



ROCKY MOUNTAIN

Impulsive, Inattentive, and Spirited Guests in Snowsports Lessons

Duration (Hours/CEUs)

1 day / 6 CEUs

Learning Connection Highlight

Teaching Skills, People Skills

Course Description

This one-day on-snow clinic builds practical Teaching and People Skills for working with impulsive, inattentive, highly energetic, or easily overwhelmed guests. Participants will practice adapting communication, task size, pacing, terrain, and support to improve safety, participation, and learning.

Recommended Preparatory Learning or Prerequisites

- Review the PSIA-AASI Learning Connection, with attention to Teaching Skills and People Skills.
- Read “Behavior is Communication” if available before the clinic.
- Come prepared with one real or realistic teaching scenario involving a guest who may be impulsive, inattentive, highly energetic, easily overwhelmed, or challenged by transitions, waiting, group movement, or multi-step directions.

Prerequisite Courses and Skills

- Current PSIA-AASI membership.
- Knowledge and application of the NSAA Responsibility Code.
- Ability to ski or ride beginner and novice terrain safely in a group setting.
- No adaptive certification is required.

Learning Outcomes

By the end of this clinic, successful participants will be able to:

OPTION 1:

- Identify how impulsivity, inattention, high energy, or overwhelm may communicate a guest’s need for clearer structure, different pacing, sensory support, or a smaller task.
- Adapt communication, terrain choice, group positioning, pacing, and task size to support guest safety, participation, and learning.
- Apply practical teaching and behavior-support strategies, including clear boundaries, one-step directions, predictable routines, visual targets, meaningful choices, and planned breaks.



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- Determine when to continue adapting within the lesson and when to seek additional support from another instructor, supervisor, adaptive lead, caregiver, or patrol.

Learning Experiences

- Explore common lesson scenarios involving impulsivity, inattention, high energy, overwhelm, transitions, waiting, group movement, and multi-step directions.
- Identify how guest behavior may communicate needs related to structure, pacing, task size, sensory input, communication, or support.
- Practice using clear start and finish points, one-step directions, visual targets, first/then language, meaningful choices, and predictable routines.
- Explore how terrain choice, group positioning, lift mazes, noise, and waiting time can support or interfere with guest participation and learning.
- Practice adapting a learning activity by changing the cue, task size, pacing, environment, feedback, level of support, or group management.
- Collaborate with peers to create and adapt short teaching segments for guests who need more movement, clarity, processing time, or support managing energy and emotions.
- Discuss when to continue adapting within the lesson, when to reduce or add support, and when to seek help from another instructor, supervisor, adaptive lead, caregiver, or patrol.
- Reflect on how Teaching Skills and People Skills can be used together to support safety, connection, participation, and learning.

Materials/Equipment Needed

- Optional: props to enhance learning, teaching tools, or simple physical-assist tools, such as poles, hoops, tip clips, or other supports you commonly use at your school.
- Personal ski and ride equipment