique, an instructor creates progressions which vary the movement focus, yet still develop the same movement.
9. With the _____ teaching style, the instructor poses a problem to the students, setting a framework, time limit and work area for generating their own ideas and find an answer.
10. In Kolb's classification of the four basic types of learners, _____ learners are sensory, tending to jump right into a situation and try intuitive solutions. They ask the question "What if?"

Multiple Choice: Mark the answer that best completes the statement or question.

Source: Core Concepts, Adaptive Alpine Manual, Exam Material

1. Which of the following stages is NOT included in Benjamin Bloom's learning activities?
 - A. Knowledge
 - B. Kinesiology
 - C. Comprehension
 - D. Synthesis
 - E. Analysis

 2. Which of the following is NOT a self-esteem need as defined by Maslow's Hierarchy of Needs?
 - A. Sense of worth
 - B. Achieving small successes
 - C. Need for a feeling of well being
 - D. Recognition of competence
 - E. Need to be valued

 3. According to Jung's Functioning Types, an extroverted person
 - A. Is energized by the outer world
 - B. Should not be overwhelmed with questions
 - C. Is tuned into their own inner world
 - D. Should be allowed to think out loud.
 - E. A and D

 4. Using pairs in a group lessons requires what special considerations?
 - A. How to group them (e.g., similar speed capabilities or pairing a stronger performer with someone who is struggling)
 - B. How to give a framework for feedback so the focus stays positive and productive
 - C. How to pair them up if you have an odd number of students
 - D. A and C
 - E. A, B and C

 5. The three basic types of question are:
 - A. Closed, open and generative
 - B. Closed, open and inaugural
 - C. Imperative, cognitive and relational
 - D. Visual, auditory and kinesthetic
-

6. In terms of emotional and social development, children learn to develop key relationships with adults:
 - A. From age 7 to the onset of adolescent years
 - B. From age 3 to about age 6
 - C. In adulthood
 - D. During the adolescent years

7. A way to gauge the athletic abilities of new students is by asking them:
 - A. Their names
 - B. Where they live
 - C. What sports they enjoy watching
 - D. In which sports they participate and at what level of play
 - E. B and C

8. Which of the following is NOT a characteristic of visual learners?
 - A. They store information in the brain as a picture
 - B. They depend strongly on visual input
 - C. They may ask and answer questions in their own brains as they learn
 - D. They may talk fast

9. Based on the Guest Centered Teaching Model, which of the following would be considered a motivational need?
 - A. What the student says s/he wants
 - B. Equipment setup
 - C. What the student misunderstands about skiing
 - D. All the above

10. When learning new movements, a student who can perform the movement without looking at the involved body part but who stills needs to think it though and concentrate on the parts is in which stage of development?
 - A. Initial Stage
 - B. Elementary Stage
 - C. Mature Stage

Multiple Choice: Mark the answer that best completes the statement or question.

Source: Teaching Snowsports Manual, Alpine Technical Manual, Adaptive Alpine Exam Material

1. The Teaching/Learning Cycle has several components that:
 - A. Should be used in a linear presentation
 - B. Should be used in a circular pattern
 - C. May be revisited on a continual basis, due to changes such as the energy levels, attitudes and confidence levels of your students
 - E. B and C

2. An example of teaching for transfer is:
 - A. Applying familiar skills to a new sport
 - B. Changing the trail you are using for the lesson
 - C. Traversing the hill on a blue slope
 - D. A and B
 - E. A, B and C

3. The methods, models and philosophy of teaching skiing as collected, developed and disseminated by PSIA is called:
 - A. Graduated Length Method (GLM)
 - B. American Teaching System (ATS)
 - C. American Training Method (ATM)
 - D. Accessible Ski Instruction (ASI)

4. Which of the following are effective ways to respond to the needs of individual students?
 - A. Avoid overloading. Check in and learn to recognize what is too much or too little.
 - B. Do not adjust the pacing of information to the student's capacity, since doing so will make the student self-conscious.
 - C. Remain flexible to adjust the lesson to specific situations.
 - D. Tell the student how to perform a specific drill instead of demonstrating the drill, since your demonstration will emphasize the gap between your skills and those of the student.
 - E. A and C

5. Which of the following is NOT a component of the Teaching/Learning Cycle?
- A. Assess students
 - B. Determine goals and plan experiences
 - C. Synthesize the information
 - D. Create experiences for learning
 - E. Guide practice

Technical Section

Matching: Match the following words with their definition. Each definition is used only once.

