PSIA - ROCKY MOUNTAIN - AASI
ADAPTIVE CERTIFICATION STANDARDS
Adaptive Alpine Assessment Material
Level 3

Revision 11-01-21

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The essential eligibility requirements for each Adaptive Alpine Level 3 course and assessment are presented in this assessment 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.

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Candidate Prerequisites

A candidate for Adaptive Level 3 Certification must meet the following requirements:

- Be a current PSIA member.
- Be an employee or volunteer of a recognized ski school or adaptive ski program and have a minimum of 300 hours of adaptive ski teaching.
- Be certified Adaptive Level 2 through PSIA-RM-AASI. (Note: if your Adaptive Level 2 certification is not through PISA-RM-AASI, please contact the PSIA-RM-AASI office at 970-879-8335.)
- Attend the Alpine Level 2 Technical Foundations clinic OR
- Attend the Alpine Level 2 Movement Analysis clinic.
- Suggested but not required: Attend additional Alpine Level 2 clinics.
- Suggested but not required: Attain Alpine Level 2 certification.
- Attend the Adaptive Alpine Level 3 Prep Educational Event.

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General Study Guidelines

1. Adaptive instructors teach skiing to people who just happen to have a disability. Learning the fundamental concepts of alpine skiing an adapting them to various situations makes for the ability to provide effective lessons to students who have special circumstances.
2. Be able to explain the "Why?" behind everything you say and do. Assessors favorite question is "Why?".
3. Know about all the diagnoses listed in each reference book. You are expected to know primary and secondary diagnoses, multiple diagnoses, and how they may affect the body, brain, and behavior. Know how and why each diagnosis may affect ski technique and be able to implement methods to respectfully and effectively work with each person and his/her diagnosis.
4. Know the assessment process for any student. Build a profile of the student from information gathered. This includes all cognitive, affective, and physical aspects, whether associated with a specific diagnosis or not. The process can be applied to able-bodied guests as well.
5. Practice verbalizing the assessment process, the movement analysis process, and the progressions built from that movement analysis. Use technical terms clearly and concisely when speaking to peers and non- technical terms when teaching. Do not get caught in the trap of using technical terms if you are unsure of the definition and on-the-hill application.
6. Study and practice using a variety of models for teaching styles, learning styles, movement analysis, lesson structure, and coaching. Develop your own models based on what works best for you.
7. While you are expected to teach Levels 1 – 9, emphasis is placed on Levels 7 – 9 plus teaching students with multiple diagnoses at any skill level.
8. Use the Adaptive Level 3 Development Log to prepare for your assessment. You can download the development log for free. The development log is a tool for you to develop your skiing, teaching, and technical skills in preparation for your Level 3 assessment. As you are preparing for your assessment, include comments and notes you find beneficial. At the time of your assessment, you will be required to turn in the development log for your assessor's review. It will be returned to you after the assessment so that you can use it as an ongoing resource. Please note: The outcome of your Adaptive Level 3 assessment does not depend on how much you write on the log.

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Assessment Format

The Adaptive Level 3 assessment is presented in a 3-day format. The candidate is assessed on:

- Personal skiing and knowledge of common skills and movements as applied to that skiing
- Technical knowledge encompassing alpine ski technique, basic racing, specialized equipment and adaptations, and a wide range of diagnoses
- Teaching knowledge in all specialties, as well as addressing skiers with single or multiple diagnoses, and coaching

The candidate is evaluated by one assessor each day, receiving an assessment form from each assessor. The candidate must pass each day. There are no partial passes. Candidates must pass the online written test prior to attending the practical assessment.

Certificates and pin will be awarded on the third day after successful completion of the assessment.

Certified Level 3 members must maintain their membership by attaining 12 PSIA-RM-AASI approved CEUs every other year and by paying dues to the Association on an annual basis. They may hold committee seats and may hold a seat on the Board of Directors. They are entitled to full voting rights.

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

Please plan accordingly to 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 you can quickly set it up for yourself.

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Approximate Timing- Day One
Focus: Personal Skiing

All day. On snow, dressed and ready to ski.

8:30 – 8:45	Sign in. Collect professional development logs.
8:45 – 9:00	Group introductions, event and layout of day, safety
9:00 – 9:30	Open discussion: Use of fundamental mechanics, movement pools and skill blending in upper-level skiing
9:45 – 11:45	Skiing tasks on hill with discussion of tasks and movement
11:45 – 12:15	Lunch break
12:15 – 12:45	Technical discussions
12:45 – 2:00	Ski Tasks
2:00 – 2:15	Summarize, review and preview • Address questions and concerns • Preview Day 2- schedule and equipment needed, meeting location
3:00 - ?	Movement Analysis – Meet via Zoom with candidates: online video with two adaptive skiers, minimum level 6-7

Approximate Timing- Day Two
Focus: Mono, 3T, 4T

All day. On snow, dressed and ready to ski.

8:30 – 8:45	Meet up. Prep equipment.
8:45 – 9:00	Plan for the day, safety
9:00 – 12:00	Personal skiing of equipment, Teaching scenarios, Technical Discussions
12:00 – 12:30	Lunch break
12:30 – 3:45	Personal skiing of equipment, Teaching scenarios, Technical Discussions (continued)

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3:45 – 4:00	Summarize, review and preview • Address questions and concerns • Preview Day 3- schedule and equipment needed, meeting location

Approximate Timing- Day Three
Focus- Bi, VI, Cog

All day. On snow, dressed and ready to ski.

8:30 – 8:45	Meet up. Prep equipment.
8:45 – 9:00	Plan for the day, safety
9:00 – 12:00	Personal skiing of equipment, Teaching scenarios, Technical Discussions
12:00 – 12:30	Lunch break
12:30 – 3:45	Personal skiing of equipment, Teaching scenarios, Technical Discussions (continued)
3:45 – 4:00	Summarize, review and preview • Address questions and concerns • Preview Day 3- schedule and equipment needed, meeting location
5:00 – 5:30	Results presented in person with a brief (5 minutes per candidate) discussion. Full results and feedback will be emailed to you within a few business days of event.

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Functional Skiing & Technical Application Outcomes

Category I: Skiing

All candidates for the Level 3 Adaptive Alpine certification will complete a functional skiing assessment. Candidates must competently perform the highlighted skill maneuvers, basic blended skill maneuvers, applied skills maneuvers, as well as understand the mechanics of the maneuvers and explain to the assessor and other participants what they did, how the maneuver was accomplished, and where it is applicable in adaptive skiing. Candidates will be asked to perform 2 highlighted skill maneuvers, 2 blended skill maneuvers, and 4 applied skill maneuvers during the assessment. The assessment manager will select the tasks to be performed the day of the assessment.

