

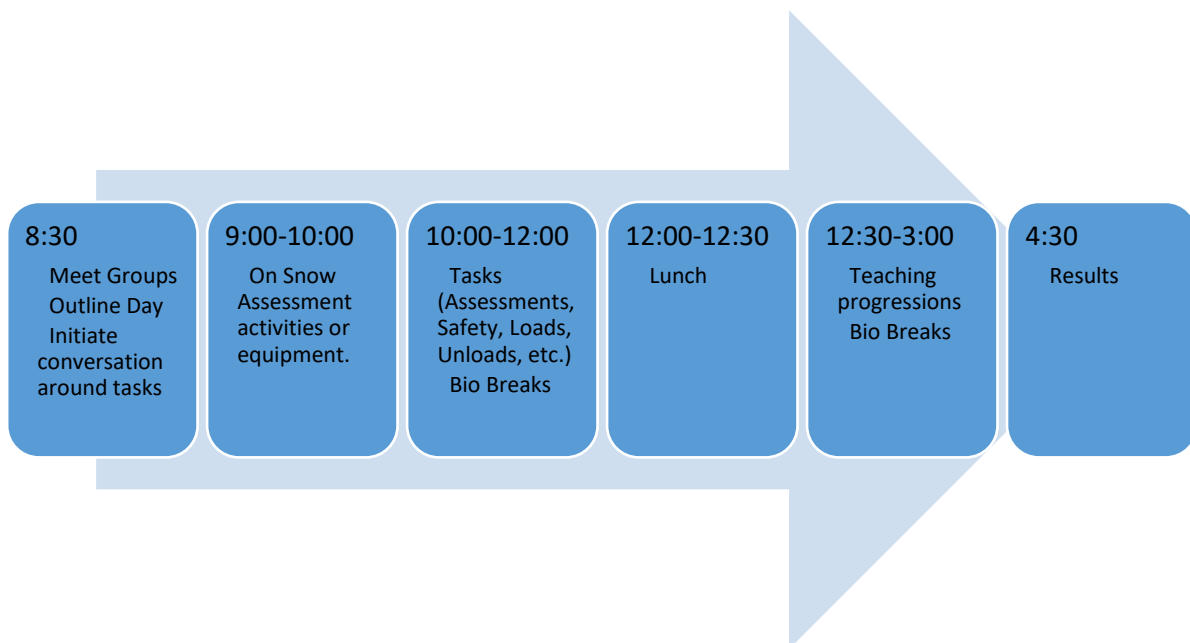
ADAPTIVE SNOWBOARD LEVEL 1 ASSESSMENT OVERVIEW

Introduction

This document outlines the Daily Schedule, details about Assessment Groups, Learning Outcomes, and Assessment Activities for the PSIA-AASI RM Adaptive Snowboard Level 1 Certification.

Level 1 is the first level of PSIA-AASI Adaptive certification. Candidates are evaluated through a series of tasks that showcase their knowledge of Equipment & Tactics, Diagnoses & Medications, Technical Tactics & Communication, Movement Analysis, and Adaptations of Teaching Skills. Candidates should have experience teaching at the beginner level and show an introductory level of knowledge of instruction concepts. Successful candidates will apply tactics and fundamentals in written assessments, tasks, interviews, and scenarios to show their experience teaching and demonstrating for students in beginner and easier intermediate terrain.

Schedule of Activities



Assessment Groups

- Each Stand Up assessment group will have a maximum of six candidates and one examiner.
- Each Bi-Ski & Mono-Ski assessment group will have a maximum of six candidates and one examiner.
- Each Cognitive & Visually Impaired assessment group will have a maximum of eight candidates and one examiner.
- When possible, a second examiner may participate in the assessment.

Learning Outcomes & Assessment Criteria

The PSIA-AASI National Standards establish the Learning Outcomes and Assessment Criteria for Level 1 Certification. The Learning Outcomes for the assessment are listed below with the Assessment Activities. Refer to the Performance Guide for the Assessment Criteria and Indicators of Success related to each Learning Outcome.

Professionalism and Self-Management elements are assessed within Level 1, from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

Link to Current Adaptive Snowboard Level 1 Standards

[https://thesnowpros.org/download/PSIA-AASI Adaptive Snowboard Standards Final.pdf](https://thesnowpros.org/download/PSIA-AASI_Adaptive_Snowboard_Standards_Final.pdf)

Equipment & Tactics

Learning Outcomes

Demonstrates a basic understanding of equipment and tactics based on students' cognitive, affective, and physical assessments.

Assessment Activities

Equipment and Tactics assessment criterion may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Assessment activities can vary between examiners depending on conditions and group experiences.

Candidates will demonstrate and/or discuss cognitive, affective, and physical assessments, including sensory functioning when applicable. Demonstrations and discussions may include but are not limited to ways of assessing students:

- Cognitive abilities;
- Affective state; and
- Physical abilities.

