



# PSIA – Rocky Mountain Division – AASI

## ADAPTIVE ALPINE LEVEL 3 PROFESSIONAL DEVELOPMENT LOG



Name: \_\_\_\_\_

Revision 11-12-21

*This development log is a tool for you to expand your skiing, teaching and technical skills in preparation for your Level 3 Exam. As you are preparing for your exam, include comments and notes that you find beneficial, including notes from the trainer at your Level 3 Prep Clinic.*

*At the time of your on-hill exam, you will be required to turn in the development log for your examiner's review. It will be returned to you after the exam so that you can use it as an ongoing resource. **The outcome of your Level 3 exam does not depend on how much you write on this log.***

*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 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 3 course and exam are presented in the PSIA-RM-AASI Adaptive Alpine Level 3 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.*

*The information in this document is provided only as a guideline. Although every effort has been made in preparing and assembling this guideline, with a goal of providing timely, complete, and accurate information, PSIA-RM-AASI makes no claims, promises, or guarantees about the timeliness, accuracy, completeness, or adequacy of the contents of this guideline, and PSIA-RM-AASI assumes no liability or responsibility and expressly disclaims liability for any errors and omissions in its contents*

*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 circumstances. In addition, please consider all factors that may affect your lesson. This includes but is not limited to: the health, well-being and fitness of the guest; weather conditions; terrain; other people on the slope; your own abilities, as well as those of your guest 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.*

✓	<b>Level 3 Functional Skiing Performance</b>	<b>Comments/Notes</b>
<i>Teaching at the upper levels requires a strong set of functional skiing skills. You must be able to perform the following maneuvers accurately, safely and with ease. You must also be able to explain why each one is important for adaptive skiing and identify the skill pool being used. Are you applying PSIA's Fundamental Mechanics to your skiing?</i>		
	<b>Pivot Slip</b> on groomed harder blue to black terrain	
	<b>Crabwalk on green terrain</b>	
	<b>Advanced outside ski turn easy blue terrain</b>	
	<b>Stem Christies blue terrain</b>	
	<b>Hourglass in bumps blue bumps</b>	

✓	<b>Level 3 Demonstrations</b>	<b>Comments/Notes</b>
<p data-bbox="327 818 1766 883"><i>Do you demonstrate effective skiing techniques? Are you communicating the focus of the demonstrations to your guests?</i></p> <p data-bbox="386 891 1707 992"><i>Can you break down your demonstrations by phases of the turn? Are skills applied and body mechanics involved? (Hint: you may wish to have a peer take video of your demonstrations and analyze your</i></p>		
	<b>Switch/Inverted wedge green to blue terrain</b>	
	<b>Variable terrain no poles black terrain</b>	
	<b>Bumps no poles Black terrain</b>	
	<b>Carved medium radius blue to black terrain</b> <b>Dynamic Short radius blue to black terrain</b> <b>Synchronized Variable terrain blue to black terrain</b>	

✓	<b>Adaptive Level 3 Teaching Knowledge</b>	<b>Comments/Notes</b>
<i>Your teaching knowledge allows you to effectively translate your technical knowledge to your guests. Are you offering your guests the most positive and safe skiing experience?</i>		
	<b>Be prepared to defend your choices.</b> <i>Your examiner will often ask why you have made certain choices. Be ready to answer this question at any time.</i>	
	<b>Create lesson plans that incorporate the Responsibility Code and the Smart Style Points.</b> <i>How can you exemplify these safety points? Design your lessons plans to ensure that guests through Level 9 understand these points and can incorporate them into their skiing</i>	
	<b>Apply the various models for learning styles/preferences to your lesson plans.</b> <i>Create lesson plans through Level 9 that utilize the various learning style models, such as Sensory Preferences and Multiple Intelligences. How can you address different learning styles in a group lesson?</i>	
	<b>Apply the Seven Parameters for Effective Learning into to your lesson plans.</b> <i>Why are these parameters important? How can you incorporate these parameters into your lessons through Level 9? Create lesson plans through Level 9 that utilize these seven parameters.</i>	
	<b>Apply Teaching for Transfer to your lesson plans.</b> <i>Why is this model a valuable tool for your lessons? You may want to develop a set of teaching for transfer examples for each discipline. Then ask guests to add to your examples.</i>	
	<b>Use Feedback in your lessons.</b> <i>Why is this communication tool important? What cues help you determine the most effective level of feedback for a guest? How does feedback change as your guests advance from Level 1 to Level 9? How can you make feedback accurate and empowering?</i>	
	<b>Apply Pacing concepts to your lessons.</b> <i>What components of your lesson need to be paced? Practice different pacing techniques to determine those that are most effective for you and your guests. How does pacing change as your guests advance from Level 1 to Level 9? Do you make different pacing choices for different adaptive disciplines?</i>	
	<b>Apply Lateral Learning to your lesson plans.</b> <i>You can practice by creating lesson plans with the Lateral Learning Worksheet in the Level 3 Exam Material. (Hint: this will help with creating progressive lesson plans.)</i>	