For a detailed list of the tasks including descriptions of maneuvers, explanations as to why each maneuver is included, and detailed descriptions of ski performance, body performance, and tactics for each maneuver, please see the "Adaptive Alpine Assessment Material: Functional Skiing Individual Development Pathway Adaptive Skiing Standards" document on the PSIA-RM-AASI website (free download) at www.psia-rm.org.

1. Highlighted Skills: The following tasks are designed to highlight edge, pressure, and rotational control skills. Competency in performing these tasks contributes to mastering the skills. Tasks are described relative to ski and body performance and tactical requirements.
   The candidate is able to ski…
   a. Linked Pivot Slips on groomed blue terrain.
   b. Crab Walk on groomed green terrain.
   c. Advanced Outside Ski Turns on groomed harder green to low angle blue terrain.
2. Basic Blended Skills: The following tasks are designed to exhibit blending of pressure-, rotational-, and edge-control skills. Emphasis is on the complementary execution of skills to demonstrate a task accurately.
   The candidate is able to ski…
   a. Stem Christie on groomed blue terrain.
   b. Hourglass Parallel Turns on blue bumps.
   c. Braking and Gliding Parallel Turns on groomed black terrain.
   d. Switch/Inverted Wedge on groomed harder green to easier blue terrain.
3. Applied Skills: The following tasks are designed to exhibit blending of pressure-, rotational-, and edge-control skills. Emphasis is on the complementary execution of skills to demonstrate a task accurately.
   The candidate is able to ski…
   a. Skiing Variable Terrain Without Poles on ungroomed black terrain.
   b. Skiing Bumps Without Poles on ungroomed black terrain.
   c. Carved Medium Radius Turns on groomed harder blue to black terrain.

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d. Dynamic Short Radius Turns on groomed harder blue to black terrain.
e. Synchronized Skiing on Variable Terrain on ungroomed harder blue to black terrain.

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Category II: Teaching Knowledge and Application Outcomes

Candidates will demonstrate both teaching knowledge and application.

1. Knowledge

   The candidate will be able to...

   a. Describe how to connect to the learner, use a variety of teaching styles in a lesson and how to identify and address different learning styles (preferences) in an individual or group lesson.
   b. Discuss how to integrate Your Responsibility Code and Smart Style safety program into lessons through Level 9.
   c. Discuss the following elements pertaining to teaching and learning and how each element may affect a student's learning experience:
      i. Parameters for effective teaching;
      ii. Teaching for transfer;
      iii. Feedback;
      iv. Pacing;
      v. Lesson content engaging the learner; and
      vi. The use of creative learning environments and activities.
   d. Describe the different diagnoses commonly encountered in adaptive skiing and effects the diagnoses may have on learning and skiing.
   e. Discuss various ski racing opportunities appropriate to the diagnosis.

2. Application

   The candidate will be able to...

   a. Demonstrate an in-depth evaluation of any adaptive skier, including an assessment of strength, mobility, range of motion, sensory systems, and communication.
   b. Teach any guests with a disability through Level 9 and be able to quickly move back and forth among the adaptive specialties as well as beginning ski racing.
   c. Utilize effectively all parts of the Learning/Teaching Cycle in lessons through Level 9.
   d. Demonstrate strong guiding, tethering, and communication techniques on any appropriate terrain on the mountain.
   e. Individualize all lessons by building trust, engaging in the use of creative learning environments, and utilizing a variety of teaching styles, methodologies, and other strategies.
   f. Use the concept of lateral learning at all levels and with any student with a disability to enhance skill development and application and to improve performance and versatility.
   g. Use various forms of reinforcement, practice, pacing, and feedback to create an optimal learning environment.
   h. Describe and exhibit safety practices, recognize and address hazards of the mountain environment, and identify risk and strategies for minimizing it.
   i. Create and maintain an environment that not only fosters a comfortable learning

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pace but also accommodates any special requirements of students.

Category III: Technical Knowledge and Application Outcomes

1. Terminology
   The candidate will be able to...
   a. Discuss all terminology and skiing related concepts from the *Alpine Technical Manual* (PSIA-AASI), *Adaptive Alpine Technical Manual* (PSIA-AASI), *Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement* (PSIA-AASI) and *Teaching Snowsports Manual* (PSIA-AASI). Demonstrate understanding through skiing performance.
   b. Relate specific skiing terminology to students through use of simple language and by relating the terminology to feelings and achievable movements.
   c. Discuss all medications categories, what they are used for, and their potential side effects.
   d. Discuss types and severity of diagnoses, including multiple diagnoses, and their effect on the guest's performance.
2. Equipment
   The candidate will be able to...
   a. Describe in detail all adaptive equipment, their differences, analyze how it functions, prescribe appropriate modifications for different disabilities, including multiple disabilities, through Level 9 and discuss its safe application.
3. Disability Understanding
   The candidate will be able to...
   a. Discuss thoroughly and analyze various diagnoses, including physical, cognitive, communicative, and mental disorders. This may include multiple diagnoses present in one student.
   b. Describe medications in depth and their side effects on students while skiing.
   c. Relate how disabilities and medications can affect ski techniques.
   d. Demonstrate knowledge, understanding, and application of safety practices for students based upon their diagnoses and equipment used in lessons.
4. Ski, Demonstrate and Teach the Adaptive Specialties
   The candidate will be able to ski and demonstrate all the adaptive specialties (or disability equivalent)...
   a. Visual impairments: Guide on all terrain, in all conditions
   b. Cognitive or developmental diagnoses: Coach on all terrain, in all conditions.
   c. Mono-ski: Ski to a Level 6 or better.
   d. Bi-ski: Ski to a Level 6 or better.
   e. 3-Track: Ski to a Level 6 or better.
   f. 4-Track: Ski to a Level 6 or better.
   g. All specialties: Teach to Level 9.
   h. Entry level racing concepts and skill development activities.

