

PSIA - ROCKY MOUNTAIN - AASI ADAPTIVE CERTIFICATION STANDARDS Adaptive Alpine Exam Material **Rocky Mountain Trainer**

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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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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, in addition to the Rocky Mountain Trainer outcomes stated in this document.
- Be certified Adaptive Level 3 through PSIA-RM-AASI. (*Note: if your Adaptive Level 3 certification is not through PSIA-RM-AASI, please contact the PSIA-RM-AASI office at 970-879-8335.*)
- Suggested but not required: Attain Alpine Level 2 certification.
- Attend the Adaptive Alpine Rocky Mountain Trainer Camp.

General Information

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

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

The candidate is able to ski...

Sideslip To Hockey Stop on smooth, easy blue terrain

Description: From a straight run in the fall line, initiate a sideslip through simultaneous turning of both legs across the fall line while maintaining a stable upper body and balanced/neutral stance.

1. While sideslipping, a natural lead of the uphill ski and body keeps hips free to adjust edge angles. The upper body faces down the hill while skis turn across the hill.
2. A slight flexion of the legs enhances the ability to turn the feet and legs independent of the torso.
3. The sideslip is maintained in a two ski-length corridor, without traveling across the hill.
4. Continuous fore-aft adjustments help maintain a perpendicular sideslip with minimal travel across the hill.
5. Continuous adjustments from foot-to-foot help center you over both skis.
6. After a distinct sideslip, progressively tip both feet and legs into the hill to engage edges to a balanced hockey stop.
7. Reverse direction and repeat the maneuver on the other side.

Falling Leaf on groomed steeper green to groomed easy blue terrain

Description: From a sideslip in the fall line, use feet and legs to steer skis back and forth across the hill. The skier maintains the same directional orientation while the skis move forward and backward. A swooping fore and aft pattern with coordinated blending of skills helps maintain speed control and allows the skier to maneuver as desired across the hill.

1. From a sideslip in the fall line, use coordinated flexing and extending movements of the joints, along with for/aft pressure of the skis, to allow the skis to regulate forward and backwards movement.
2. Use slight turning movements of the legs and feet, as necessary, to control shape and speed.
3. Use tipping movements of the feet and legs to control edge engagement.
4. This maneuver is symmetrical with the fall line.
5. This maneuver is performed in both directions.

Traverse To Diagonal Sideslip to Traverse on groomed, steeper green to groomed easy blue terrain

Description: From a clean traverse across the fall line, use ankles and knees to release the edges of the skis so they sideslip diagonally across the hill. After a brief period of diagonal sideslipping, re-engage the edges through simultaneous tipping movements of feet and legs and continue in a clean traverse across the hill.

1. From a traverse, release both edges to a forward sideslip through simultaneous tipping movements of the feet and legs.
2. The upper body remains stable and in a slightly countered relationship to the feet and legs. (Counter is developed through turning movements of the feet and legs.)
3. After the diagonal sideslip, re-engage both edges through simultaneous tipping movements of the feet and legs.
4. Perform this maneuver in both directions across the hill.

Stem or Step Turns on harder blue to black terrain

Description: A purposeful stem or step turn for a quick directional change.

1. Display a turn with a stem or step entry, controlled shape, and edge engagement finish.
2. Use an uncontrived, appropriately-sized step or a stem to maintain balance and control.
3. The uphill ski can be stepped and placed into this wedge position, or the tail of the ski can be brushed out through the snow until the wedge position is achieved.
4. Once the ski has been placed, make an immediate and complete weight transfer to the uphill ski. This starts the turn initiation into the new turn and helps minimize time in the fall line.
5. Quickly match the skis by steering the inside ski into a parallel position. This is considered a 1-2 (sequential) movement.
6. The turn is completed with the skis parallel. Turn shape can be rounded, skidded or side slipped to a hockey stop to maintain speed control.
7. Stem or Step Turns of any shape are linked together with rhythm and flow. Speed control is maintained using turn shape.

Hour Glass Parallel Turns on harder blue to easy black terrain with an even fall line pitch

Description: This is a series of parallel turns that start from a medium radius. Each subsequent turn decreases in radius to become short radius turns. From short radius, the turns are then increased once again back to medium radius turns. The entire series of turns paints an “hour glass” track in the snow. This maneuver uses turn shape to maintain a consistent speed, so that the short radius turns are no faster than the medium radius turns.