✓	<b>Adaptive Level 3 Teaching Knowledge (continued)</b>	<b>Comments/Notes</b>
	<b>Apply the Teaching/Learning Cycle to your lesson plans.</b> <i>Create lesson plans that utilize the Teaching/Learning Cycle for Levels 1 – 9. Use the Teaching/Learning Cycle in individual lessons as well as group lessons.</i>	
	<b>Create lesson plans that utilize different Teaching Styles.</b> <i>Challenge yourself to use those teaching styles that are not natural for you. Which styles work best for you? For your guests? For individual lessons? For group lessons? For each of the adaptive specialties?</i>	
	<b>Apply Maslow’s Hierarchy of Needs to your lesson plans.</b> <i>How can you recognize the level at which your guest is operating? How can you anticipate obstacles that might prevent your guest from moving to higher levels of Maslow’s Hierarchy? How can you empower your guests to reach Self-Actualization?</i>	
	<b>Use Goal Setting techniques in your lesson plans.</b> <i>Notice that some adaptive guests may not progress as quickly as other guests. Practice setting goals for a variety of guests at Levels 1 – 9.</i>	
	<b>Incorporate the Guest Centered Teaching model into your lesson plans.</b> <i>You can find the GCT Planning Worksheet in the Level 3 Exam Material. How do guests’ needs and activities change as they progress from Level 1 to Level 9?</i>	
	<b>Use Class Handling techniques in your group lessons.</b> <i>Which techniques are most effective for you? For your guests? For each of the adaptive specialties? Which guests benefit from a group lesson environment? Which guests are hindered in this environment?</i>	
	<b>Use Coaching and Teaching techniques in your lesson plans for Levels 1 – 9.</b> <i>When is teaching more effective? When is coaching more effective? What is the difference between the two?</i>	
	<b>Create lessons plans that incorporate PSIA’s Fundamental Mechanics.</b> <i>How do the mechanics change or not as a guest develops his or her skills? How can this concept be used for all adaptive specialties Levels 1 – 9?</i>	
	<b>Demonstrate Discipline-Specific Skiing to Level 6.</b> <i>Using discipline- specific equipment, proficiently ski 3T, 4T, mono- and bi-ski to at least Level 6.</i>	
	<b>Read the PSIA Teaching Snowsports Manual.</b> <i>What concepts and models are most important to apply in your lessons? To yourself?</i>	