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5. Skiing Movements/Skill Development and Movement Analysis

   The candidate will be able to...

   a. Use his/her own system to perform movement analysis. This system should be based on an understanding of various movement analysis models. The instructor will be given blank paper for the movement analysis; in lieu of a form to

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complete.

b. Describe skill blending in skiing, how it relates to different situations, terrain, snow conditions, and contemporary concepts that support ATS. Discuss the similarities and differences in teaching in each specialty.
c. Describe how skill blending relates to different situations and conditions. Relate skill blending to the different populations and levels of skiers (e.g., adaptive skiers, seniors, women, children, and top athletes).
d. Relate skill blending to various internal and external forces generated in a variety of skiing situations.
e. Describe the basic movement patterns in your own skiing and all specialties through Level 9.
f. Describe cause-and-effect relationships as related to skill usage, in different phases of the turn, in skiers in each specialty through Level 9.
g. Describe developmental skill needs, by priority, for each specialty through Level 9.
h. Prescribe exercises and tasks which target any students' needs, and which should improve their performance.
i. Incorporate a variety of ideas into the lesson plan in case some of the ideas do not work for the student.

6. PSIA Fundamentals of Alpine Skiing

Remain consistent through all levels of certification. The performance criteria will vary based on the application to common beginner, intermediate and advanced zone outcomes.

a. Control the relationship of the center of mass to the base of support to direct pressure along the length of the ski.
b. Control the pressure from ski to ski and direct pressure toward the outside ski.
c. Control edge angles through a combination of inclination and angulation.
d. Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
e. Regulate the magnitude of pressure created through ski/snow interaction.

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Multiple Intelligences

	Characteristics	Tips for Teaching & Coaching
Verbal-Linguistic	• Word-smart • Skilled with words and language • Enjoys reading, talking, and listening to stories • Can explain things clearly • Likes tongue twisters, rhymes, & puns	• Encourage students to write notes • Ask students to verbalize skiing techniques & to summarize instructions • Suggest books that students can read to learn more about skiing
Logical-Mathematical	• Logic-smart or Numbers-smart • Often asks "why" and "how" • Easily recognizes patterns • Follows logical steps • Skilled in analysis & logic • Enjoys solving problems or puzzles	• Arrange lesson in a logical, orderly sequence Explain cause & effect relationships (e.g., the tipping motion puts the ski(s) on edge) • Count out turns to help develop a smooth skiing rhythm • Set up "what if" experiments during the lesson
Visual- Spatial	• Picture-smart • Has an active imagination • Sensitive to the balance a d organization of shapes and objects • Likes to design, draw, & organize • Very aware of colors in environment	• Give accurate demonstrations • Use "follow-me" teaching methods • Use metaphors to communicate ideas • Use video or pictures to show students their own skiing • Encourage the use of visualization techniques
Bodily-Kinesthetic	• Body-smart • Is well coordinated • Seems to be in perpetual motion • Enjoys working with hands • Needs to touch things to learn about them • Frequently uses gestures to communicate • Thrives on stimulating physical experiences	• Spend more time skiing than talking • Use teaching for transfer to communicate kinesthetic ideas, such as body position • Ask students what they are feeling in specific body parts • Practice new skills instead of talking • Suggest write notes (writing is a kinesthetic activity & helps clarify thoughts)
Musical-Rhythmic	• Music-smart • Has a good sense of rhythm and/or melody • Sensitive to the emotional power of music • Easily remember songs • Has a pleasant singing or speaking voice • Frequently listens to music and may play a musical instrument	• Encourage the development a consistent rhythm & flow by humming a song while skiing • Tap a rhythm with ski poles while skiing • Use sounds to differentiate movements (e.g., for shorter turns, think zhat, zhat, zhat; for longer turns, think zhaaaa, zhaaaa, zhaaaa) • Create simple rhymes or songs to teach concepts
Interpersonal	• People-smart • Adept in social situations • Easily discerns the emotional states of others and responds appropriately • Persuasive as a negotiator or leader • Feels comfortable in a crowd	• Take lots of breaks and socialize • Make the lesson fun • Do activities with partners or groups • Use chairlift time to socialize with other skiers
Intrapersonal	• Self-smart • Enjoys solitude • Thinks a lot • Understands own strengths & weaknesses • Easily sets personal goals • Independent-minded	• Allow time for reflection on chairlift • Encourage students to trust their intuition when discovering effective movements • Find out why skiing is important to students • Work with students to create skiing goals • Provide follow-up exercises or focus point for skiing on their own

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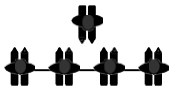
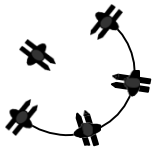
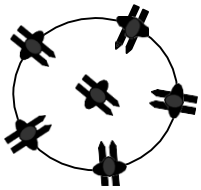
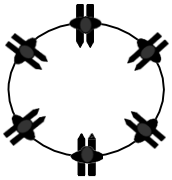
Class Handling

At Adaptive Level 3, you may be expected to teach individual or group lessons. For example, you may have a group of mono skiers or 3-track skiers, or a mix of the two. This chart displays some of the most common group arrangements.

Arrangement	Advantages	Challenges
Line-up  *Students stand next to each other in a row and face the instructor*	• Formal arrangement • Best used in narrow areas on the slopes • May be better for some learners in preliminary instruction	• May be too formal as the lesson progresses
Semicircular  *Students form a semicircle around the instructor*	• Provides good visual contact • Slightly less formal than line-up • Students feel closer to one another	• May still be too formal as the lesson progresses
Circle around the instructor  *Students form a complete circle around the instructor*	• Provides good visual contact • Slightly less formal than a line-up • Allows instructor to be close enough to each student to offer assistance • All the students can observe the instructor	• Instructor must change direction often allowing all students have a good view • Limited view of the instructor's face can diminish rapport • Students behind the instructor may have a hard time hearing • Need a space large enough for the circle without obstructing other skiers
Instructor within the circle  *Instructor joins the students in the circle*	• Establishes a sense of camaraderie between the instructor and students • Supports less assertive students • Encourages student communication	• Instructor must remember to direct attention to all students, particularly those right next to the instructor • Need a space large enough for the circle without obstructing other skiers