If numbers were assigned to each turn size, the larger turns might start at 6 then progressively get smaller, to a series of turns at a size of 2, and then back to the larger turn size of 6. The sequence might look like this, 6 – 5 – 4 – 3 – 2 – 2 – 3 – 4 – 5 – 6. This sequence would be repeated until reaching the agreed-upon stopping point and finished with a hockey stop.

1. Turns can be performed as a basic parallel or dynamic parallel.
2. It should be performed with a balanced, centered stance.
3. Turns should be symmetrical on each side.
4. A distinct difference from the medium radius turns to the short radius turns and back to medium radius should be evident.
5. Speed should remain consistent throughout the entire demonstration.
6. Speed control is achieved through skill-blending and turn shape.

Bump Run on blue terrain

Description: Ski a section of hill with relatively easy bumps at your own pace and in your own personal style. Display the ability to adapt your skiing and adjust your turns to meet the demands of varying terrain and snow conditions.

This task is performed on blue bumps runs, with a moderate pitch and smaller sized bumps. Only one of the following is assessed:

1. Fall-Line Bump Skiing

- a. Display rhythmical, linked, parallel, short to medium radius turns (no traversing or stemming), showing the ability to read and adapt to terrain.
- b. Maintain consistent speed through turn shape.
- c. Use an appropriate blend of skills.
- d. Make tactical choices appropriate to terrain and snow conditions.

2. Medium to Large Radius Turns in the Bumps

- a. Display linked turns showing a balanced and centered stance.
- b. Maintain ski snow contact through absorption.
- c. Maintain consistent speed through turn shape.
- d. Employ tactical choices appropriate to terrain and snow conditions.

Synchronized Skiing on groomed blue to groomed easy black terrain

Description: Synchronize your skiing with one or more other skiers. In this task, the group of skiers cue off the designated leader and match their turns exactly. Typically a set rhythm is established, along with a starting turn direction left or right. All skiers start and end together at the same time. Voice cues help to establish basic rhythms and other performance criteria. There are a variety of group formations that can be utilized when synchronized skiing, such as side-by-side, skier in front and behind, lines, and V formations.

1. Pace as the leader and adapt as the follower(s).
2. Perform turns at the same time and in the same direction, rather than in each other's tracks.
3. Coordinate a balanced hockey stop finish.
4. The leader and follower(s) switch roles and repeat the same task.

Free Skiing on black terrain

Description: Ski a section of hill at your own pace and in your own personal style. *Note: For the Level 1 & 2 exam (for which you may be training instructors at your home resort), the Free Ski run is performed on groomed blue or easy groomed black terrain. For the RMT exam, it is performed on black terrain).*

1. Display rhythmical, linked dynamic parallel turns, or disability equivalent, maintaining a balanced and centered stance.
2. Utilize ski design and skill blend to effectively create turn shape and navigate various terrain and conditions.
3. Use flexion/extension movements and pole swing to complement skill blend.
4. Use progressive movements to simultaneously steer the skis through the turn.
5. Control speed through turn shape, keeping the speed consistent for the entire run.

Pivot Slips on groomed harder blue to black terrain

Description: Link sideslips in a corridor of two ski-lengths or less, in both directions, connected by 180-degree pivots of both legs under a stable pelvis and upper body.

1. Keep the skis perpendicular to the fall line when slipping.
2. Bend skis from the center.
3. Ensure pivot occurs under the center of the foot.
4. Pivot skis simultaneously and at a constant rate.
5. Generate tipping movements from your feet and legs.
6. Tip/release the skis at the same time and rate.
7. Generate the turn from your legs, under a stable pelvis and upper body, promoting separation.
8. Use upper/lower body separation to direct pressure to downhill ski.
9. Make your flexion and extension movements progressive and keep your center of mass over your base of support.
10. Maintain a corridor of no more than two ski-lengths.

Bump Run without Poles on harder blue to black terrain

Description: Ski a run of bumps without poles at a consistent pace and line. Display the ability to adapt your skiing and adjust your turns to meet the demands of varying terrain and snow conditions, possibly using fall line to GS-radius turns.

