

PSIA - ROCKY MOUNTAIN - AASI ADAPTIVE CERTIFICATION STANDARDS

Adaptive Alpine Assessment Material Rocky Mountain Trainer

Revision 08-01-20



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

Local and program regulations and safety guidelines take precedence over this information. It is in your best interest to exercise due diligence in determining the appropriateness of the information for your particular circumstances. In addition, please take into account any and all factors that may affect your lesson. This includes but is not limited to: the health, well-being and fitness of the guest; weather conditions; terrain; other people on the slope; your own abilities, as well as those of your guest and anyone who may accompany you.

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

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

The essential eligibility requirements for each Adaptive Alpine Rocky Mountain Trainer 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.

The ADA does not require reasonable accommodations for a transitory or minor disability. A transitory disability is an impairment with a duration of six months or less, such as one caused by illness or injury. If this applies to you, you may contact the PSIA-RM-AASI office to receive or refund or to transfer to a future clinic or assessment.

You may refer to the PSIA-RM-AASI Americans with Disabilities Act (ADA) Policy for further information.

Table of Contents

PURPOSE OF THE RMT PROCESS	4
CANDIDATE PREREQUISITES	5
GENERAL INFORMATION	5
ASSESSMENT FORMAT	6
FUNCTIONAL SKIING & TECHNICAL APPLICATION OUTCOMES	7
CATEGORY I: SKIING.....	7
CATEGORY II: PRESENTATION SKILLS	8
CATEGORY III: PROFESSIONAL KNOWLEDGE	9
TRAINERS GUIDELINE FOR CREATING CLINIC OUTLINES	11
INDOOR CLINIC SUGGESTIONS	13
COLLEAGUE FEEDBACK	13
CLINIC OUTLINE	14
ADAPTIVE ROCKY MOUNTAIN TRAINER CAMP OUTLINE.....	15
DIAGNOSES, MEDICATION CLASSIFICATIONS, AND HUMAN ANATOMY AND BODY MECHANICS INFORMATION TO STUDY	16
DIAGNOSES	16
MEDICATION CLASSIFICATIONS	17
HUMAN ANATOMY AND BODY MECHANICS	17
APPENDIX A: RESOURCE LIST	18
APPENDIX B: STUDY REFERENCES FOR ADAPTIVE ALPINE ASSESSMENT – ROCKY MOUNTAIN TRAINER OUTCOMES	20

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 assessor each day, receiving a scorecard from each assessor. 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 assessment.

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

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. The candidate is able to perform the following criteria and tasks in his/her personal skiing (or disability equivalent).

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.

For a detailed list of the tasks included at Levels 1, 2, and 3, 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.

Adaptive Functional Skiing Tasks for Levels 1 & 2

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 Sideslips on groomed blue terrain.
 - b. Railroad Track Turns on groomed green terrain.
 - c. Outside Ski Turns on groomed gentle green terrain.
2. **Basic Blended Skills:** The following tasks are designed to exhibit blending of pressure-, rotational-, and edge-control skills at slower speeds. Emphasis is on the complementary execution of skills to demonstrate a task accurately.

The candidate is able to ski...

- a. Wedge Turn on groomed green terrain.
 - b. Wedge Christie on groomed green terrain.
 - c. Lane Change on groomed blue terrain.
 - d. Parallel on groomed harder green to easy blue terrain.
3. **Applied Skills:** The following tasks are designed to exhibit blending of pressure-,

rotational-, and edge-control skills at slower speeds. Emphasis is on the complementary execution of skills to demonstrate a task accurately.

The candidate is able to ski...

- a. Skiing Variable Terrain on ungroomed blue terrain.
- b. Skiing in Bumps on ungroomed blue terrain.
- c. Stem or Step Turns on groomed harder blue to easy black terrain.
- d. Hourglass Parallel Turns on groomed harder blue to easy black terrain.
- e. Synchronized Skiing on groomed easy black terrain.

Adaptive Functional Skiing Tasks for Level 3

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.
- 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.

Category II: Presentation Skills

Candidates will demonstrate both knowledge and application through presentations.

1. **Knowledge**

The candidate is able to...

- a. 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.
- b. Discuss how to integrate *Your Responsibility Code* and *Smart Style* into clinics.
- c. 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.
- d. Present the different diagnoses commonly encountered in adaptive skiing and the effects the diagnoses may have on learning.
- e. Present the concept of racing for individuals with disabilities.