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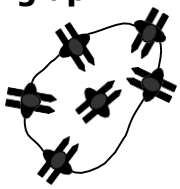
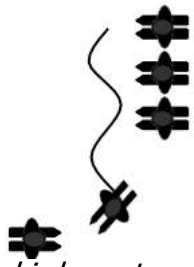
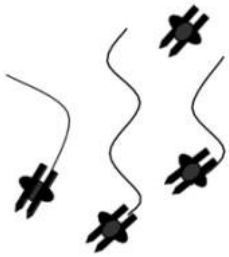
Huddling up  *Students gather around the instructor in a huddle*	• Promotes unity among students and the instructor • Enhances excitement about skiing by harnessing the shared energy of the students • Allows larger groups to hear the instructor • Helps students stay warm • Uses less space than a circle	• Less assertive students may always be left on the outer rim of the huddle • Remind everyone to speak up so that they can be heard, especially with larger groups
Follow me  *Students ski behind instructor*	• Good technique for moving a class from one place to another • Provides a measure of safety when the terrain is hazardous • Helpful when the path of descent over particular terrain enhances the learning process • Can ingrain a particular movement pattern	• May not be the safest choice in dense traffic • May not work well when students are learning a new skill • Does not promote students' decision- making processes • Not effective on challenging terrain
Call-down  *Students ski down to instructor one at a time*	• Good assessment tool • Easy to observe and critique individual skiers • Works well when class members support one another • Students can learn from receiving individual feedback, as well as observing others	• May intimidate shy or self-conscious students • Does not work well when there is tension among students • Limits skiing time when you have a large group
Free practice  *Instructor states the focus & students ski without further direction until meeting at a predetermined landmark*	• Allows instructor to give mini-lessons for students who need extra input • Can be effective when you have students with varying levels of skill, speed, and endurance • Subtle way to allow tired students to take a break without disrupting the rest of the class • Promotes self-discovery	• Can be chaotic if instructor does not have good control of the class • Everyone must be familiar with the pre-determined landmark • If the landmark is far away, be sure to establish a plan if someone gets lost • Effective follow-up discussion is needed to cement what has been learned by the students

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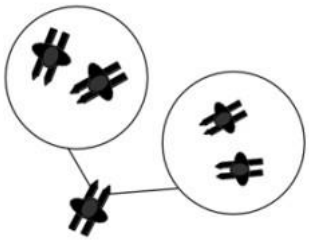
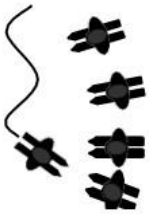
Micro-teaching  *Instructor conveys the focus and students break into smaller practice groups*	• Allows instructor to focus on students who need extra attention • With proper pairing, it may be less intimidating for shy students • Teaching or giving feedback to another student can clarify a student's understanding of the subject • Can be a great team-building exercise	• May not be effective with inexperienced students • May not work well when there is tension among students
Demonstration  *Instructor states the focus and demonstrates the maneuver to the students*	• Ideal for visual learners • Reinforces desired skiing image Note: When demonstrating both ineffective and effective techniques, be sure to end the demonstration with the effective technique	• Not as helpful for auditory or kinesthetic students • Not effective if instructor does not display proper technique • Can limit the students' skiing time if over-used

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Teaching for Transfer

The concept of teaching for transfer simply means students can transfer previously learned knowledge or skills to new learning or situations. It is easily done if the old learning and new learning are the same or similar. For example, an ice skater has more skills that are similar to skiing than a tennis player does. Realize this does not negate the skills of the tennis player; they are just not as easily transferred.

Students transfer learning in positive and negative ways. Positive transfer occurs when a previously learned skill is successfully applied to a new setting. For the ice skater, the ability to roll the foot to the inside edge of the skate would help to learn sidestepping. In the same way, the ability to roll an ankle while sidestepping can help if students feel their ankles roll to control edging while turning.

Negative transfer refers to some previous learning or movement pattern hindering the learning of a new movement. For a tennis player who always prepares for movement by standing on the balls of the feet getting used to using the whole foot may be difficult. Or, someone who has learned to sidestep but can only put the ski on edge in a particular manner, rather than actively moving the ski onto an edge, may find a ski railing to the point where turn shape cannot be controlled.

Instructors can facilitate transfer by understanding the mechanical elements of adaptive skiing. This enables them to create appropriate exercises to stimulate known movement patterns that can be applied to skiing movements. Without understanding the mechanical elements of what is being taught, it is easy to work through a set of progressions or tasks that hinder transfer or set students up for negative transfer. Also, by teaching the common elements of skiing at lower levels one can transfer those skills to upper levels.

Consciously teaching for transfer can increase success with students at all levels of skiing and with all different types of disabilities. An example is a student with an intellectual disability who does not like new things. By utilizing known skills and movement patterns at least some of the fear and discomfort can be allayed.

Remember, the skills taught in skiing may be used in a future lesson or in some other facet of the students' life.

Guidelines in Teaching for Transfer

1. Create training, practice situations, and/or skill use that are similar to those needed in applied settings.
2. Provide lateral practice in related tasks before transferring to new situations.
3. Watch for negative transfer and address it immediately if it appears.
4. Build from simple to complex.
5. Always supply a wide variety of concrete experiences so new learning is anchored.

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6. Provide appropriate feedback during the learning session and reinforce new behaviors.
7. Engage students in discussion and interaction during the learning process. Check for understanding.
8. Be sure that students are ready to learn or transfer learning. Moving too quickly during the learning process can hinder positive transfer.

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Seven Parameters for Effective Learning

The Learning Partnership is at the core of the teaching cycle. One way to help build and strengthen the partnership is by employing the Seven Parameters for Effective Learning to help an instructor formulate a teaching strategy.

1. **Teaching Style**

Take time to discover the learning preference of students. Tailor the lesson to their styles without ignoring the others. Remember humans learn best with information processed through a multitude of senses.

2. **Amount of Information**

Some people process a lot of information at one time, some only a little. Therefore, give those who can process low amounts of information only one thing to do and more to those who can process more.

3. **Feedback and Reinforcement**

Not everyone learns by getting positive feedback. Some people relate to negative feedback better than positive feedback. In fact, they constantly ask what they have done wrong! If this is the case, tell students what they are doing wrong. If students are a positive feedback learner focus on what is being done correctly and work on bringing other movements in line with that. Some people like an equal amount of negative and positive feedback. A good rule of thumb is to use the PNP rule; give positive feedback first, then negative, followed by positive.

4. **Interpersonal Control**

Some people like to control every situation, others are happy to roll with the punches. Once instructors get a feel for the students, create a tone that promotes a positive learning environment. For example, children's instructors might need to be high control while a private lesson with a high-powered client may call for looser control. Matching amounts of control with the personality of the students helps the lesson be more successful.