1. Display rhythmical, linked, parallel turns with the ability to read and adapt to terrain.
2. Maintain ski snow contact with appropriate movements.
3. Maintain speed control through turn shape.
4. Demonstrate effective tactical choices.

Step Turns on black terrain

Description: A purposeful step turn for a quick directional change.

1. Display turns with a step to an edge prior to the fall line and steering through the arc of the turn.
2. Finish the turn with parallel skis.
3. Use an appropriately sized, uncontrived step to maintain balance and control.
4. Link turns with rhythm and flow.

Milestone Demonstrations

The candidate is able to give a presentation and perform the appropriate maneuver in each stage of the progression in his/her personal skiing, as well as in all specialties.

Wedge Turns on any green terrain

Description: Linked, entry level, basic offensive turns demonstrating fundamental principles of expert skiing, with skis in wedge orientation and on opposing edges throughout, due to very low speed, gentle terrain, and active leg steering.

The candidate will be able to demonstrate...

1. Common principles of linked turns with offensive intent
2. Speed, terrain, tactics and movements relevant to typical first day skier – very slow and gentle
3. Natural, functional, open stance without any exaggerated movements
4. Consistent gliding wedge (converging skis, opposing edges) – natural, not forced
5. Consistent, rounded, linked turns without traverses
6. Gentle brushing (skidding) due to radius of turn being smaller than skis can carve (requires active leg steering)
7. No blocking or push-off movements
8. Speed control generated from line – no braking
9. No pole swing or touch
10. Positive rotary movements
 - a. Continuous active leg steering guides tips into turn
 - b. No tail pushing
 - c. Both legs rotate in the hip sockets simultaneously
 - d. Inside ski lead and stacking
 - e. Lead change follows transition
11. Positive edging movements
 - a. Active tipping movements in feet and ankles
 - b. No pushing or twisting to created edge angle
 - c. Turns begin with edge release of the downhill ski
12. Positive pressure control movements
 - a. Passive, partial weight transfer results from turn forces, not active movements toward outside ski
 - b. Subtle fore-aft movements maintain balance over sweet spot

Wedge Christie Turns on any green and blue terrain

Description: Linked, novice level, basic offensive turns that start with a wedge and finish parallel due to low speed and active leg steering – slightly faster and more intense than Wedge Turns.

The candidate will be able to demonstrate...

1. Common principles of linked turns with offensive intent
2. Speed, terrain, tactics and movements relevant to novice skier (Levels 3 – 4)
3. Natural, functional, open stance without any exaggerated movements
4. Skis open to gliding wedge following edge release
5. Matching, caused by continued steering of inside tip, begins when inside ski rolls flat
6. Consistent, rounded, linked turns without traverses
7. Gentle brushing (skidding) due to radius of turn being smaller than skis can carve (requires active leg steering)
8. No blocking or push-off movements
9. Speed control generated from line – no braking
10. No pole swing or touch
11. Positive rotary movements
 - a. Continuous active leg steering guides tips into turn
 - b. No tail pushing
 - c. Both legs rotate in the hip sockets simultaneously, although not necessarily at the same rate
 - d. Inside ski lead and stacking
 - e. Lead change follows transition
12. Positive edging movements
 - a. Active tipping movements in feet and ankles
 - b. No pushing or twisting to created edge angle
 - c. Turns begin with edge release of the downhill ski
13. Positive pressure control movements
 - a. Passive, partial weight transfer (60 – 80% outside ski) results from turn forces, not active movements toward outside ski
 - b. Subtle fore-aft movements maintain balance over sweet spot

Basic Parallel Turns on smooth green or blue terrain

Description: Linked, low intermediate level, basic offensive turns demonstrating active steering, with skis consistently parallel and at similar edge angles throughout – slightly faster and more intense than Wedge Christies.

The candidate will be able to demonstrate...

