

PSIA - ROCKY MOUNTAIN - AASI ADAPTIVE CERTIFICATION STANDARDS

Adaptive Alpine Exam Material

Rocky Mountain Trainer

Revision 08-01-19



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

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Table of Contents

Purpose of the RMT Process	3
Candidate Prerequisites	3
General Information	3
Assessment Format	4
Functional Skiing & Technical Application Outcomes	5
Movement Analysis Filter	9
Guest Centered Teaching (GCT)	11
Teaching for Transfer	15
Seven Parameters for Effective Learning	16
Trainers Guideline for Creating Clinic Outlines	17
Clinic Outline	20
Adaptive Rocky Mountain Trainer Camp Outline	21
Diagnoses and Medications to Study for your RMT Exam	22
Appendix A: Resource List	24
Appendix B: Study References for Adaptive RMT Exam Outcomes	26

Purpose of the RMT Process

Welcome to the PSIA-RM Adaptive RMT Process! We want to welcome you and congratulate you on deciding to further your education as an adaptive snowsports educator.

The purpose of the process is to prepare you to become a well-rounded adaptive ski trainer for your home resort. This multi-faceted process involves an assessment of your presentation skills, disability knowledge, movement analysis/technical proficiency, and skiing mastery.

The Adaptive RMT process is very candidate-driven and requires you to prepare and self-train. This document is only a guide for your preparation. We suggest you familiarize yourself with all of this content, as well as the material for Levels 1 through 3.

Your preparation includes a mandatory two-day Adaptive Rocky Mountain Trainer Camp, which is outlined later in this document. Prior to the camp, read the outline thoroughly and bring all of the required items.

The RMT process is also an evaluative process. In preparation for the two-day evaluation, most successful candidates seek peer reviews as well as a solid mentor who can guide them to develop their skills.

Candidate Prerequisites

A candidate for Adaptive Rocky Mountain Trainer 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 64 hours of adaptive clinic presentations.
- Be able to present and meet the Adaptive Level 1 – 3 outcomes, as well as the Rocky Mountain Trainer outcomes.
- Be certified Adaptive Level 3 through PSIA-RM-AASI. (Note: if your Adaptive Level 3 certification is not through PISA-RM-AASI, please contact the PSIA-RM-AASI office at 970-879-8335.)
- Suggested but not required: Attain Alpine Level 2 certification.
- Attend the Alpine Rocky Mountain Trainer Camp.

General Information

All references to ATS refer to:

- American Teaching System: Second & Third Edition
 - *Core Concepts for Snowsports Instructor* (PSIA-AASI)
 - *Alpine Technical Manual* (PSIA-AASI), Skiing and Teaching Skills.
 - All references to skill blending refer to balance, rotary, edge control, and pressure control movements.
- Variety of turn shapes refer to short, medium, and long.

- All class levels refer to ATS Levels 1-9.
- Learning styles (preferences) refer to VAK and/or Doer, Thinker, Watcher, and Feeler.
- All references to "Your Responsibility Code" refer to the National Ski Areas Association (NSAA) Responsibility Code.

Assessment Format

The Adaptive Rocky Mountain Trainer assessment is presented in a two-day format. The candidate is evaluated on:

- Personal skiing and knowledge of common skills and movements as applied to that skiing
- Skiing ability with adaptive equipment
- Presentation skills
- Teaching knowledge integration into presentation
- Technical knowledge across the spectrum of skiing, from equipment influences to external forces to biomechanics of efficient technique
- Beginning racing knowledge

The candidate is evaluated by one examiner each day, receiving a scorecard from each examiner. The candidate must pass each day. There are no partial passes due to the blending of skills needed to be a peer-level clinician.

Certificates and pin are awarded on the second day after successful completion of the exam.

Certified Rocky Mountain Trainers 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. They may also apply to become part of the PSIA-RM-AASI education staff.

Functional Skiing & Technical Application Outcomes

Category I: Skiing

General

The candidate is able to perform the following criteria and tasks in his/her personal skiing (or disability equivalent). Detailed information about the Levels 1 and 2 tasks, including the outcomes and Individual Development Pathway Standard, can be found in the *Levels 1 & 2 Functional Skiing Exam Material* on the PSIA-RM-AASI website at www.psia-rm.org (free download). Detailed information about the Level 3 tasks, including the description and standards, can be found in the *Level 3 Exam Material* also on the PSIA-RM-AASI website (free download).

