

PSIA - ROCKY MOUNTAIN – AASI ADAPTIVE CERTIFICATION STANDARDS Adaptive Snowboard Assessment Material

Level 1

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PSIA



AASI

ROCKY MOUNTAIN DIVISION

Professional Ski Instructors of America
American Association of Snowboard Instructors

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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 consider any factors that may affect your lesson. This includes but is not limited to the guest's health, well-being, and fitness; weather conditions; terrain; other people on the slope; your own abilities, as well as those of your guest and anyone who may accompany you.

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The essential eligibility requirements for all Adaptive Alpine Level 1 educational events and assessments are presented in this material. The standards are national in scope, and their maintenance is necessary for the interests of public safety, effectiveness, value for the consumer, and guest/employer expectations.

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For further information, refer to the PSIA-RM-AASI Americans with Disabilities Act (ADA) Policy.

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Adaptive SNOWBOARD Level 1 Path to Certification

Prerequisites

- Minimum 16 years of age.
- Be an employee or volunteer of a recognized ski school or adaptive ski program and complete a minimum of ten hours of in-house and on-hill training and actual on-hill adaptive teaching.
- Be current in dues & credit hours.
- Possess AASI Snowboard Level 1 Certification (or higher).
- **STRONGLY RECOMMENDED:**
 - Complete the Adaptive Alpine Introductory E-Learning Course
 - Complete the Adaptive Alpine Introductory E-Learning Course for the corresponding on-hill module assessment. (The adaptive alpine modules are relevant for adaptive snowboarding. Equipment and student needs are the same).

Requirements

- Attend and pass the corresponding on-hill Module Assessment.

Further Information for Adaptive Alpine

- The PSIA-RM-AASI Office typically sends a notice to all participants in your assessment. You are responsible for working with fellow candidates and bringing all equipment needed for your on-hill assessments. Contact the RM office to learn about others attending and coordinate equipment. You are responsible for bringing supplies to disinfect equipment that may be shared with fellow candidates.
- If you received your certification(s) at a PSIA division other than RM, and the division tested on an individual discipline versus Module (i.e., VI versus Cog/VI), then you must attend and pass each Module Assessment. If you have further questions, please contact the PSIA- RM office to determine how to proceed with your certification path.
- Assessments (passed or failed) count towards a member's credit hour requirement.



PSIA - Rocky Mountain – AASI ADAPTIVE CERTIFICATION



Adaptive Snowboard Level 1 Certification Standards

The standards listed below are the minimum requirements for Level 1 Adaptive Certification. These standards are general and can be applied to each aspect of Adaptive Certification Modules. This includes the following adaptive modules: Stand Up; Bi-Ski & Mono-Ski; and Cognitive & Visually Impaired.

General Standards

“Candidates should be able to....”

- Effectively teach adaptive snowboarders through the beginner zone, Levels 1 – 4.
- Present a safe environment for students and others.
- Ride at a minimum Level 6 on all green, blue, blue bumps, and easy black terrain.
- Pass PSIA Snowboard Level 1 certification.
- Demonstrate basic knowledge & understanding of specific diagnoses and specialized equipment.
- Complete and pass the Adaptive Experience E-Learning (to be taken at least one week before the on-hill portion). This Assessment needs to be completed with an 80% pass rate.
- Complete and pass the Online Module Assessment for the corresponding on-hill assessment you will take at least one week before the on-hill portion. The Online Module Assessment must be completed with an 80% pass rate. (The module are adaptive alpine but student and equipment information is the same).

Movement Analysis/Technical Understanding

“Candidates should be able to....”

- Identify the basic movement needs of a rider from a video or confirmed guest.
- Use the Guest Centered Teaching Model as a template to identify one skill and associated movements in one phase of the turn.
- Demonstrate technical knowledge of Movement Analysis based on discussion and applications used during on-hill teaching demonstration.

Equipment Setup

“Candidates should be able to....”

- Describe equipment commonly used by students with specific diagnoses.
- Set up specialized adaptive equipment based on the individual need of students.
- Load and unload specialized adaptive equipment from various lifts based on ski area procedures, correct handling of equipment and guest, and standard safety practices.

- Handle specialized adaptive equipment on-hill utilizing specific skiing techniques to enhance student learning, overall experience, and safety.

Teaching

“Candidates should be able to...”

- Identify student profiles based on specific diagnoses, movement analysis, and other special needs.
- Apply student profiles to the development of individualized lesson goals.
- Create lesson content based on the development of Snowboarding Fundamentals.
- Use the Teaching/Learning Cycle to structure and deliver the lesson plan.