1. Common principles of linked turns with offensive intent
2. Speed, terrain, tactics and movements relevant to low intermediate skier (Level 5 – 6)
3. Natural, functional, open stance without any exaggerated movements
4. Skis maintain parallel relationship, matching edge angles, and constant width
5. Consistent, rounded, linked turns without traverses
6. Gentle brushing (skidding) due to radius of turn being smaller than skis can carve (requires active leg steering)
7. No blocking or push-off movements
8. Speed control generated from line – no braking
9. Pole swing and touch enhance rhythm, flow and timing
10. Positive rotary movements
 - a. Continuous active leg steering guides tips into turn
 - b. No tail pushing
 - c. Both legs rotate in the hip sockets simultaneously at the same rate
 - d. Inside ski lead and stacking
 - e. Lead change follows transition
11. Positive edging movements
 - a. Active tipping movements in feet and ankles
 - b. Maintain matching edge angles and tip and flatten skis as needed to shape and control line
 - c. No pushing or twisting to create edge angle
 - d. Turns begin with edge release of the downhill ski
12. Positive pressure control movements
 - a. Passive, partial weight transfer (60 – 90% outside ski) results from turn forces, not active movements toward outside ski
 - b. Subtle fore-aft movements maintain balance over sweet spot

Dynamic Parallel Turns on any groomed or recently groomed black terrain

Description: Linked, advanced level, offensive turns at consistent moderate to high speed, demonstrating high ski performance and unbiased skill blend with active steering – considerably faster and more intense than Basic Parallel.

The candidate will be able to demonstrate...

1. Common principles of linked offensive turns
2. Speed, terrain, tactics and movements relevant to advanced skier (Level 7 – 8)
3. Natural, functional, open stance without any exaggerated movements
4. Intense forces allow high edge angles and strong carving, but not a railed-out carve
5. Consistent, rounded, linked turns without traverses
6. Skis brush (skid) slightly due to active leg steering needed for turn radius smaller than skis can pure- carve
7. No blocking or push-off movements
8. Speed control generated from line – no braking
9. Pole swing and touch enhance rhythm, flow and timing
10. Positive rotary movements
 - a. Continuous active leg steering guides tips into turn
 - b. No tail pushing
 - c. Both legs rotate in the hip sockets simultaneously at the same rate
 - d. Inside ski lead and stacking
 - e. Lead change follows transition
11. Positive edging movements
 - a. Active tipping movements in feet and ankles
 - b. Maintain matching edge angles and tip and flatten skis as needed to shape and control line with maximum ski performance
 - c. No pushing or twisting to create edge angle
 - d. Turns begin with edge release of the downhill ski
12. Positive pressure control movements
 - a. Passive weight transfer (up to 100% outside ski) results from turn forces, not active movements toward outside ski
 - b. Both skis remain on snow and involved in shaping turn
 - c. Refined fore-aft movements maintain balance over sweet spot

Category II: Presentation Skills

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.

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 skill applications 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

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.

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.

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 a skier's performance.
- B. 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...

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

Movement Analysis Filter

Skis Performance
"Effect"

Bend (Pressure)
Fore/Aft
Ski/Ski
Maintenance / Change
Twist (Rotary)
Edge (Edge)

=

Body Performance
"Cause"

Flexion / Extension (Pressure Control) Movements
Front / Back
Foot / Foot
CM Closer to / Farther from Skis
Turning (Rotary) Movements Rotation, Counter Rotation, Feet & Leg Turning, Outside Force
Tipping (Edging) Movements CM moves laterally relative to base CM does not move laterally

Description
"Where, What & How"
Shaping

Transition / Initiation

End / Finish

DIRT – "How"

- Duration -**
- Intensity -**
- Rate -**
- Timing -**

the length of time something continues or exists
magnitude, as of energy or a force per unit of area, volume, time, etc.
degree of speed, progress, etc. Pace.
the sequential relations that any event 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	↕	↕	↕
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 student and fulfilling those needs, you can create the most positive learning experiences possible.

Most successful instructors have something in common: they consistently exceeded their guest's expectations. This is because they pay close attention to *all* of the needs of their guest, 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. The intrusion of these personal desires or agendas can minimize your capacity to meet your guest's needs.

Your Guest

Your guest brings a variety of needs to a lesson. He/she 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. All of the needs a guest may bring fall into one of these three categories:

- Motivational Needs
- Understanding Needs
- Movement Needs

Motivational needs are the most powerful needs in determining a positive guest experience and yet they can 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 guest merely desires company or an orientation to a new part of the mountain.