1. Ski dynamic parallel turns on all mountain terrain in all conditions.
2. Show appropriate skill blending on all mountain terrain except for the most extreme.
3. Reduce, generate, or maintain speed without interrupting overall rhythm and flow.
4. Maintain a consistent balanced stance.
5. Demonstrate a variety of exercises, tasks, and skill blends upon request.

Adaptive Functional Skiing Tasks for Levels 1 & 2

The candidate is able to ski...

Highlighted Skills

1. Linked Sideslips on groomed blue terrain
2. Railroad Track Turns on groomed green terrain
3. Outside Ski Turns on groomed gentle green to low angle blue terrain
4. Stem or Step Turns on harder blue to black terrain

Basic Blended Skills

1. Wedge Turn on groomed green terrain
2. Wedge Christie on groomed green terrain
3. Lane Change on groomed blue terrain
4. Parallel on groomed harder green to easy blue terrain

Applied Skills

1. Skiing Variable Terrain or Conditions on ungroomed blue terrain
2. Skiing in Bumps on ungroomed blue terrain
3. Hourglass Parallel Turns on groomed harder blue to easy black terrain
4. Stem or Step Turns on groomed harder blue to easy black terrain
5. Synchronized Skiing on groomed easy black terrain

Adaptive Functional Skiing Tasks for Level 3

The candidate is able to ski...

1. Pivot Slips on groomed harder blue to black terrain
2. Bump Run without Poles on harder blue to black terrain
3. Short Radius Turns with Alternating Groups of Braking & Gliding Turns on easy black terrain
4. Step Turns on black terrain
5. Free Skiing on black terrain
6. Wedge Turns on any green terrain
7. Wedge Christie Turns on any green and blue terrain
8. Basic Parallel Turns on smooth green or blue terrain
9. Dynamic Parallel Turns on any groomed or recently groomed black terrain

Category II: Presentation Skills

Knowledge

The candidate is able to...

1. Present to the group how to use a variety of teaching styles in a clinic and how to identify and address different learning styles (preferences) in a clinic situation.
2. Discuss how to integrate *Your Responsibility Code* and *Smart Style* into clinics.
3. Present the following elements pertaining to teaching and learning and how each element may affect a clinic participant's learning experience: parameters for effective teaching, teaching for transfer, feedback, pacing, and lesson content.
4. Present the different diagnoses commonly encountered in adaptive skiing and the effects the diagnoses may have on learning.
5. Present the concept of racing for individuals with disabilities.

Application

The candidate is able to...

1. Present how to do an in-depth evaluation of any adaptive skier, including an assessment of strength, mobility, range of motion, and communication.
2. Effectively utilize all parts of the Teaching/Learning cycle in clinic presentations.
3. Demonstrate strong guiding, tethering, and communication techniques on any terrain on the mountain.
4. Individualize presentations by determining learning styles (preferences) and utilizing a variety of teaching styles, methodologies and strategies to accommodate preferences.
5. Incorporate the concept of lateral learning in all presentations to enhance skill development and skill applications and to improve performance and versatility.
6. Use various forms of reinforcement, practice, and feedback to create an optimal learning environment.
7. Describe in depth the skier services and activities at the home area which enhance student enjoyment.

8. Create and maintain an environment that fosters a comfortable learning pace and accommodates any special requirements of the clinic participants.

Category III: Professional Knowledge

Terminology

The candidate is able to...

1. Discuss all terminology and skiing related concepts from the ATS manuals and adaptive manuals, demonstrating understanding through skiing performance.
2. Relate specific skiing terminology to presentations through use of simple language and by relating the terminology to feelings and achievable movements.

Equipment

The candidate is able to...

1. Present in detail all adaptive equipment, their differences/likenesses, analyze how it functions, and prescribe appropriate modifications for different diagnoses, including multiple diagnoses.

Disability Understanding

The candidate is able to...

1. Thoroughly discuss and analyze any diagnosis, including physical, cognitive, communicative, and mental disorders, or any combination thereof, and their effect on skier performance.
2. Describe medications in depth, what they are used for and their potential side effects, paying special attention to interactions encountered while skiing.

Alpine Skiing Fundamentals / Skill Development and Movement Analysis

For all skiers, able-bodied and adaptive, from beginning through instructor training levels, the candidate is able to...