Diagnosis Knowledge

“Candidates should be able to....”

- Define and describe specific diagnoses listed in the diagnosis profile located in the respective Assessment Module.
- Describe general medication categories and their common side effects.
- Implement guest-centered experiences based upon the characteristics of the student and their diagnosis.

Assessment Scoring Criteria

All candidates will be evaluated on a scale of 1-6. The scoring criteria is as follows:

The first three scores are considered not meeting the Standard:

- 1: Essential elements were not observed or not present.
- 2: Essential elements are beginning to appear.
- 3: Essential elements appear, but not with consistency.

The following scores are considered meeting the Standard:

- 4: Essential elements appear regularly at a satisfactory level.
- 5: Essential elements appear frequently, above the required level.
- 6: Essential elements appear continuously, at a superior level.

Adaptive Snowboard Module Assessments

There are three different Adaptive Snowboard Module Assessments: Stand Up; Bi-Ski & Mono-Ski; and Cognitive & Visually Impaired. Each of these Module Assessments is a one-day event in which candidates are tested in their people skills, teaching skills, technical skills, discipline-specific technical applications, equipment, diagnoses, and medication classifications within the beginner zone. Candidates are assessed in the following categories: Equipment & Tactics, Diagnoses & Medications, Technical Tactics & Communication, Movement Analysis, and Adaptations of Teaching Skills.

Upon successfully completing one of the Adaptive Snowboard Module Assessments, a Level 1 Adaptive Snowboard Certification in the respective module will be attained.

Note: This is a sample agenda only. Each assessor sets a schedule based on weather, terrain, snow conditions, and the candidates taking the assessment.

Approximate Timing

8:00 – 8:30	Sign in
8:30 – 9:00	Introductions – People / Logistics / Assessment format / Assessment event / Group safety
9:00 – 10:00	Indoor or Outdoor Movement Analysis – Video with worksheet and discussion. (When finished, put on ski gear.)
10:00 – 12:00	On the hill – Safety, lift loading and unloading, lift riding, assistive techniques, and teaching segments. *You are expected to teach safely and to conduct your sample lesson scenario with safety as your first priority!*
12:00 – 12:30	Lunch
12:00 – 1:00	Discuss – Diagnoses, medications, & guest assessment / Teaching/Learning Cycle / Teaching styles / Recap movement analysis sheets
1:00 – 3:15	Adaptive teaching – teaching progressions; sharing information on skill development and exercises; on-hill movement analysis; and prescription for change
3:15 – 3:30	Summarize - Any questions / Issues prior to finishing assessment /

Meeting place for results

3:30 – 4:30 Assessor scores and prepares result packets

As you can see, there is a lot to get done. Please plan accordingly and help utilize the time wisely. Have equipment (personal and adaptive) readily available and set for your use. If you share adaptive equipment with anyone else, ensure you know your personal settings to set it up for yourself quickly.

Guest Centered Teaching (GCT)

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

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

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

Your Guest

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

- Motivational Needs
- Understanding Needs
- Movement Needs

Fulfilling **Motivational Needs** is the most powerful thing you can do to create a positive experience, and yet Motivational Needs can sometimes be the most challenging for you to meet. Perhaps this is because of the intensely personal nature of what motivates an individual. While there are times when Motivational Needs are the same as movement and understanding needs, they may also be the underlying reason for the Movement and Understanding Needs.

Occasionally, Motivational Needs have nothing to do with Movement and Understanding Needs. Perhaps a student merely desires company or an orientation to a new part of the mountain.

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

Movement Needs are the most technical aspect of GCT. Through movement analysis, you must first discover which movements are hindering your student's skiing/snowboarding performance and then determine the single most important movement (SMIM), improving his/her experience. After s/he has become proficient in that SMIM, you can select the next

SMIM that will improve his/her experience. You also must remember that the student's equipment can impact movement needs, so make equipment adjustments as necessary throughout the lesson.

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

Instructor Behavior

Identification Activities help you determine the needs of your students. The foundation of a positive skiing/snowboarding experience rests on your ability to identify their Motivational, Understanding, and Movement Needs accurately. You can identify these needs by asking questions, making observations, and verifying assumptions.