Understanding needs include a guest's awareness and understanding of his/her current ability or inability. Working in this category offers you an opportunity to clear up misunderstandings, as well as relate what the guest is learning to other needs he/she may have.

Movement needs are the most technical aspect of GCT. Through movement analysis, you must first discover which movements are hindering your guest's skiing/snowboarding performance and then determine the single most important movement (SMIM), which will improve his/her experience. After your guest 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 your guest's equipment, so make equipment adjustments as necessary throughout the lesson.

Keep in mind that while most guests 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 guest. The foundation of a positive skiing/snowboarding experience rests on your ability to accurately identify your guest's 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 guest determines the activities you choose.

PSIA-Rocky Mountain • GCT™ Lesson Planning Worksheet

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Student Profile	MOTIVATIONAL NEEDS	UNDERSTANDING NEEDS	MOVEMENT NEEDS
<p>Name:</p> <p>Age:</p> <p>Physical:</p> <p>Equipment:</p> <p>Background:</p>	<p>IDENTIFICATION ACTIVITIES</p> <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
<p>Skiing Experience</p>	<p>FACILITATION ACTIVITIES</p> <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?

PSIA-Rocky Mountain • GCT™ Lesson Planning Worksheet

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Student Profile

Name:

Age:

Physical:

Equipment:

Background:

Skiing Experience

	MOTIVATIONAL NEEDS	UNDERSTANDING NEEDS	MOVEMENT NEEDS
IDENTIFICATION ACTIVITIES			
FACILITATION ACTIVITIES			

Teaching for Transfer

The concept of teaching for transfer simply means that 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 that 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 a student feels his 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 himself railing a ski to the point where turn shape cannot be controlled.

The instructor can facilitate transfer by understanding the mechanical elements of adaptive skiing. This enables her 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 the student 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 your success with students at all levels of skiing and with all different types of diagnoses. A prime example is that cognitively impaired student who does NOT like new things. By utilizing known skills and movement patterns at least some of the fear can be allayed. And remember, the skills taught in skiing may be used in a future lesson or in some other facet of the student's life.

Guidelines for Teaching for Transfer

1. Make training/practice situations/skills similar to those needed in applied settings.
2. Provide lateral practice in related tasks before transferring to new situations.
3. Watch for negative transfer.
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. Get students to talk and interact 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 Teaching

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 the student. Tailor the lesson to this style without ignoring the others. Remember that 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 those who can process more give 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 the student what he is doing wrong. If the student is 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/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 the instructor gets a feel for the client 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 student helps the lesson be successful.

5. Process vs. Outcome Orientation

Does the student want to get to the end result right away? Or is he happy mastering each little step recognizing all the small gains the steps signifies? Outcome-oriented learners want the end result. 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're 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 span may be short or the student is distracted on a crowded run. Or the student gets so focused on the task at hand that he is not aware of what and who is around him! Some students get distracted with internal self-talk that can be either positive or negative. Take notice of the student's attention span, distractions, motivation, confidence, intensity and focus. The learning capacity of your student should pace your lesson.

7. Teach from the Heart

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



Feedback

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

Personal contact

Have you gotten to know your student? Have you developed rapport and built trust? Until you have developed this personal contact, she may not be willing to accept feedback from you.

Permission

Have you asked your student for permission to give feedback? Did you check to see if he wants a warm-up run before you start giving him feedback? Unwelcome feedback will only alienate your student—it won't further the lesson.

Private vs. public

This is especially important for group lessons. Some people don't 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 does your student want to get feedback? Does he want you to tell him immediately when you see inefficient movements? Or would he prefer that you save your feedback for the chairlift or the end of the day? Does he want you to give him a detailed analysis or cheer him on when he is doing well? Your student may tell you some of his preferences and as you get to know him better, you may also notice what works best for him.

Paraphrase

Do you know if your student understands your feedback? You can ask her to paraphrase it to be sure.