1. Give a presentation on the Alpine Skiing Fundamentals (including skill blending) and relate those fundamental movements to different situations, terrain, and snow conditions. Discuss the similarities and differences in teaching different people and specialties.
2. Describe how skill blending relates to different situations and conditions.
3. Relate skill blending to the different populations and levels of skiers (e.g. adaptive skiers, seniors, women, children, and top athletes).
4. Relate skill blending to various internal and external forces generated in a variety of skiing situations.
5. Give a presentation on common movement patterns in able-bodied and adaptive skiing.
6. Give a presentation on movement analysis and describe cause-and-effect relationships as related

to skill usage, in different phases of the turn.

- a. Describe developmental skill needs, by priority, for each situation.
- b. Prescribe exercises and tasks that target clinic participants' needs and which should improve their performance.

Movement Analysis Filter

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

DIRT – “How”

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

Step 1: Describe the skis’ performance in a specific location of the turn.

Step 2: Describe the body parts and their specific movements in that specific location of the turn that creates the skis’ performance

Step 3: Construct Cause & Effect Relationships (4) and describe how they affect skier’s balance/stance throughout turn.

Worksheet

Ski Performance ↔ Body Performance in Phases of Turn

		Transition/Initiation	Shaping	Finish/Transition
Fore/Aft		↔	↔	↔
Pressure	Ski/Ski	↔	↔	↔
Maintain		↔	↔	↔
Rotary		↔	↔	↔
Edge		↔	↔	↔

Guest Centered Teaching (GCT)

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

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

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

Your Guest

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

- Motivational Needs
- Understanding Needs
- Movement Needs

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

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

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

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

Instructor Behavior

Identification Activities help you determine the needs of your students. The foundation of a positive

skiing/snowboarding experience rests on your ability to accurately identify their Motivational, Understanding, and Movement Needs. You can identify these needs by asking questions, making observations, and verifying any assumptions.

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

PSIA-Rocky Mountain • GCT™ Lesson Planning Worksheet

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		MOTIVATIONAL NEEDS	UNDERSTANDING NEEDS	MOVEMENT NEEDS
Student Profile Name: Age: Phys ical: Equipment: Background:	IDENTIFICATION ACTIVITIES	<ul style="list-style-type: none"> • What does the student say s/he wants? • What do you think (infer or assume) the student needs? • Why do you think that? (Be specific— words, non-verbal cues, background information.) • How will you probe more deeply and verify your conclusions and assumptions (questions, observations) • What non-skiing background can you bring into the lesson (hobbies, passions, athletic activities, skills, learning styles, career choices, education, family, fitness, energy, personality, equipment; positive & negative transfer)? 	<ul style="list-style-type: none"> • What does the student understand about skiing? • What might the student misunderstand about skiing? • How does the student’s understanding and/or misunderstanding affect his/her Movements and Motivational Needs? • How important is the student’s NEED for understanding? (Is better understanding for its own sake a Motivational Need for this student?) • Identify the student’s Learning Preferences. • Why do you draw these conclusions? • How will you verify your conclusions? 	<ul style="list-style-type: none"> • Identify ability level and type of turn • Overall picture—what stands out? • Assess stance • Assess equipment setup & alignment issues • Identify intent (defensive, offensive, other) • Describe rotary mechanics (Upper body— Rotation, Counter-rotation, Blocking Pole Plant; Let Steering; combinations, different turn phases) • Describe edging movements and effects • Describe flexion/extension & pressure control movements and effects • Describe ski performance • Describe “rhythm & flow” • Identify Cause & Effect relationships • Prioritize Movement Needs
	FACILITATION ACTIVITIES	<ul style="list-style-type: none"> • What will you do specifically to address the student’s expressed desires? • What will you do specifically to address the student’s inferred motivational needs (underlying needs)? • If what they say they want (expressed desires) and what you think they need (inferred needs) are not the same, how will you address this? • What specific non-movement & non-understanding activities can you bring into the lesson, to help make it a success for this individual? • How are your Understanding and Movement activities relevant to the student’s Motivational needs? • How will you create this relevance in the student’s mind? 	<ul style="list-style-type: none"> • How will you address the student’s learning styles? • What explanations will you give, and how will you give them? (How extensive, what teaching styles, why?) • Will you address potential misunderstandings? Why, or why not? How? • How will addressing these Understanding Needs affect Movement and Motivational Needs? 	<ul style="list-style-type: none"> • What exercises, progressions, or other activities will you do with this student? • How will you present these activities? (Teaching styles, terrain, pacing, etc.) Why? • How will these activities specifically address the prioritized Movement Need(s)? • Based on cause & effect analysis, how will these changes affect other movements and ski performance? • How are these activities and changes relevant to the student’s Motivational and Understanding Needs? • How will you create this relevance in the student’s mind?
Skiing Experience				

PSIA-Rocky Mountain • GCT™ Lesson Planning Worksheet

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		MOTIVATIONAL NEEDS	UNDERSTANDING NEEDS	MOVEMENT NEEDS
Student Profile Name: Age: Physical: Equipment: Background:	IDENTIFICATION ACTIVITIES			
	FACILITATION ACTIVITIES			
Skiing Experience				

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.
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.