✓	<b>Adaptive Level 3 Technical Knowledge</b>	<b>Comments/Notes</b>
<p><i>Your guests expect you to provide them with something they don't have: the technical knowledge needed to improve their skiing performance. Do you understand the technical aspects of skiing well enough to communicate this knowledge to your guests?</i></p>		
<p><b>Apply the PSIA Skills Concept, Movement Pools and Fundamental Mechanics to your lessons.</b> <i>How does their integration vary based on Levels 1 – 9? Based on terrain? Based on snow conditions? Based on adaptive specialty?</i></p>		
<p><b>Apply the DIRT concept to your lesson plans.</b> <i>Be able to explain each component of the DIRT model (Duration, Intensity, Rate and Timing). Include the Origin and Direction components. How does DIRT vary based on Levels 1 – 9? Based on terrain? Based on snow conditions? Based on adaptive specialty? Based on the maneuver being performed?</i></p>		
<p><b>Develop your own system of Movement Analysis.</b> <i>During your Level 3 exam, you will be given a blank sheet of paper on which to write your movement analysis. You will NOT be given a form to complete. Explore different systems, such as those included in the Level 3 exam material and then synthesize those systems into your personal movement analysis system. Emphasis will be placed on movement analysis of Levels 7 – 9 and guests with multiple diagnoses.</i></p>		
<p><b>Use Movement Analysis to enhance your lessons for Levels 1 – 9.</b> <i>Determine the guest's profile and beliefs about skiing. Observe the guest skiing on different terrain and in a variety of situations. Determine whether problems are caused by mechanical errors or tactical errors and if problems are mentally or experientially based. Improve on what the guest is already doing rather than changing everything all at once. Structure a lesson using coaching versus teaching. You can practice on your peers or by watching videos. (YouTube now has several adaptive videos.)</i></p>		
<p><b>Observe and communicate Cause and Effect relationships in all disciplines from Levels 1 – 9.</b> <i>Where are they happening in the turn? Learn to observe the blending of skills rather than isolating one skill. How can you effectively communicate your observations to your guests?</i></p>		
<p><b>Know how to coach and guide an adaptive racing guest.</b> <i>How can you help a guest to get started with adaptive racing and develop his or her racing knowledge, skills and experience? What equipment modifications are helpful for racers? What are the basic rules and for adaptive racing? What strategies should a racer employ to improve racing time? Practice guiding guests through a race course.</i></p>		

✓	<b>Adaptive Level 3 Technical Knowledge (continued)</b>	<b>Comments/Notes</b>
	<b>Know and communicate skiing terminology and concepts.</b> <i>Can you communicate these ideas at both a technical level (to other instructors) and at a simple level (to guests)? Can you relate the terminology to feelings and achievable movements? How does relating the terminology to feelings and achievable movements vary among guests with various diagnoses and adaptive specialties?</i>	
	<b>Know how skis work and communicate this to your guests.</b> <i>Use this knowledge to enhance your lesson plans. How do movements translate to the skis? How much of this information is valuable to your guests? How much is too much information? Can you recommend appropriate skis and adaptive equipment to Level 1-9 skiers in all disciplines ?</i>	
	<b>Read the PSIA Alpine Technical Manual.</b>	

✓	<b>Disability Awareness</b>	<b>Comments/Notes</b>
	<i>As an adaptive ski instructor, you are expected to understand the concepts of alpine skiing and be aware of the diagnoses that might affect your guests.</i>	
	<b>Read the PSIA-RM-AASI Adaptive Encyclopedia, the Adaptive Alpine Technical Manual, PSIA Medication and Diagnosis Appendix to the Adaptive Manual (online at <a href="http://www.thesnopros.com">www.thesnopros.com</a>), PSIA-RM-AASI Adaptive Alpine Level 3 Exam Material and the PSIA-RM-AASI Information Guides for each of the adaptive specialties.</b> <i>What other references are available?</i>	
	<b>Know and use appropriate etiquette when addressing guests with disabilities.</b> <i>Incorporate this etiquette into your lessons and interactions with your guests. Use People First language, respectful posture, and appropriate verbiage and tone when speaking with guests. Positioning</i>	