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 into 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. Don't 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 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
- 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 is a ski clinic topic of your choice to be presented indoors.
 - The other presentation must be one of the 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

As an adaptive instructor, you are expected to know the common diagnoses that might require the use of adaptive ski equipment or techniques, as well as the medications that these individuals might use. You may be tested verbally on the following diagnoses 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 with adaptive skiing. It is expected that your knowledge of these diagnoses is more in-depth than that of a Level 1 or Level 2 adaptive instructor and that you understand the impacts of multiple diagnoses on a student. Your in-depth knowledge of these diagnoses includes:

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. What adaptive equipment might be used for the diagnosis
6. Classes of medications and other treatments that are commonly used for the diagnosis
7. How you might assess the student with a particular diagnosis
8. Possible learning and teaching styles for a given diagnosis

- Alzheimer's Disease
- Amputation
- Attention Deficit Disorder
- Autism Spectrum Disorders
- Balance impairments
- Cancer
- Cataracts
- Cerebral Palsy
- Cerebrovascular Accident
- Cognitive Disability
- Congenital anomalies of hip/leg/foot
- Corneal Diseases
- Detached Retina
- Developmental Disability
- Diabetes
- Diabetic Retinopathy
- Down Syndrome
- Epilepsy
- Fetal Alcohol Syndrome
- Fragile X Syndrome
- Glaucoma
- Intellectual Disability
- Learning Disabilities
- Limb Deficiency
- Macular Degeneration
- Multiple Sclerosis
- Muscular Dystrophy
- Myopia
- Neuromuscular Diseases
- Paralysis & Paresis
- Polio
- Post Polio Syndrome
- Post Traumatic Stress Disorder
- Retinitis Pigmentosa
- Sensory Processing Disorder
- Spina Bifida
- Spinal cord injuries
- Strabismus
- Traumatic Brain Injury

This next list of diagnoses is less common but still likely to be encountered at some point, especially as a Level 3 instructor. For this list of diagnoses, it is expected that you have basic knowledge of the diagnoses, including symptoms and the special considerations for skiing.

- Albinism
- Amblyopia (Lazy Eye)
- Amyotrophic Lateral Sclerosis
- Ankylosing Spondylitis
- Aphasia
- Apraxia
- Arthritis (Osteo / Rheumatoid)
- Arthrogryposis
- Asthma
- Burns (including chemical)
- Charcot-Marie-Tooth Disease
- Cystic Fibrosis
- Developmental Delays
- Diplopia
- Deaf & Hard of Hearing
- Dwarfism
- Dyslexia
- Dysarthria
- Emotional Behavior Disability
- Friedreich's Ataxia
- Guillain-Barré Syndrome
- Hemianopia
- Huntington's Disease
- Hyperopia
- Limb Deficiency
- Lupus
- Myasthenia Gravis
- Non-Verbal Learning Disorder
- Ophthalmoplegia
- Parkinson's Disease
- Rett Syndrome
- Spinal Muscular Atrophy

Medications

*The following classifications of medicines are commonly used to treat the diagnoses listed on the previous page. 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
- Antibacterials
- Antibiotics
- Anticholinergics
- Anticoagulants
- Anticonvulsants
- Antidepressants
- Antidiabetics
- Antiemetics
- Anti-hypertensives
- Anti-inflammatory
- Antimalarials
- Anti-Parkinson's
- Antipsychotics
- Antispasmodics
- Chemotherapy
- Diuretics
- Gold Treatments
- H2 Blockers
- Immunosuppressives
- Muscle Relaxants
- Nonsteroidal anti-inflammatory drugs (NSAID's)
- Psychostimulants
- Sedatives
- Steroids
- Stool Softeners

Anatomy and Biomechanics

You are expected to have a rudimentary knowledge of human anatomy and biomechanics. You can find an explanation of basic human anatomy in PSIA's *Alpine Technical Manual*.

You must also understand vision terms (acuity, depth of perception, field of vision, legal blindness and tunnel vision) and be able to describe how the eye works.

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 Rocky Mountain Trainer exam. However, it is by no means comprehensive and you should study and be very familiar with the following resources.