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

PSIA-Rocky Mountain • GCT™ Lesson Planning Worksheet

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Guest Profile		MOTIVATIONAL NEEDS	UNDERSTANDING NEEDS	MOVEMENT NEEDS	
Name: Age: Equipment: Physical: - Diagnosis? - Medications? - Corollary effects, if any? - How healthy? - How energetic? State of mind: - Affective state? - Comfortable, aggressive, intimidated, etc.?	IDENTIFICATION ACTIVITIES	<ul style="list-style-type: none"> - What does the guest say s/he wants? - What do you think (infer or assume) the guest needs? - Why do you think that? (Be specific — words, non-verbal cues, background information, etc..) - How will you probe more deeply and verify your conclusions and assumptions? (Questions, observations, etc.) - 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 guest understand about skiing? - What might the guest misunderstand about skiing? - How does the guest's understanding and/or misunderstanding affect his/her Movements and Motivational Needs? - How important is the guest's NEED for understanding? (Is getting a better understanding a Motivational Need for this guest?) - Identify the guest's Learning Preferences. - Why do you draw these conclusions? - How will you verify your conclusions? 	Board Performance "Effect"	Body Performance "Cause"
		Level I Movement Analysis: One skill through one phase of the turn.		<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 rotational control movements & effects. - Describe edge control movements & effects. - Describe pressure control movements & effects. - Describe "rhythm & flow". - Identify/prioritize movement need(s). 	
Background: - Interests/Hobbies? - Other sports? Riding Experience: - Sliding on snow? - Rider level? - What type of turns? Other lessons? - Other areas visited?	FACILITATION ACTIVITIES	<ul style="list-style-type: none"> - What will you do specifically to address the guest's expressed desires? - What will you do specifically to address the guest'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 guest's Motivational needs? - How will you create this relevance in the guest's mind? 	<ul style="list-style-type: none"> - How will you address the guest'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"> - Which activities/progressions/exercises will meet your guest's movement needs? - 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 board performance? - How are these activities and changes relevant to the guest's Motivational and Understanding Needs? - How will these new movements help your guest meet his/her goals/outcome? 	

PSIA-Rocky Mountain • GCT™ Blank Lesson Planning Worksheet

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Guest Profile		MOTIVATIONAL NEEDS	UNDERSTANDING NEEDS	MOVEMENT NEEDS	
Name:	I D E N T I F I C A T I O N A C T I V I T I E S	<i>What does your guest want (expectation) and why do they want it?</i>	<i>What does your guest know about skiing and what are their learning preferences?</i>	Board Performance "Effect"	Body Performance "Cause"
Age:				Level I Movement Analysis: One skill through one phase of the turn.	
Equipment:				Skill:	
Physical:				Fundamental:	
State of mind:				Phase:	
				Board Performance	
				Body Performance:	
Background:	F A C I L I T A T I O N A C T I V I T I E S	<i>How will the activities of the lesson be relevant to your guest's motivational needs?</i>	<i>How will you create a new understanding of skiing for your guest?</i>	Prescription for Change & Lesson Plan	
Riding Experience:				<i>Which activities will meet your guest's movement needs?</i>	
				<i>How will these new movements help your guest meet their goals/outcomes?</i>	

Diagnoses and Medications to Study for Your Level 1 Assessment

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 classes of medications these individuals might be taking. You may be tested verbally on the following diagnoses and medications throughout the course of your Level 1 Assessment or as part of your Online Assessment.

It is expected that you have basic knowledge of each of the diagnoses listed for your Module Assessment, including symptoms and the teaching considerations for skiing. For each class of medication, you should know the uses and side effects. You are not expected to know specific brand names for each medication classification.

Level 1: 3-Track, 4-Track, & Slider Assessment

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

Level 1: Bi-Ski & Mono-Ski Assessment

Diagnoses

- Acquired brain injury (traumatic)
- Amputation
- Balance impairment
- Cerebral palsy
- Cerebrovascular accident
- Epilepsy
- Intellectual disability
- Multiple sclerosis
- Muscular dystrophy
- Poliomyelitis
- Post-polio syndrome
- Spina bifida
- Spinal cord injury

Medication Classifications

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

- Psychostimulants
- Stool softeners

Level 1: Cognitive & Visual Impairment Assessment

In addition to knowing the following diagnoses for the Cog/VI assessment, 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.