✓	<b>Disability Awareness (continued)</b>	<b>Comments/Notes</b>
	<p><b>Know the diagnoses of guests who might require the use of adaptive ski equipment or techniques, as well as the medications that these individuals might use.</b> <i>The diagnoses and medications you are expected to know are listed in the Adaptive Alpine Exam Material Level 3. Do you understand the symptoms and the special considerations for each diagnosis? What are their symptoms? How do they impact body mechanics? Be prepared to teach guests with multiple diagnoses. For each class of medication, do you know its purpose and common side effects? Be prepared for an in-depth discussion of how these medicines can impact a guest's ability to ski. Reference the Medication and Diagnosis Appendix of the PSIA Adaptive Alpine Teaching Manual online at <a href="http://www.thesnowpros.com">www.thesnowpros.com</a></i></p>	
	<p><b>Know all the adaptive equipment.</b> <i>Explain differences in the equipment and analyze how they function. Know the advantages and disadvantages for each piece of equipment. Compare various models for each adaptive device and select the most effective equipment for a given guest. You are expected to know the common models for each adaptive device, even if your program does have those models.</i></p>	
	<p><b>Be able to set up and modify all the adaptive equipment.</b> <i>How can it be modified for varying levels of ability? For different diagnoses, including multiple diagnoses? For skiers at Levels 1 – 9? For different sizes of people?</i></p>	
	<p><b>Know the limitations of all the adaptive equipment.</b> <i>What are the physical barriers for guests using the equipment? On what terrain can the equipment be used? By guests with what diagnoses? Recognize that safety protocols can vary by ski resort. Be prepared to describe and defend the protocols used by your ski resort.</i></p>	
	<p><b>Know teaching progressions for Levels 1 – 9 for all adaptive specialties.</b> <i>How do progressions vary among the adaptive specialties? How are they the same? How does the terrain vary for each of the specialties at all the levels? How does the blending of skills vary among different specialties and different levels? How do ski tactics change as your guest(s) progress from Levels 1 – 9? During your exam, emphasis is placed on creating lesson plans for Levels 7 – 9 and guests with multiple diagnoses. (Hint: You may want to create your own practice scenarios and then create lesson plans for those scenarios.)</i></p>	

✓	<b>Disability Awareness (continued)</b>	<b>Comments/Notes</b>
	<b>Ski and teach all the adaptive specialties.</b> <i>You must be able to teach all adaptive specialties from Levels 1 – 9. During your exam, emphasis is placed on teaching Levels 7 – 9.</i>	
	<b>Create lesson plans that set guests up for success.</b> <i>What is the appropriate terrain for Levels 1 – 9 in each of the adaptive specialties? What are the appropriate body positions? Create progressive lesson plans that empower guests to achieve their goals. Safety considerations for the guest, equipment and public?</i>	
	<b>Ski all the adaptive specialties.</b> <i>You should be able to ski to the following levels (or disability equivalent):</i> <ul style="list-style-type: none"> <li>• <i>Visual impairments: Guide on all terrain in all conditions.</i></li> <li>• <i>Cognitive Diagnoses: Coach on all terrain in all conditions.</i></li> <li>• <i>Mono-ski &amp; Bi-ski: Ski to Level 6 or better.</i></li> <li>• <i>3-Track &amp; 4-Track: Ski to Level 6 or better.</i></li> </ul>	

✓	<b>Prepare for your Level 3 Exam</b>	<b>Comments/Notes</b>
	<b>Verify that your membership in PSIA is current.</b>	
	<b>Be an employee or volunteer of a recognized ski school or adaptive ski program.</b> <i>You must have a minimum of 300 hours of adaptive ski teaching, as attested to by the ski school director.</i>	
	<b>Be certified Adaptive Alpine Level 2 through PSIA-RM-AASI.</b> <i>Note: if your Adaptive Level 2 certification is not through PSIA-RM-AASI, please contact the PSIA-RM-AASI office at 970-879-8335.</i>	
	Attend the <b>Technical Foundations clinic</b>	
	<i>Suggested but not required:</i> Attend the <b>Alpine Level 2 Movement Analysis clinic.</b>	
	<i>Suggested but not required:</i> Attend <b>additional Alpine Level 2 clinics.</b>	
	<i>Suggested but not required:</i> <b>Attain Alpine Level 2 certification.</b>	

✓	<b>Prepare for your Level 3 Exam</b>	<b>Comments/Notes</b>
	<i>The PSIA-RM-AASI office will send you a notice of all other participants in your exam. It is your responsibility to work with your fellow candidates and bring all equipment that is needed for your on-hill exam.</i>	
	<b>Schedule and take the Adaptive Alpine Level 3 Prep clinic.</b>	
	<b>Schedule and take the Adaptive Alpine Level 3 exam.</b> <i>Bring this completed development log with you to the Level 3 exam.</i>	

### Additional Notes