Source: Alpine Technical Manual

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|------------------------------|--|
| 1. ___ Dynamic parallel turn | A. Steering the skis toward a parallel position from either a convergent or divergent position |
| 2. ___ Flexion | B. To bend the ski enough that the camber is momentarily gone, such as results from flexing the ski during a turn |
| 3. ___ Skidding | C. The process of assessing a student's ability and identifying the cause-and-effect relationships |
| 4. ___ Retraction | D. A position in which the skis are converging so that the tips are closer together than the tails and the skis are on opposing edges. Also, an alternative steppingstone for getting students to parallel |
| 5. ___ Edging | E. Movements that originate in the feet, ankles and lower legs and continue up through knees and hips as necessary to control edge angle |
| 6. ___ Tipping | F. Twisting the upper body in one direction and the lower body in another direction at the same time |
| 7. ___ Movement analysis | G. The path which a ball would take if you let it roll down the slope |
| 8. ___ Canting | H. Directed or proceeding toward the side, away from the middle of an object |
| 9. ___ Smart Style | I. Skill that is generated from tipping movements |
| 10. ___ Wedge | J. Concepts developed to make it easier for people to understand and respect what's going on in the park and pipe |
| 11. ___ Counter-rotation | K. Any movement that decreases the angle at a joint |
| 12. ___ Matching | L. A combination of sliding and slipping as the skis move forward through a turn |
| 13. ___ Fall line | M. Turns with more carving than skidding |
| 14. ___ Lateral | N. Pulling the legs up under the body or allowing the terrain to push the legs up under the body |
| 15. ___ Decamber | O. The process of making lateral adjustments to skis, bindings, or boots for optimal alignment and effective edging |

Fill-in-the-blank: Fill the blank with the appropriate terminology.*Source: Core Concepts*

1. Name the three types of muscle contractions:

2. Development of the muscular system as humans grow from infants to children to adolescents proceeds in three directions. Name them.

3. _____ is a physical condition that may occur at altitudes above 6,000 feet. It is caused by lack of oxygen, which injures body cells directly because it interferes with oxygen-requiring chemical reactions.
4. A cold injury in which only the outer skin layer is frozen and is characterized by pain and blanching of the skin is called _____ .
5. The joint that gives the skier the greatest range of motion in the lower half of the body is the _____ joint, a ball and socket joint.

Matching: Match the following words with their definition. Each definition is used only once.*Source: Adaptive Snowsports Instruction, Adaptive Encyclopedia, Adaptive Alpine Exam Material*

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|---------------------------------|--|
| 1. ___ Nystagmus | A. Chromosomal abnormality exhibiting mental retardation in combination with other birth defects. |
| 2. ___ Psychostimulants | B. Behavioral changes in a person's response to events or stimuli that occur. |
| 3. ___ Edgie wedgie | C. Inability to understand or utilize words and their meanings. |
| 4. ___ Glaucoma | D. The use of some system of reward or punishment to change undesirable behavior. |
| 5. ___ Operant conditioning | E. Condition that interrupts or delays normal growth or development, having onset before age 18, and of indefinite duration. |
| 6. ___ Clock system | F. Increased intraocular (inside-the-eye) pressure, which may result in impaired vision or blindness. |
| 7. ___ PTSD | G. Helping a student generate movement, or control speed or turning by physically maneuvering the skier's equipment or guiding the skier's body. |
| 8. ___ Developmental disability | H. Spectrum of neurological disorders defined by symptoms that include problems with communication and behavior. |
| 9. ___ Physical Assists | I. Medications used for behavioral control. |
| 10. ___ Aphasia | J. Type of anxiety disorder that occurs after a person has seen or experienced a traumatic event. |
| 11. ___ Antidepressants | K. Brain damage affecting the ability to process information and/or to coordinate and control the body or its movement. Such damage arises after age 18. |
| 12. ___ Behavior modification | L. Medications used to treat depression. |
| 13. ___ Down syndrome | M. Relating position on the hill to numbers on a clock face. |
| 14. ___ Cognitive disability | N. Rapid, involuntary oscillation of the eyeballs. |
| 15. ___ Autism | O. Lightweight piece of rubber tubing with a small clamp and a thumb screw at each end. |

Fill-in-the-blank: Fill the blank with the appropriate terminology.