Other demonstrations and discussions will involve assistive devices, assistive device/equipment set-up, and assistive techniques and tactical choices:

- Their implementation in direct correlation to information gathered through students' assessments and
- The advantages and disadvantages for students and their individual abilities and needs.

Stand Up Equipment and Assistive Techniques

- Identify and demonstrate the use of various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to harnesses and other seat retention devices, outriggers, snowboard connectors, slider/walker/rider bar apparatus, the dance, snow wing, and tethers.
- Identify parts and functions of various outriggers and slider/walker/rider bar apparatus.
- Identify how to set up outriggers, snow wing, and/or a slider/walker/rider bar apparatus appropriately for students and their individual abilities and needs.

Bi-Ski & Mono-Ski

- Identify the various types of sit-skis and the advantages and disadvantages of the types for students and their individual abilities and needs.
- Identify the additional equipment that may be appropriate for students and their individual abilities and needs, such as fixed outriggers with tethers, handheld outriggers, or some combination.
- Identify parts and functions of various bi-skis and mono-skis.
- Identify how to set up various sit-skis appropriately for simulated or real student profiles.

Cognitive & Visual Impairment

- Identify and describe various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses, the dance, and other seat retention devices, picture-based communication systems, personal communication systems, tip connectors, tethers, visual schedules, and more.
- Identify how to appropriately set up various assistive devices for simulated or real student profiles.

Diagnoses & Medications

Learning Outcomes

Demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the beginner/novice zone.

Assessment Activities

Diagnoses and Medication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Assessment activities can vary between examiners depending on conditions and group experiences. Demonstrations and discussions may include but are not limited to common diagnoses, applicable medication classifications and potential side effects, and the corollary effects either or both may have on students' learning experiences, fundamental/skill acquisition, and overall safety.

Candidates will describe how a diagnosis presents, common considerations, and how these attributes may affect students in all aspects of the lesson, including but not limited to the mountain environment, safety decisions, physical and emotional safety, and learning. Candidates will also describe medication classifications and potential side effects commonly seen within the respective adaptive modules and related diagnoses.

Stand Up Equipment and Assistive Techniques

Diagnoses

- Acquired brain injury (traumatic)
- Amputation
- Cancer
- Cerebral palsy
- Cerebrovascular accident
- Hemiplegia
- Multiple sclerosis
- Muscular dystrophy
- Poliomyelitis
- Post-polio syndrome
- Spina bifida
- Spinal cord injury

Medication Classifications

- Analgesics
- Antibiotics
- Anticoagulants
- Antidiabetics
- Antiemetics
- Anti-inflammatory
- Antispasmodics
- Chemotherapy
- Immunosuppressives

Bi-Ski & Mono-Ski

Diagnoses

- Acquired brain injury (traumatic)
- Amputation
- Balance impairment
- Cerebral palsy
- Cerebrovascular accident
- Epilepsy
- Intellectual disability
- Multiple sclerosis
- Muscular dystrophy
- Poliomyelitis

Medication Classifications

- Analgesics
- Anti-anxiety
- Anti-inflammatory
- Antibacterial
- Antibiotics
- Anticholinergics
- Anticonvulsants
- Antidiabetics
- Antiemetics
- Antihypertensives



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- Post-polio syndrome
- Spina bifida
- Spinal cord injury

- Antispasmodics
- Chemotherapy
- Diuretics
- Psychostimulants
- Stool softeners

Cognitive & Visual Impairment

Cognitive-Related Diagnoses

- Acquired brain injury (traumatic)
- Alzheimer's disease
- Attention deficit/hyperactivity disorder
- Autism spectrum disorder
- Cerebral palsy
- Cerebrovascular accident
- Down syndrome
- Epilepsy
- Fetal alcohol syndrome
- Fragile X syndrome
- Intellectual disability
- Neurocognitive disorder
- Neurodevelopmental disorder
- Post-traumatic stress disorder

Medication Classifications

- Anti-anxiety
- Anticonvulsants
- Antidepressants
- Antipsychotics
- Antispasmodics
- Antispastics
- Psychostimulants
- Sedatives

Vision-Related Diagnoses

- Cataracts
- Diabetic retinopathy
- Glaucoma
- Macular degeneration
- Myopia
- Retinal detachment
- Retinitis pigmentosa
- Strabismus

Medication Classifications

- Analgesics
- Anti-inflammatory
- Antidiabetics
- Antihypertensives

Technical Tactics & Communication

Learning Outcomes

Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice-zone students in the mountain environment.

Assessment Activities

Technical Tactics and Communication assessment criterion may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Assessment activities can vary between examiners depending on conditions and group experiences.