5. **Process vs. Outcome Orientation**

Do students want to get to the result right away or are they happy mastering each little step recognizing all the small gains the steps signify? Outcome-oriented learners desire end results. They must be shown how the process will eventually meet the outcome. They need broad goals with lots of experiential learning rather than lots of little exercises. Process-oriented learners need to know every little piece of what they are doing. They ask lots of questions. They seek depth and understanding along with experience. They have the patience to get to an overall goal one step at a time.

6. **Attention, Concentration, Distractions**

Everyone has issues that can detract from their learning environment. Attention may be short, unfocused, or students may be distracted, for example, on a crowded run. Students may become so focused on the task at hand that they are not aware of what

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and who is around! Some students get distracted with internal self-talk that can be either positive or negative. Take notice of each students attention span, distractions, motivation, confidence, intensity, and focus. The learning capacity of your students should pace the lesson.

7. **Teach from the Heart**

Show students you care about them and their experience. Be honest, empathetic and caring.

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Pacing

The orchestration of lesson activities with respect to your student's energy level is called pacing. It is critical for keeping your students motivated and safe. Here are some considerations for pacing an adaptive lesson.

Energy Peaks
Typically, students reach their energy peaks at mid-morning and mid-afternoon. They also tend to experience energy drops before lunch and at the end of the day. Find out when energy peaks occur for your students. Energy may be based upon diagnosis, medication, sleep, or other factors. Take advantage of energy peaks to ski challenging runs. Similarly, avoid taking students on the hardest run when their energy has ebbed, such as right before lunch or at the day's end.

Food
Be aware of hunger-induced energy drops before lunch and at the end of the day. Students may also be slow to warm up after lunch as food is digested. Some students in adaptive lessons may have diagnoses that affect metabolism or blood sugar levels such as diabetes. Ask about energy related to diagnosis, sleep, or medications during the student assessment and encourage students, especially those with blood sugar issues, to carry a healthy snack during the lesson.

Terrain
Skiing the most challenging terrain all day can be exhausting while restricting students to easy terrain can bore them. Be sure to vary terrain throughout the day according to goals, activities, energy, and desire.

Altitude
If teaching at a high elevation resort, remember students from low-elevations areas, regardless of their ability, will fatigue more easily than usual. Pace the lesson accordingly and remind students to drink lots of water.

Weather
Cold temperatures and high winds can tire out a person, especially someone coming from a warmer climate. Make sure students are dressed appropriately for the weather and be prepared to take more breaks when the weather is especially cold and/or windy.

Skiing Multiple Days
Students who lead otherwise sedentary lifestyles may tire when skiing for a full day or multiple days. Encourage students to get plenty of sleep and possibly take a day off if they are feeling especially tired.

Diagnosis
Remember that a students' diagnosis can impact strength and stamina. If students become overly fatigued, it may impact their energy level for many days. Check students energy level regularly to avoid exhaustion.

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Mood
You can help manage your student's mood by varying the intensity of the lesson. Be sure to include both easy and challenging runs and mix learning activities with fun activities. Keep the lesson atmosphere emotionally safe.

Restlessness
Students will let you know if the lesson is moving too slowly. Look for signals that indicate students are getting restlessness, such as pole tapping, shuffling feet, or looking around at passing skiers.

Signs of Fatigue
Beware of fatigue throughout the lesson. Signs could include lack of concentration, more falls than usual, or a marked drop in performance.

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Feedback

When done correctly, feedback can reinforce positive change and redirect unproductive movements or actions in your guests. The five P's are easy to remember guidelines for giving feedback.

Personal contact	Have you gotten to know your students? Have you developed rapport and built trust? Until you have developed this personal connection, then may not be willing to accept feedback from you.
Permission	Have you asked your students for permission to give feedback? Did you check to see if they want a warm-up run before you start giving feedback? Unwelcome feedback will only alienate students—it will not further the lesson.
Private vs. public	This is especially important for group lessons. Some people do not mind if you give them feedback in front of others; some people prefer to get the feedback one-on-one. This is also something to keep in mind for children. Are they comfortable getting feedback in front of their parents? Of course, feedback on safety issues should always be shared with parents.
Preference	How do your students want to receive feedback? Do they want you to tell them immediately when you see ineffective movements? Or would they prefer you save your feedback for the chairlift or the end of the day? Do they want you to give a detailed analysis or cheer them on when doing well? Your students may tell you some preferences and as you get to know them better, you may also notice what works best for them.
Paraphrase	Do you know if your students understand your feedback? You can ask them to paraphrase it to be sure.

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Progression Development Worksheet

Progressions and exercises used for one guest can easily be adapted for another, whether those students are receiving an adaptive lesson or not, thus greatly expanding one's ability to apply their experience to a magnitude of situations. This worksheet is designed to increase your understanding and application in this area. Start by working with the specialty that is most comfortable. Then decide on a performance outcome, such as "learn to ski bumps." Write the performance outcome at the top of the worksheet. Next, figure out the body mechanics needed to provide that outcome. Then write down a progression you can use to accomplish the desired outcome. Lastly, adapt that progression to each specialty and see just how little it may change. Changes may be in the body mechanics due to guest profile or the presentation, but the ultimate outcome should be the same.

Performance Outcome:								
		Able-Bodied	*Mono-Ski*	*Bi-Ski*	*3-Track*	*4-Track*	*Cognitive*	*VI*
Effective Body Mechanics	*Stance*							
	Edging Movements							
	Rotary Movements							
	Pressure Control Movements – Fore/Aft							
	Pressure Control Movements – Foot to Foot							
	Controlling Magnitude of Pressure							
Progression								

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Coaching

While the lines between teaching and coaching are often blurred, they are two distinct and valuable skills to develop as an adaptive ski instructor. Teaching is showing or telling students how to do something they did not already know.

Coaching is allowing students to learn based on what they already know and providing critical guidance only when necessary. A teacher imparts knowledge and skills; a coach acts as a clear, non-judgmental mirror that reflects what really happens in the student's efforts.

The Presuppositions of Adaptive Coaching

The following list is based on the presuppositions of NLP, originally developed by Alfred Korzybski. They are called presuppositions because you pre-suppose them to be true. If you like the results, continue to act as if they are true. Please note that this is **NOT one more list for you to memorize**. Instead, use it as a basis for developing your own coaching philosophy.