PSIA-Rocky Mountain-AASI *Level 1 & 2 Exam Material* (free download)
PSIA-Rocky Mountain-AASI *Level 3 Exam Material* (free download)
PSIA-Rocky Mountain-AASI *Adaptive Exam Guide for 3-track / 4-track* (free download)
PSIA-Rocky Mountain-AASI *Adaptive Information Guide: Adaptive Encyclopedia for the exam process* (free download)
PSIA-Rocky Mountain-AASI *Adaptive Exam Guide for Bi-Ski* (free download)
PSIA-Rocky Mountain-AASI *Adaptive Exam Guide for Cognitive Disabilities* (free download)
PSIA-Rocky Mountain-AASI *Adaptive Exam Guide for Mono-Ski* (free download)
PSIA-Rocky Mountain-AASI *Adaptive Information Guide: Slider* (free download)
PSIA-Rocky Mountain-AASI *Adaptive Exam Guide for Visually Impaired* (free download)
<http://www.psia-rm.org/education/adaptive/reference-materials>

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

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. *Adaptive Alpine Technical Manual*. Lakewood, CO: The American Snowsports Education Association, Inc., 2017.

Professional Ski Instructors of America. *Adult Alpine Teaching Handbook*. Lakewood CO: American Snowsports Education Association Education Foundation, 2011.

Professional Ski Instructors of America. *Alpine Technical Manual*. Lakewood, CO: The American Snowsports Education Association, Inc., 2014.

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>

Moguls without poles: <https://vimeo.com/channels/148252/16750167>

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.

<i>Skiing</i>	
Adaptive RMT Exam Outcomes	Study References & Resources
Adaptive functional skiing tasks	Adaptive Rocky Mountain Trainer Camp
	School trainer or TTP trainer
	RMT Exam Materials (this document)
	Sideslip to a stop: https://vimeo.com/channels/148252/16750688
	Falling leaf: https://vimeo.com/16749125
	Traverse sideslip traverse: https://vimeo.com/16751317
	Stem turns: https://vimeo.com/channels/148252/16750871
	Hourglass turns: https://vimeo.com/16749835
	Fall-line bumps: https://vimeo.com/channels/148252/16748715
	Medium radius in bumps: https://vimeo.com/channels/148252/16749990
	Synchronized skiing: https://vimeo.com/16751099
	Pivot slips: https://vimeo.com/channels/148252/16750399
	Moguls without poles: https://vimeo.com/channels/148252/16750167
Free skiing on black terrain: https://vimeo.com/channels/148252/16749384	
Milestone Demonstrations	Adaptive Rocky Mountain Trainer Camp
	School trainer or TTP trainer
	RMT Exam Materials (this document)
	Wedge christie: https://vimeo.com/channels/148252/16751517
	Basic parallel turns: https://vimeo.com/channels/148252/16748430
	Dynamic parallel turns: https://vimeo.com/channels/148252/16748980
<i>Presentation Skills</i>	
Adaptive RMT Exam Outcomes	Study References & Resources
Teaching/Learning Cycle	Teaching Snowsports Manual (PSIA-AASI)
Learning Styles	Teaching Snowsports Manual (PSIA-AASI)
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/
Parameters for Effective Teaching	RMT Exam Materials (this document)
Teaching for Transfer	Teaching Snowsports Manual (PSIA-AASI)
	RMT Exam Materials (this document)
Lateral Learning	Teaching Snowsports Manual (PSIA-AASI)
Feedback	Teaching Snowsports Manual (PSIA-AASI)
	RMT Exam Materials (this document)
Pacing	PSIA-RM-AASI Level 3 Exam Materials
Lesson content	Adaptive Rocky Mountain Trainer Camp
	School trainer or TTP trainer
	Teaching Snowsports Manual (PSIA-AASI)
	Alpine Technical Manual (PSIA-AASI)
Presenting disability information	Adaptive Alpine Technical Manual (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
Presenting medication information	Adaptive Alpine Technical Manual (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia

Professional Knowledge

Adaptive RMT Exam Outcomes	Study References & Resources
Fundamental Movements	Alpine Technical Manual (PSIA-AASI)
	Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines
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 equipment	Adaptive Alpine Technical Manual (PSIA-AASI)
	Resources available through individual equipment manufacturers
Disability understanding	Adaptive Alpine Technical Manual (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
Medication understanding	Adaptive Alpine Technical Manual (PSIA-AASI)
	PSIA-RM-AASI Adaptive Encyclopedia
Movement Analysis	Adaptive Alpine Technical Manual (PSIA-AASI)
	Teaching Snowsports Manual (PSIA-AASI)
	RMT Exam Materials (this document)