Discussions and observations will be made by looking at the candidate as an individual and as part of the instructor/student partnership.

Candidates will be required to demonstrate the use of equipment and practices that address safety aspects of which to be aware while stationary or moving.

Candidates' personal performance and tactics may be demonstrated in assessment activities that require a candidate to:

- Highlight a specific fundamental
- Manage turn shape, size, and line.
- Identify how the snowboarding activity uses at least two fundamentals.
- Identify which two fundamentals will be observed during the activity.
- Describe how the fundamentals should impact snowboard performance.
- Perform the activity, achieving the desired outcome the majority of the time.

Demonstrations and discussions will involve various assistive devices, teaching techniques, communication strategies, tactics and:

- How they could be appropriately applied to guests of varying abilities and needs;
- The advantages and disadvantages; and
- Where, when, why, and how to implement it correctly and safely.

Stand Up Equipment and Assitive Techniques

Discussion and/or application of technical tactics and communication strategies that may be observed include but are not limited to:

- Assistive equipment, maneuvers, and strategies may include:
 - Bamboo pole/hoop;
 - The Dance;
 - Snow Wing;
 - Physical molding;
 - Props and tools (Ex: stuffed animals, harnesses and other seat retention devices, communication devices, etc.);
 - Snowboard tip connectors;
 - Rider Bar
 - Tip hold; and/or
 - Two-point hold.
- Communication strategies may include:
 - Visual cues;
 - Auditory cues;
 - Kinesthetic cues; and/or
 - Discuss with which students and/or diagnoses each is best suited for use.
- Chairlift loading and unloading assists.
- Chairlift loading and unloading instruction independent loading.

Assessment activities will include demonstrating and/or speaking to tethering a slider.

Candidates are required to:

- Follow industry best practices regarding tether attachment and usage.
- Control speed by utilizing the slope and through turn shape.
- Maintain consistent flow and turn shape from turn to turn.
- Maintain a consistent position of power and athletic stance.
- Maintain a consistent and appropriate position with the student.
- Maintain consistent contact with students to avoid negatively influencing their performance.
- Maintain a consistent hand and arm position.
- Stop in case of an emergency.
- Assist with turns and turn shape through active tethering in different turn phases.
- Positively influence students' performance and/or fundamental/skill development, complementing the desired outcomes.
- Blend personal fundamentals and tactics to support students' performance, skill development, and safety.

Bi-Ski & Mono-Ski

Discussion and/or application of technical tactics and communication strategies that may be observed include but are not limited to:

- Assistive equipment, maneuvers, and strategies may include:
 - Holding the foot tray/tip;
 - Physical molding;
 - Props and tools (Ex: stuffed animals, communication devices, etc.); and/or
 - Seat assists on flat terrain, navigating crowded areas, and/or teaching a new skill for kinesthetic learners.
- Communication strategies may include:
 - Visual cues;
 - Auditory cues;
 - Kinesthetic cues; and/or
 - Discuss with which students and/or diagnoses each is best suited for use.
- Chairlift loading and unloading assists.
- Chairlift loading and unloading instruction independent loading.

Assessment activities will include demonstrating and/or speaking to tethering a bi-ski with fixed outriggers, handheld outriggers, or any combination of the two. Candidates are required to:

- Follow industry best practices regarding tether attachment and usage.
- Control speed by utilizing the slope and through turn shape.
- Maintain consistent flow and turn shape from turn to turn.
- Maintain a consistent position of power and athletic stance.
- Maintain a consistent and appropriate position with the student.
- Maintain consistent contact with students to avoid negatively influencing their performance.
- Maintain a consistent hand and arm position.
- Stop in case of an emergency.
- Assist with turns and turn shape through active tethering in different turn phases.
- Positively influence students' performance and/or fundamental/skill development, complementing the desired outcomes.
- Blend personal fundamentals and tactics to support students' performance, skill development, and safety.

Cognitive & Visual Impairment

Discussion and/or application of technical tactics and communication strategies that may be observed include but are not limited to:

- Assistive equipment, maneuvers, and strategies may include:
 - Bamboo pole/hoop;
 - Hand in hand;
 - Physical molding;
 - Props and tools (Ex: stuffed animals, harnesses and other seat retention devices, communication devices, etc.);
 - The Dance
 - Tip hold; and/or
 - Two-point hold.
 - Tethers
 - Kahuna Stick or Delaney Bar
- Communication strategies may include:
 - Language, picture-based, and/or electronic communication devices;
 - Gestures; and/or
 - Drawing.
- Chairlift loading and unloading assists.
- Instruction for independent loading and unloading by guests who may have various diagnoses, such as a total loss of vision or significant cognitive challenges.

Assessment activities will include demonstrating and/or speaking to stand-up tethering.