1. **People respond to their experience, not to reality itself.**
   Students cannot change reality but can change how they see life (worldview). Coaching is about noticing the worldview and when that worldview is self-defeating, offering students alternative views.
2. **Always respect the other person's model of the world.**
   Every individual has his/her own set of assumptions and beliefs. You do not have to agree with those assumptions and beliefs, but it is essential that you respect them.
3. **Having a choice is better than not having a choice.**
   Always structure your lessons with options so that if one plan does not work, you can try another. Remember, if whatever you are doing is not working, do something else.
4. **People always make the best choices available to them at the time.**
   If students adopt a certain behavior or movement, it is because once upon a time it worked. It may or may not work now. A good coach offers students more effective behaviors and movements.
5. **There is no such thing as failure. There is only feedback.**
   Every result gives you information. Sometimes your result is success and other times it is a real-life demonstration of how not to do something. As an adaptive coach, it is important for you to help students analyze the feedback and discover what is working and what is not working. Then you can form a new plan of action and try again. It is also critical for you to help students separate their results from their identity. Otherwise, their self-esteem can be hurt by the feedback.
6. **The meaning of your communication is the response that you get.**
   Remember that you cannot not communicate—you are always communicating by what you

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say, what you do not say and by a host of non-verbal signals. However, the response you get may be different than the one you wanted, so you need to be constantly aware of students' responses to your communication and adjust accordingly.

7. **Mind and body are indivisible parts of the same system.**
   Mind and body interact and mutually influence each other. It is not possible to make a change in one without the other being affected. When we think differently, our bodies change and when we act differently, we change our thoughts and feelings. As an adaptive coach, be on guard for negative thinking, which can adversely impact students' performance and how their body responds.
8. **We process all information through our senses.**
   As an adaptive coach, help students develop their senses so they become more acute. What do you see happening to your knees when you make a turn? Where do you feel the tipping movement? What do you hear that indicates we are near the chairlift?
9. **Modeling successful performance leads to excellence.**
   Identify the components and strategies of an excellent skier and teach them to your students.
10. **Anything can be accomplished when the task is broken down into small enough chunks.**
    Structure your lesson so that the goal is divided into pieces that are of manageable size for students.
11. **We are all in charge of our own minds and therefore our results.**
    While students may not be able to control a given situation, they can control how they respond to that situation. Help them make effective choices.
12. **Genuine understanding only comes from experience.**
    The learning is in the doing, so spend less time talking and more time skiing!

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Diagnoses, Medication Classifications, Human Anatomy and Body Mechanics, and Racing Information to Study

Adaptive instructors are expected to know a wide variety of diagnoses and associated adaptive ski equipment, techniques, and medications. You may be tested verbally on the following disabilities and medications throughout the course of your Level 3 assessment or as part of your written assessment.

Diagnoses

The following diagnoses are those most frequently seen in adaptive skiing. It is expected that your knowledge of these diagnoses is deeper than that of Level 1 or Level 2 adaptive instructors and that you understand the impacts of multiple diagnoses on a student. Your knowledge of these diagnoses should include but is not limited to:

1. Symptoms
2. Common causes and prognoses
3. Special considerations for skiing
4. How the diagnosis affects body mechanics and a person's ability to ski
5. Adaptive equipment that may be used for the guest with the diagnosis
6. Classes of medications and other treatments that are commonly used in treatment of the diagnosis
7. Assessment processes for guests with specific diagnoses
8. Possible learning and teaching styles for a guest with a specific diagnosis

- Alzheimer's disease
- Amputation
- Attention deficit/hyperactivity disorder
- Autism spectrum disorder
- Balance impairment
- Brain injury
- Cancer
- Cataracts
- Cerebral palsy
- Cerebrovascular accident
- Cognitive disability
- Congenital anomalies of hip/leg/foot
- Diabetes
- Diabetic retinopathy
- Down syndrome
- Epilepsy
- Fetal alcohol syndrome
- Fragile X syndrome
- Friedreich's ataxia
- Glaucoma
- Hemiplegia
- Intellectual disability
- Learning disability
- Light damage
- Muscular dystrophy
- Myasthenia gravis
- Myopia
- Neuromuscular disease
- Paralysis & Paresis
- Poliomyelitis
  Post Polio
- Post traumatic stress disorder
- Retina Detachment
- Retinitis pigmentosa
- Sensory processing disorder
- Spina bifida

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- Corneal disease
- Developmental disability
- Lupus
- Macular degeneration
- Multiple sclerosis
- Spinal cord injury
- Strabismus

These diagnoses are seen also seen, though sometimes less frequently, but still likely to be encountered at some point, especially by Level 3 instructors. Candidates are expected to have basic knowledge of these diagnoses, including symptoms and the special considerations for skiing.

- Albinism
- Amblyopia
- Amyotrophic lateral sclerosis
- Ankylosing spondylitis
- Aphasia
- Apraxia
- Arthritis
- Arthrogryposis
- Asthma
- Astigmatism
- Burns (including chemical)
- Cystic Fibrosis
- Cystic fibrosis
- Dementia
- Diplopia
- Deaf, hearing impaired
- Dwarfism
- Dysarthria
- Dyslexia
- Dyspraxia
- Edwards syndrome
- Emotional behavioral disorder
- Huntington's Disease
- Hyperopia
- Neurocognitive disorder
- Neurodevelopmental disorder
- Neurological impairment
- Non-verbal learning disorder
- Ophthalmoplegia
- Parkinson's disease
- Rett syndrome
- Spinal muscular atrophy
- Tumor
- Charcot-Marie-Tooth disease
- Chronic traumatic encephalopathy
- Guillain-Barré syndrome
- Hemianopia
- Tunnel vision
- Vascular disease

Medication Classifications

The following classifications of medicines are commonly used to treat the disabilities listed previously. 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.

- Analgesics
- Anti-anxiety
- Antibacterial
- Antibiotics
- Anticholinergics
- Anticoagulants
- Anticonvulsants
- Antidepressants
- Antidiabetics
- Antiemetics
- Antihypertensives
- Anti-inflammatory
- Antimalarials
- Anti-Parkinson's
- Antipsychotics
- Antispasmodics
- Chemotherapy
- Diuretics
- Gold treatments
- H2 Blockers
- Immunosuppressive
- Psychostimulants
- Sedatives
- Stool Softeners

Human Anatomy and Body Mechanics

You are expected to have a rudimentary knowledge of human body anatomy.

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You can find an explanation of basic human anatomy in PSIA's *Alpine Technical Manual*.