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 and who is around! Some students get distracted with internal self-talk that can be either positive or negative. Take notice of each student's 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.

Trainers Guideline for Creating Clinic Outlines

Using the Teaching/Learning Cycle as a formula for clinics helps you organize your thoughts, keeps you on a time schedule, and helps you follow a clear and organized process.

Learning Outcomes

For effective outlines, it helps to become comfortable creating Learning Outcomes that are supported by Learning Experiences.

- A **Learning Outcome** is a statement of what is expected to be achieved on successful completion of the clinic.
- **Learning Experiences** are the tasks, demonstrations, games, drills, and observations that are directed by the clinician. They enable the knowledge and skills required to achieve the Learning Outcome. (Note: On the clinic outline form, Learning Experiences are entered in the field for Create experiences for learning.)

Here is an example of a Learning Outcome and Learning Experience statements for a half-day clinic:

Learning Outcome: Upon completion of the clinic, participants will be able to fit a mono-ski student into a suitable mono-ski.

Learning Experiences:

- Each participant will each be assigned a specific diagnosis common to mono-skiers. All of the participants will be given 20 minutes to research their assigned diagnosis, concentrating on how that diagnosis might affect skiing and fitting a sit ski. They will then report to the class on what they learned.
- The clinician will use guided discovery to present the differences among the various mono-skis available in the program. The participants will surmise how they can best match characteristics of the skis to various bodies. The clinician will give them feedback on their suppositions.
- The clinician will show the participants basic modifications that can be made to the mono-skis so that the mono-ski students can have the best possible fit.
- The participants will be divided into groups of three or four. One participant in each group will be assigned to be the “mono-ski student” and will be given a specific diagnosis by the clinician. Together the group will perform an actual fitting session of the “mono-ski student.” The clinician will give each group feedback on their fitting session.

Clinic Development Tips

- Include more information than you think you need. This allows for flexibility for the group’s objectives, while still maintaining the clinic objectives.
- During the presentation, referring to your outline helps you maintain focus on the learning outcome(s).
- If you stick to the goals and objectives, the “wild card” participant conforms to, rather than destructs the group.
- Summarizing is a combination of recapping and checking for understanding to help evaluate the effectiveness of the clinic and your presentation style. Please do not summarize by providing a verbal

cliff note of the clinic.

- Remember, an outline is an outline, not a play-by-play of the whole clinic. When using an outline, use it as a foundation—the fun of being a clinician is being able to use your own creativity and skill to make a clinic come to life.
- Once you have created an outline with specifics, you can go back and adjust for time management by allocating time frames.

Indoor Clinic Suggestions

- Just because the clinic is indoors doesn't mean people need to stay in their seats the entire time. Can you add movement and interactive processes to your clinic?
- If you include an activity in your clinic (even a get-to-know-everyone game), make sure the participants can learn something from the activity. Do not include an activity simply for the sake of having an activity.
- If you are using an electronic media, such as PowerPoint or video, be sure you have the means of projecting it to a screen.
- Graphics and music can increase the impact of an electronic presentation. However, make sure you have the legal right to use those items. There are plenty of Internet sites that offer royalty-free graphics and music.
- Steer clear of cheesy clip art and sound effects—your presentation is for adult learners!
- Avoid excessive movements and slide transitions in a PowerPoint presentation, which can overwhelm the learner's brain.
- Limit the number of words on your PowerPoint slides. The slides should support your presentation, not detract from it.
- Choose colors and fonts that are easy to see and read in a PowerPoint presentation.
- Know your presentation well enough so you do not need to read directly from note cards or your PowerPoint slides.

Colleague Feedback

- Ask another clinician to review the prepared outline without talking or explaining the outline.
- Ask the other clinician if he/she could present this particular clinic. If a discussion arises with too many questions, your outline may be ambiguous, and you should rework the information.
- Keep the outline simple and once the outline is formed, you may add personal notes for your own information and reminders.