2. Application

The candidate is able to...

- a. Present how to do an in-depth evaluation of any adaptive skier, including an assessment of strength, mobility, range of motion, and communication.
- b. Effectively utilize all parts of the Teaching/Learning Cycle in clinic presentations.
- c. Demonstrate strong guiding, tethering, and communication techniques on any terrain on the mountain.
- d. Individualize presentations by determining learning styles (preferences) and utilizing a variety of teaching styles, methodologies, and strategies to accommodate preferences.
- e. Incorporate the concept of lateral learning in all presentations to enhance skill development and application and to improve performance and versatility.
- f. Use various forms of reinforcement, practice, and feedback to create an optimal learning environment.
- g. Describe in depth the skier services and activities at the home area which enhance student enjoyment.
- h. Create and maintain an environment that fosters a comfortable learning pace and accommodates any special requirements of the clinic participants.

Category III: Professional Knowledge

Candidates will demonstrate a professional level of knowledge and presentations as related to:

1. Terminology

The candidate is able to...

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

2. Equipment

The candidate is able to...

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

3. Disability Understanding

The candidate is able to...

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

4. 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...

- a. 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.
- b. Describe how skill blending relates to different situations and conditions.
- c. 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. Give a presentation on common movement patterns in able-bodied and adaptive skiing.
- f. Give a presentation on movement analysis and describe cause-and-effect relationships as related to skill usage, in different phases of the turn.
 - i. Describe developmental skill needs, by priority, for each situation.
 - ii. Prescribe exercises and tasks that target clinic participants' needs and which should improve their performance.

5. 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

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 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 Assessment 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, Medication Classifications, and Human Anatomy and Body Mechanics 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 | •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 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
- Aphantasia
- Apraxia
- Arthritis
- Arthrogyriposis
- Asthma
- Astigmatism
- Burns (including chemical)
- Charcot-Marie-Tooth disease
- Chronic traumatic encephalopathy
- Cystic Fibrosis
- Cystic fibrosis
- Dementia
- Diplopia
- Deaf or hard of hearing
- Dwarfism
- Dysarthria
- Dyslexia
- Dyspraxia
- Edwards syndrome
- Emotional behavioral disorder
- Guillain-Barré syndrome
- Hemianopia
- Huntington's Disease
- Hyperopia
- Neurocognitive disorder
- Neurodevelopmental disorder
- Neurological impairment
- Non-verbal learning disorder
- Ophthalmoplegia
- Parkinson's disease
- Rett syndrome
- Spinal muscular atrophy
- Tumor
- 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 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 Levels 1, 2, and 3 assessments. 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 – Levels 1 & 2 (free download)
PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3 (free download)
PSIA-RM-AASI Adaptive Alpine Assessment Material – Rocky Mountain Trainer (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 (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.

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.nsa.org/nsaa/safety/smart%2Dstyle/>

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

For Demonstration equivalencies (part of the PSIA Adaptive Alpine Standards Assessment 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>

Appendix B: Study References for Adaptive Alpine Assessment – Rocky Mountain Trainer Outcomes

This list of study references and resources is just a start in your preparation for your RMT assessment. 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 Assessment 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 Assessment Material – Rocky Mountain Trainer (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	Adaptive Rocky Mountain Trainer Camp
	School trainer or TTP trainer
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Rocky Mountain Trainer (this document)
	Functional Skiing & Technical Outcomes document – free download www.psia-rm.org
Teaching Components	
Adaptive Alpine RMT Assessment 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 Assessment Material – Level 3
Teaching for Transfer	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3
Lateral Learning	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
Feedback	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3
	PSIA-RM-AASI Adaptive Alpine Assessment Material – Rocky Mountain Trainer (this document)
Pacing	PSIA-RM-AASI Adaptive Alpine Assessment Material – Level 3

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 Instruction Supplement: Diagnoses & Medication Classifications</i> (PSIA-AASI)
	PSIA-RM-AASI Common Gaits in Adaptive Students (free download)
Presenting medication information	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Adaptive Instruction Supplement: Diagnoses & Medication Classifications</i> (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
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
Safety	
Adaptive Alpine RMT Assessment 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 Assessment 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 Instruction Supplement: Diagnoses & Medication Classifications</i> (PSIA-AASI)
	PSIA-RM-AASI Guide for Common Gaits in Students
Movement Analysis	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Teaching Snowsports Manual</i> (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
	<i>Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines</i> (PSIA-AASI)