You are expected to understand vision terms (acuity, depth of perception, field of vision, legal blindness, and tunnel vision) and be able to describe how the eye works as well as hearing related considerations. This information is available in PSIA's *Adaptive Alpine Technical Manual*.

Racing for Adaptive Skiers

Racing can be an activity used for everyday fun, motivation, reward, and skill building and for competitive minded skiers. A variety of racing opportunities exist and may vary between resorts or from region to region and could include nationally governed programs, Masters, collegiate, high school, town or resort race series. Athletes can race in an inclusion setting in able-bodied programs or compete in specific programs for adaptive skiers. Learn about the rules, classifications, coaching resources, and events of the racing programs listed below at their associated websites:

Paralympic Alpine Ski Racing	http://www.paralympic.org/alpine-skiing
Special Olympic Alpine Ski Racing	http://www.specialolympics.org/our-work/sports/alpine-skiing
NASTAR Alpine Ski Racing	http://www.nastar.com/
USSA	usskiandsnowboard.org/

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Practice Scenarios

Pick one guest profile and one teaching scenario. Do an assessment and then set a plan to help the guest acquire the skills to reach their goal. This is by no means an exhaustive list of disabilities or possible teaching scenarios. Combine various profiles and scenarios to create practice lessons and apply information asked in the Questions section below.

Guest Profiles

1. 52-year-old male. Diabetic, right foot amputation, and blind.
2. 22-year-old male. Frontal lobe injury from gunshot wound one year ago in a gang encounter.
3. 61-year-old female. Severe arthritis in hips and knees and post-polio syndrome.
4. 17-year-old female. Spina bifida. Walks upright using swing-through gait. Wears polypropylene AFO's and has sores on her right calcaneus.
5. 42-year-old female. Right BK and PTSD due to assault. Wants to ski wearing her prosthesis.
6. 38-year-old male. Retired NASCAR driver. C5-6 complete quad from a race crash. Asthma. Has just returned home from hospital after care for pressure sores on his left ischium.
7. 28-year-old male. Right BE left AK from an electrical accident.
8. 39-year-old female. MS and retinitis pigmentosa.
9. 7-year-old male. Severe ADHD and a seizure disorder.
10. 27-year-old male. T11-12 SCI and closed brain injury. Acquired injuries in the military due to a roadside bombing.
11. 40-year-old male. Significant vision and hearing loss.
12. 18-year-old male. Spina bifida, learning disabilities, and uses a mono-ski.
13. 31-year-old male. Highly decorated fire fighter who acquired incomplete quadriplegia from a fall at work.
14. 12-year-old female. Rett syndrome, non-communicative, and stand skis.
15. 70-year-old male. Parkinson disease and a life-long alpine ski instructor.
16. 32-year-old female. Cerebral palsy with dysarthria. Lives independently and uses a walker or wheelchair for ambulation.
17. 64-year-old male. Hemiparesis and receptive aphasia due to stroke.
18. 16-year-old female. Down syndrome and strabismus. Overweight and wants to gain confidence.
19. 19-year-old female. Deaf and epilepsy.
20. 13-year-old male. Charcot-Marie-Tooth disease.

Teaching Scenarios

1. Skis blues with consistent medium radius turns. Use this as preparation to ski bumps.
2. Develop upper and lower body separation.
3. Teach the difference between medium and long radius turns.

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4. Carve medium and long radius turns.
5. Link parallel turns.
6. Play with turn shapes. (Discuss why different turn shapes may be used.)
7. Teach a pole touch for those with poles, stage 1, 2, or 3 outrigger usage for those with riggers.
8. Inside leg/rigger steering.
9. Expand turn initiation possibilities.
10. Tactics in powder, ice, and/or crud.
11. Blocking pole/rigger plant.
12. Counter Rotation or Anticipation/Release.
13. Strategies for efficiently moving across flats, narrow cat tracks, and double fall line egress routes.
14. Approaches for effectively dealing with crowds, noise, and distractions
15. Terrain based activities for skill development and fun.
16. Pacing the lesson for best use of cognitive, affective, and physical strength of the student.
17. Activities to anchor learning for students with various learning preferences.
18. Providing feedback to students who are sensitive to receiving it.
19. Skill development for entry level racers.
20. Basic course tactics for slalom and giant slalom racing.

Questions

1. Assessment
    a. Refer to the *Adaptive Alpine Technical Manual* for assessment information. Discuss all possible cognitive, affective, and physical manifestations associated with the students diagnoses.
    b. What, if any, ambulation aids are used? Why do they use them? How will they affect skiing?
    c. Discuss any safety, communication, behavior, and other concerns students may have.
    d. Determine which adaptive technique/equipment students will use to ski at this time. Give rationales for the choice and consider other pieces of adaptive equipment that may be used instead. Explain any adaptations or changes over time.
2. Teaching
    a. Discuss how the information gained during the assessment will affect goal setting, lesson planning, and teaching technique.
        i. Instructor behavior;
        ii. Student behavior/preferences;
        iii. Practice;
        iv. Pacing; and

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v. Motivation, etc.

3. Technical
    a. Discuss how the information gathered during the assessment will affect ski technique. What steps can be taken to mitigate problems?
    b. How will the skiing model be adapted to accommodate students?
    c. Are the goals realistic?
    d. Explain the rationale behind all technical decisions made.

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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 Alpine Level 3 assessment. However, it is by no means comprehensive and you should study and be very familiar with the following resources.

PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
PSIA-RM-AASI Guide for Common Gaits in Students (free download)
PSIA-RM-AASI Guide for Teaching Students 3-Tracking & 4-Tracking (free download)
PSIA-RM-AASI Guide for Teaching Students Bi-Skiing (free download)
PSIA-RM-AASI Guide for Teaching Students Mono-Skiing (free download)
PSIA-RM-AASI Guide for Teaching Students Ski Biking (free download)
PSIA-RM-AASI Guide for Teaching Students Using a Slider (free download)
PSIA-RM-AASI Guide for Teaching Students with Cognitive Diagnoses (free download)
PSIA-RM-AASI Guide for Teaching Students with Vision-Related Diagnoses (free download)
https://www.psia-rm.org/education/adaptive-alpine/#1539010390285-10c2e42a-77d1

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

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

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Adaptive Instruction Supplement: Diagnoses & Medication Classifications*, Lakewood, CO: The American Snowsports Education Association, Inc., 2019. Download www.thesnowpros.org.