Clinic Outline

Clinic Outline

Clinic Topic: _____

Group Size: _____

Learning Outcomes:

Safety Message:

Body of Outline

Welcome and Introduction:

Assess Students:

Determine Goals and Plan Experiences:

Create Experiences for Learning:

Guide Practice:

Review and Preview:

Adaptive Rocky Mountain Trainer Camp Outline

The prerequisite for the Adaptive RMT Exam is called Trainers Camp. This two-day course provides you with insight to creative presentation skills and common mistakes. You receive personal feedback in the three areas of the selection process.

- Personal skiing (with and without adaptive equipment);
- Presentation skills; and
- Professional knowledge across the spectrum of skiing, from equipment influences to external forces to biomechanics of efficient technique.

What to Prepare and Bring

- You need to prepare two ten-minute presentations, which will be analyzed during the camp using video analysis.
 - One presentation on a ski clinic topic of your choice to be presented indoors.
 - One presentation of one of functional skiing tasks. Please refer to this document for a description of the functional skiing tasks.
- Please bring two sample clinic outlines using the form provided in this document for review and analysis.

What to Expect

- There is a combination of indoor and outdoor sessions.
- You will be skiing with and without adaptive equipment.

Please come prepared to learn, ski, share information, and, most importantly, have fun!

Diagnoses, Medications and Biomechanics 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 Rocky Mountain Trainer exam. These are the same diagnoses, medications and body mechanics on which you were tested for your Level 3 exam.

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 | •Diabetes | •Muscular dystrophy |
| •Amputation | •Diabetic retinopathy | •Myasthenia gravis |
| •Attention deficit/hyperactivity disorder | •Down syndrome | •Myopia |
| •Autism spectrum disorder | •Epilepsy | •Neuromuscular disease |
| •Balance impairment | •Fetal alcohol syndrome | •Paralysis & Paresis |
| •Brain injury | •Fragile X syndrome | •Poliomyelitis |
| •Cancer | •Friedreich's ataxia | •Post-polio syndrome |
| •Cataracts | •Glaucoma | •Posttraumatic stress disorder |
| •Cerebral palsy | •Hemiplegia | •Retinal detachment |
| •Cerebrovascular accident | •Intellectual disability | •Retinitis pigmentosa |
| •Cognitive disability | •Learning disability | •Sensory processing disorder |
| •Congenital anomalies of hip/leg/foot | •Light damage | •Spina bifida |
| •Corneal disease | •Lupus | •Spinal cord injury |
| •Developmental disability | •Macular degeneration | •Strabismus |
| | •Multiple sclerosis | |

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 | • Cystic Fibrosis | • Huntington's Disease |
| • Amblyopia | • Cystic fibrosis | • Hyperopia |
| • Amyotrophic lateral sclerosis | • Dementia | • Neurocognitive disorder |

- Ankylosing spondylitis
- Aphasia
- Apraxia
- Arthritis
- Arthrogyposis
- Asthma
- Astigmatism
- Burns (including chemical)
- Charcot-Marie-Tooth disease
- Chronic traumatic encephalopathy
- Diplopia
- Deaf or hard of hearing
- Dwarfism
- Dysarthria
- Dyslexia
- Dyspraxia
- Edwards syndrome
- Emotional behavioral disorder
- Guillain-Barré syndrome
- Hemianopia
- Neurodevelopmental disorder
- Neurological impairment
- Non-verbal learning disorder
- Ophthalmoplegia
- Parkinson's disease
- Rett syndrome
- Spinal muscular atrophy
- Tumor
- Tunnel vision
- Vascular disease

Medications

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 anatomy and body mechanics. 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*.

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 1 & 2 exams. However, it is by no means comprehensive and you should study and be very familiar with the following resources.

PSIA-RM-AASI Level 1 & 2 Exam Material (this document)
PSIA-RM-AASI Levels 1 & 2 Functional Skiing Exam Material (free download)
PSIA-RM-AASI Level 3 Exam Material (free download)
PSIA-RM-AASI Adaptive Common Gaits in Adaptive Students (free download)
PSIA-RM-AASI Adaptive Exam Guide for 3-track / 4-track (free download)
PSIA-RM-AASI Adaptive Exam Guide for Bi-Ski (free download)
PSIA-RM-AASI Adaptive Exam Guide for Cognitive Disabilities (free download)
PSIA-RM-AASI Adaptive Exam Guide for Mono-Ski (free download)
PSIA-RM-AASI Adaptive Exam Guide: Slider (free download)
PSIA-RM-AASI Adaptive Exam Guide for Visually Impaired (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. *Adaptive Alpine Technical Manual*. Lakewood, CO: The American Snowsports Education Association, Inc., 2017.