Candidates are required to:

- Follow industry best practices regarding tether attachment and usage.
- Control speed by utilizing the slope and through turn shape.
- Maintain consistent flow and turn shape from turn to turn.
- Maintain a consistent position of power and athletic stance.
- Maintain a consistent and appropriate position in relation to the student.
- Maintain consistent contact with students to avoid negatively influencing their performance.
- Maintain a consistent hand and arm position.
- Stop in case of an emergency.
- Assist with turns and turn shape through active tethering in different turn phases.
- Positively influence students' performance and/or fundamental/skill development, complementing the desired outcomes.
- Blend personal fundamentals and tactics to support students' performance, skill development, and safety.

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Assessment activities will include the following when working with students with visual diagnoses. Candidates are required to:

- Demonstrate visual guiding from the front, side, and/or back;
- Demonstrate auditory guiding (for example, sound makers, auditory cues, and words);
- Demonstrate kinesthetic guiding (for instance dance, hoop or horse and buggy); and
- Discuss with which students and/or diagnoses each is best suited for use.

Movement Analysis

Learning Outcomes

Articulates an accurate cause-and-effect relationship between body and board performance within any single Snowboarding Fundamental in a specific turn phase to offer a relevant prescription for change for riders in the beginner/novice zone in the respective adaptive discipline(s).

Assessment Activities

Movement Analysis (MA) assessment criterion may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Assessment activities can vary between examiners depending on conditions and group experiences.

Candidates will review MA Concepts and, either on- or off-snow, observe beginner snowboarders classified within the assessment module. Candidates are expected to present an organized and detailed description of beginner riders' movements, identify deficiencies, determine cause-and-effect relationships based on the beginner progression and riders' abilities, and relate them to exercises within level 1-4 progression to improve their snowboarding.

Stand Up and Assitive Techniques

Identify beginner movements, identify deficiencies, note if they are related to students' diagnoses, such as a cerebrovascular accident or cerebral palsy, and apply specific exercises within the level 1-4 progression to meet students' abilities, ages, and stages that promote their fundamental/skill development.

Bi-Ski & Mono-Ski

Identify beginner movements, identify deficiencies, note if they are related to students' diagnoses, such as a C-5 Spinal cord injury or multiple sclerosis, and apply specific exercises within the level 1-4 progression to meet students' abilities, ages, and stages that promote their fundamental/skill development.

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Cognitive & Visual Impairment

Identify beginner movements, identify deficiencies, note if they are related to students' diagnoses, such as a brain injury or Down syndrome, and apply specific exercises within the level 1-4 progression to meet students' abilities, ages, and stages that promote their fundamental/skill development.

Adaptations of Teaching Skills

Learning Outcomes

Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.

Assessment Activities

Adaptations of Teaching Skills assessment criterion may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers. Assessment activities can vary between examiners depending on conditions and group experiences.

Candidates will each take on the role of “Instructor” to give a 10–15-minute teaching presentation to a “Student.” Candidates will be given a basic student profile, including diagnosis information, interests, hobbies, motivations, and lesson level. Teaching activities must be based on the needs, motivations, and snowboarding performance of the student’s profile and adapt for their specific needs based on their diagnoses, age, etc.

During their teaching segment, the candidate will:

- Introduce themselves and build rapport.
- Create a goal statement for the lesson, including:
 - Describing the “student’s” current performance;
 - Describing the goal performance; and
 - Describing the “student’s” motivations and desired outcomes.
- Match a relevant teaching segment from the beginner level 1-4 progression.
- Teach to meet the specific needs of the “adaptive student.”
- Demonstrate the lesson.
- Candidates are encouraged to ask questions, lead their “student” through an activity, analyze movement, make observations, and/or ask follow-up questions.

The examiner will take five minutes to debrief the presentations and facilitate comments from the group.

Stand Up Profile Example:

Chris is a 40-year-old stand-up comedian. He is interested in social causes, likes gardening, and had a cerebrovascular accident affecting his left side. He is currently snowboarding with one handheld outrigger at a level 2 but would like to be able to go up with his kids on the mountain greens.

Bi-Ski & Mono-Ski Profile Example:

Gina is a 13-year-old girl in middle school with spina bifida who uses a wheelchair and forearm crutches. She likes meeting up with friends, enjoys fashion, and wants to become a social media influencer. She is currently using a mono-ski on the surface and beginner lifts and is skiing at a level 2. She wants to ski with her friends on mountain greens but cannot safely skid the ski for turn shape and speed control.

Cognitive & Visual Impairment Profile Example

Recently retired, Santos is a 65-year-old man with cataracts who likes swimming, refurbishing classic cars, and is excited to have all this free time to snowboard with his grandchildren. While he is moving from level 3 to 4 and has been on mountain greens, his legs are getting tired from primarily using a falling leaf when it gets steeper.