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Adult Alpine Teaching Handbook*. Lakewood CO: American Snowsports Education Association Education Foundation, 2015.

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Alpine Technical Manual*. Lakewood, CO: The American Snowsports Education Association, Inc., 2015.

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 & American Association of Snowboard Instructors. *Teaching Snowsports Manual*. Lakewood, CO: The American Snowsports Education Association, Inc., 2018.

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

For PSIA-RM Educational Events 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%20Adapative%20Alpine%20Exam%20Supplement%20Final%206.4.14.pdf?ver=2016-09-06-113404-923

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Appendix B: Study References for Adaptive Alpine Assessment – Level 3 Outcomes

This list of study references and resources is just a start in your preparation for your Level 3 Assessment. At this level, you are expected to develop additional resources as an adaptive ski instructor.

Skiing Adaptive Alpine Level 3 Assessment Outcomes	Study References & Resources
Adaptive functional skiing tasks *Note: videos are not available for all functional skiing tasks.	Adaptive Alpine Level 3 Prep Educational Event
	School trainer or TTP trainer
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Individual Development Pathway – Adaptive Skiing Standards
	Functional Skiing & Technical Outcomes document – free download www.psia-rm.org
Milestone Demonstrations	School trainer or TTP trainer
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
	Demonstration videos – see Functional Skiing & Technical Outcomes document (free download www.psia-rm.org)
Teaching Components Adaptive Alpine Level 3 Assessment Outcomes	Study References & Resources
Teaching/Learning Cycle	*Teaching Snowsports Manual* (PSIA-AASI)
Learning Styles	*Teaching Snowsports Manual* (PSIA-AASI)
Parameters for Effective Teaching	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
Teaching for Transfer	*Teaching Snowsports Manual* (PSIA-AASI)
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
Lateral Learning	*Teaching Snowsports Manual* (PSIA-AASI)
Feedback	*Teaching Snowsports Manual* (PSIA-AASI)
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
Pacing	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)

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Lesson content	Adaptive Alpine Level 3 Prep Educational Event
	School trainer or TTP trainer
	Teaching Snowsports Manual (PSIA-AASI)
	Alpine Technical Manual (PSIA-AASI)
	Adaptive Alpine Technical Manual (PSIA-AASI)
Class handling	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
	Teaching Snowsports Manual (PSIA-AASI)
Teaching styles	*Teaching Snowsports Manual* (PSIA-AASI)
Coaching	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (this document)
	Teaching Snowsports Manual (PSIA-AASI)
Guest Centered Teaching	PSIA-RM-AASI Adaptive Alpine Assessment Material – Levels 1 & 2: Guest Centered Teaching (GCT)
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Levels 1 & 2: PSIA-Rocky Mountain • GCT™ Lesson Planning Worksheet
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Levels 1 & 2: PSIA-Rocky Mountain • GCT™ Lesson Planning Blank Worksheet
Technical Components	
Adaptive Alpine Level 3 Assessment Outcomes	Study References & Resources
Alpine Skiing Fundamentals	*Alpine Technical Manual* (PSIA-AASI)
	Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines (PSIA-AASI)
Skill blending	*Alpine Technical Manual* (PSIA-AASI)
	Teaching Snowsports Manual (PSIA-AASI)
ATS	*Alpine Technical Manual* (PSIA-AASI)
Adaptive ski instruction	*Adaptive Alpine Technical Manual* (PSIA-AASI)
	Adaptive Instruction Supplement: Diagnoses & Medication Classifications (PSIA-AASI)
	PSIA-RM-AASI Guide for Teaching Students 3-Tracking & 4-Tracking
	PSIA-RM-AASI Guide for Teaching Students Bi-Skiing
	PSIA-RM-AASI Guide for Teaching Students with Cognitive Diagnoses
	PSIA-RM-AASI Guide for Teaching Students Mono-Skiing
	PSIA-RM-AASI Guide for Teaching Students Using a Slider
	PSIA-RM-AASI Guide for Teaching Students with Vision-Related Diagnoses
	PSIA-RM-AASI Guide for Common Gaits in Students

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	PSIA-RM-AASI Guide for Teaching Students Ski Biking
Adaptive equipment	*Adaptive Alpine Technical Manual* (PSIA-AASI)
	Resources available through individual equipment manufacturers
	Adaptive Instruction Supplement: Diagnoses & Medication Classifications (PSIA-AASI)
	PSIA-RM-AASI Guide for Teaching Students 3-Tracking & 4-Tracking
	PSIA-RM-AASI Guide for Teaching Students Bi-Skiing
	PSIA-RM-AASI Guide for Teaching Students with Cognitive Diagnoses
	PSIA-RM-AASI Guide for Teaching Students Mono-Skiing
	PSIA-RM-AASI Guide for Teaching Students Using a Slider
	PSIA-RM-AASI Guide for Teaching Students with Vision-Related Diagnoses
	PSIA-RM-AASI Guide for Common Gaits in Students
	PSIA-RM-AASI Guide for Teaching Students Ski Biking
Disability understanding	*Adaptive Alpine Technical Manual* (PSIA-AASI)
	Adaptive Instruction Supplement: Diagnoses & Medication Classifications (PSIA-AASI)
	https://nei.nih.gov/kids/about_the_eye
	https://nei.nih.gov/healthyeyes/howwesee
	https://www.nei.nih.gov/sites/default/files/nehep-pdfs/EyeHandout_508.pdf
Medication understanding	*Adaptive Alpine Technical Manual* (PSIA-AASI)
	Adaptive Instruction Supplement: Diagnoses & Medication Classifications (PSIA-AASI)
Movement Analysis	
Adaptive Alpine Level 3 Assessment Outcomes	Study References & Resources
Alpine Skiing Fundamentals	*Alpine Technical Manual* (PSIA-AASI)
	Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines (PSIA-AASI)
Skill blending	*Alpine Technical Manual* (PSIA-AASI)
	Teaching Snowsports Manual (PSIA-AASI)
Movement Analysis	*Adaptive Alpine Technical Manual* (PSIA-AASI)
	Teaching Snowsports Manual (PSIA-AASI)
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Levels 1 & 2: Movement Analysis Filter
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Levels 1 & 2: Movement Analysis Worksheet
	Fundamental Mechanics of Alpine Skiing Across Adaptive

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	Disciplines (PSIA-AASI)
Safety Adaptive Alpine Level 3 Exam Outcomes	Study References & Resources
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/

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