Professional Ski Instructors of America, *Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement*, Lakewood, CO: The American Snowsports Education Association, Inc., 2019. Download www.thesnowpros.org.

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

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

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

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

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

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

For Demonstration equivalencies (part of the PSIA Adaptive Alpine Standards Exam Supplement):

<http://www.thesnowpros.org/Portals/0/Documents/National%20Standard/PSIA%20Adaptive%20Alpine%20Exam%20Supplement%20Final%206.4.14.pdf?ver=2016-09-06-113404-923>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B: Study References for Adaptive RMT Exam Outcomes

This list of study references and resources is just a start in your preparation for your RMT Exam. At this level, you are expected to develop additional resources as an adaptive ski instructor. You are also expected to be able to train ski instructors in all of the material covered in the Adaptive Alpine Levels 1 through 3 certification processes.

Skiing		
Adaptive Alpine RMT Exam Outcomes	Study References & Resources	
Adaptive functional skiing tasks *Note: videos are not available for all functional skiing tasks.	Adaptive Rocky Mountain Trainer Camp	
	School trainer or TTP trainer	
	PSIA-RM-AASI Adaptive Alpine Rocky Mountain Trainer Exam Materials (this document)	
	Demonstration videos (see Appendix A)	
Milestone Demonstrations	Levels 1 & 2 Functional Skiing Exam Material (PSIA-RM-AASI)	
	Adaptive Rocky Mountain Trainer Camp	
	School trainer or TTP trainer	
	PSIA-RM-AASI Adaptive Alpine Rocky Mountain Trainer Exam Materials (this document)	
Milestone Demonstrations	Demonstration videos (see Appendix A)	
	Teaching Components	
	Adaptive Alpine RMT Exam Outcomes	Study References & Resources
	Teaching/Learning Cycle	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
Learning Styles	<i>Teaching Snowsports Manual</i> (PSIA-AASI)	
Parameters for Effective Teaching	PSIA-RM-AASI Adaptive Alpine Rocky Mountain Trainer Exam Materials (this document)	
Teaching for Transfer	<i>Teaching Snowsports Manual</i> (PSIA-AASI)	
	PSIA-RM-AASI Adaptive Alpine Rocky Mountain Trainer Exam Materials (this document)	
Lateral Learning	<i>Teaching Snowsports Manual</i> (PSIA-AASI)	
Feedback	<i>Teaching Snowsports Manual</i> (PSIA-AASI)	
	PSIA-RM-AASI Adaptive Alpine Level 3 Exam Materials (this document)	
Pacing	PSIA-RM-AASI Alpine Level 3 Exam Materials	
	PSIA-RM-AASI Adaptive Alpine Level 3 Exam Materials (this document)	
Lesson content	Adaptive Rocky Mountain Trainer Camp	
	School trainer or TTP trainer	
	<i>Teaching Snowsports Manual</i> (PSIA-AASI)	
	<i>Alpine Technical Manual</i> (PSIA-AASI)	
Presenting disability information	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)	
	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)	
	<i>Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement</i> (PSIA-AASI)	

	PSIA-RM-AASI Common Gaits in Adaptive Students
Presenting medication information	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement</i> (PSIA-AASI)
	https://nei.nih.gov/kids/about_the_eye
	https://nei.nih.gov/healthyeeyes/howwesee
	https://www.nei.nih.gov/sites/default/files/nehpdfs/EyeHandout_508.pdf
Safety	
Adaptive Alpine RMT 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/
Professional Knowledge	
Adaptive Alpine RMT Exam Outcomes	Study References & Resources
Fundamental Movements	<i>Alpine Technical Manual</i> (PSIA-AASI)
	<i>Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines</i> (PSIA-AASI)
Skill blending	<i>Alpine Technical Manual</i> (PSIA-AASI)
	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
ATS	<i>Alpine Technical Manual</i> (PSIA-AASI)
Adaptive ski instruction	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
Adaptive equipment	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	Resources available through individual equipment manufacturers
Disability understanding	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
Medication understanding	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Adaptive Alpine Technical Manual, Diagnoses and Medication Classification Supplement</i> (PSIA-AASI)
	PSIA-RM-AASI Common Gaits in Adaptive Students
Movement Analysis	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
	PSIA-RM-AASI Adaptive Alpine Rocky Mountain Trainer Exam Materials (this document)
	<i>Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines</i> (PSIA-AASI)