Source: Adaptive Encyclopedia, Adaptive Information Guides (Visually Impaired & Cognitive Disabilities)

1. When riding a chairlift with a student who has an uncontrolled seizure disorder, the instructor should use a _____.
2. _____ is a progressive disease that affects the macula, resulting in loss of vision in the center of the field of view.
3. Pervasive developmental disorder (PDD) and Asperger's Syndrome are disorders that fall into the _____ spectrum.
4. A student with spina bifida or hydrocephalus may have a surgically implanted shunt. Explain the purpose of the shunt: _____.
5. The class of medications that help control high blood pressure is called _____.
6. A disorder found in infants of alcoholic mothers is called _____ and impacts _____ and _____ development.
7. Low blood sugar can be called insulin shock or _____.
8. Anti-convulsants are a class of medications used to treat _____.
9. The legal definition of blindness is a corrected visual acuity of _____ or less or a peripheral field restriction to a diameter of _____ degrees or less, in the better eye.
10. Linking turns, varying turn shape and size are all two-track objectives of the Skiers with Cognitive or Developmental Disabilities level _____ progressions.

Multiple Choice: Mark the answer that best completes the statement or question.

Source: Alpine Technical Manual & Adaptive Alpine Exam Material

1. Angulation is usually associated with:
 - A. Steering movements
 - B. Pressure control movements
 - C. Canting movements
 - D. Edging movements
 - E. Forward movements

2. Which of the following are types of rotary movement for stand-up skiers?
 - A. Upper body rotation
 - B. Counter-rotation
 - C. Leg rotation
 - D. A and B
 - E. A, B and C

3. Noticing a student's stance, turn shape and skill application are all examples of which movement analysis step?
 - A. Student profile
 - B. Observe and Describe (Description of mechanics)
 - C. Cause and effect relationship
 - D. Prioritize
 - E. Lesson plan

4. Which of the following movements can affect balance?
 - A. Changing the width of your stance.
 - B. Increasing and decreasing muscle tension.
 - C. Using fore and aft movements to shift your center of mass.
 - D. A and C.
 - E. A, B and C.

5. Which of the following is NOT one of the points of Your Responsibility Code?
- A. Always stay in control.
 - B. Stop in a safe place for you and others.
 - C. Look before you leap.
 - D. Whenever starting downhill or merging, look uphill and yield.
 - E. Know how to use the lifts safely.

Multiple Choice: Mark the answer that best completes the statement or question.

Source: Adaptive Encyclopedia & Adaptive Information Guides (Visually Impaired & Cognitive Disabilities)

1. Which of the following is not generally considered a Developmental Disability?
- A. Fragile X Syndrome
 - B. Parkinson's Disease
 - C. Epilepsy
 - D. Autism
 - E. Down Syndrome
2. In terms of behavior management, when an activity becomes so stimulating that the student cannot control negative behavior, the act of removing the student from the activity to a predetermined quiet place is called:
- A. Operant conditioning
 - B. Behaviorism
 - C. Timeout
 - D. Delayed gratification
 - E. Reinforcement
3. Medium to short radius turns and feeling carving sensations are two objectives of the Visually Impaired progression Level _____.
- A. Three
 - B. Four
 - C. Five
 - D. Six
 - E. Seven

4. Which of the following is NOT a recognized directional indicator for guiding Visually Impaired students?
 - A. Vision assessment
 - B. Clock system
 - C. Auditory cues
 - D. Verbal commands
 - E. Grid system
5. Expressive aphasia refers to:
 - A. The inability to understand words
 - B. The inability to translate an image to the word which represents the image
 - C. The inability to say words formulated in thought
 - D. The inability to express emotions
 - E. The inability to communicate appropriately in social situations
6. Which of the following is NOT typically included in the level 4 Cognitive Disabilities progression?
 - A. Develop greater skill blending
 - B. Vary turn shape for the terrain situation
 - C. Explore a variety of snow conditions
 - D. Refine turning and edge control
 - E. Feel carving sensations
7. When introducing pole use to a visually impaired skier, it is important to:
 - A. Discuss pole use before introducing the pole swing and tap
 - B. Practice the pole swing only when the student is moving, since stationary pole swings are lacking in the proper rhythm
 - C. Emphasize rhythm through counting or singing
 - D. A and B
 - E. A and C
8. The progressive hereditary disorder that usually appears in childhood and causes slow degeneration of the light receptors in both eyes is called:
 - A. Detached retina
 - B. Cataracts
 - C. Retinitis pigmentosa
 - D. Diabetic retinopathy
 - E. Optic nerve disease

9. Which of the following is NOT a common behavior modification tool?
- A. Time-out
 - B. Horse and buggy
 - C. Environmental changes
 - D. Modeling behavior
 - E. Written behavior contracts
10. When assessing a student with low or no vision, which of the following is NOT an assessment of the nature and extent of the visual impairment?
- A. Does the student have usable vision?
 - B. Can the student distinguish colors and shapes?
 - C. Can the student use a Bluetooth communication system for auditory cues?
 - D. How near or far can the student see?
 - E. Is the student's vision better inside or outside?