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

Practice Evaluation Scenarios

Guest Profiles

1. A woman in her mid-fifties with macular degeneration.
2. 13-year-old boy with Down syndrome whose parents want him to “go for it” in Special Olympics, but he would rather watch Spiderman cartoons.
3. A man doing “wheelies” in front of the ski school desk asks to receive a snowboard lesson.
4. College coed had retinal blastoma, the most common type of eye cancer which starts in the retina and is currently taking a semester off from school due to a recurrence of malignant cells. She has never snowboarded before and wants to learn.
5. A teenage girl with full metal leg braces on both legs walks with forearm crutches and uses a wheelchair.
6. A young boy with spastic level 3 CP affecting all four limbs travels slowly up to the desk to confirm his lesson.
7. A college student lost his eyesight two years ago in a violent car accident and has not snowboarded since the accident.
8. A guest has a T5 SCI.
9. At Christmas, a well-known model with a BK amputation asks for lessons so she can ride in France after a February fashion show in Paris.

Questions for Profiles

1. What possible are cognitive, affective, and physical manifestations associated with a student’s diagnosis?
2. How would a cognitive assessment be conducted? Affective assessment? Physical assessment?
3. Where is the assessment conducted?
4. What aids does the student use? Why are they used? How will they impact skiing?
5. What could be going on that is hidden? Medications?
6. What type of equipment may be used? Is there more than one possibility, and how would one determine which to use? Does it always have to remain the same? What factors determine this? What methods can be used to educate/convince a student to change equipment?
7. Who uses guiding systems? What type of guiding system might be used? Define the system.
8. What are the safety concerns with this student?
9. Explore learning styles the student may prefer. Discuss teaching styles that support the learning preference.

Extended Study Questions

These study questions are designed to make you think, pursue answers, and discuss issues with trainers and friends as you broaden your knowledge of adaptive skiing. Additional resources to answer these questions can be found in Appendix A.

Equipment

1. List the different models of mono- and bi-skis. Describe their parts and associated functions.
2. Discuss the advantages/disadvantages of mono- and bi-skis models.
3. Describe how to fit a skier into the seat of a mono- or bi-ski.
4. How is a dowel test performed? What is its purpose? As a result, is weight ever added to a sit-down ski? When? Where? Why?
5. Fit outriggers for a skier mono-skiing, bi-skiing (including handheld and fixed riggers), and stand-up snowboarding. What is/are the function(s) of outriggers for each of these students?
6. List other equipment a stand up snowboarder may use, including board and boot types, binding configurations, as well as different stance angles, fore/aft balance, equalizing fore/aft pressure, and lateral control.
7. What other equipment may the instructor use to help a rider who wants to stand up snowboard but used forearm crutches while walking? Why?
8. Discuss methods to restrain and/or pad the residual limb of a snowboarder who is an amputee.
9. What equipment may a guest with a visual or cognitive diagnosis use? Why?
10. Discuss different types of communication equipment a rider who is blind or visually impaired and guide may use.
11. List physical aids that may be used by an instructor of students with a visual or cognitive diagnosis. Why might these aids be used?
12. List, from head to toe, clothing, and accessories that may be used by students with a visual or cognitive diagnosis.
13. Describe at least one type of Slider or Rider bar device and its characteristics, for whom the device might be used, and how to fit the device to the student.

Safety

1. Discuss safety issues connected outrigger use. Consider handheld and fixed outriggers, as well as stand-up and sit-down outriggers.
2. Discuss the challenges to both the instructor and student when physical assists are used. This includes loading, unloading, helping the student up after a fall, and physical assists.
3. Investigate how to help students transfer to and from mono- and bi-skis. For the stand-up snowboarder, in and out of bindings.
4. Discuss the challenges to both the instructor and student when working on crowded slopes, in hard or icy conditions, or amid active snow guns.

5. How can an instructor prevent separation from students with visual or cognitive diagnoses?
6. What should an instructor do if separated from a student with visual or cognitive diagnoses? What should the student do if s/he becomes separated from their instructor?

Teaching & Technical

1. List several reasons for teaching a straight run (even in a bi-ski). This emphasizes which fundamental(s) and skill(s)?
2. What role do outriggers play in a straight run and beginning turns? Where are the outriggers positioned?
3. What fundamentals/skills are emphasized in making a beginning turn? What body mechanics are used to develop this skill? What is the board doing at the beginning phase of the turn?
4. Cite the fundamentals. How do the fundamentals interact?
5. How do the fundamentals, skills, and movement pools relate?
6. Describe the differences/similarities between teaching with fixed and handheld riggers.
7. Describe the positioning of a rider in the seat of a sit-ski. What advantages/disadvantages does this give?
8. Describe the placement of a residual limb while snowboarding. Why is the placement important? What can happen if the limb is in improper alignment?
9. Where do rotary forces originate with a skier 4-tracking? Is it the same for all skiers 4-tracking?
10. What are the similarities/differences between teaching any adaptive discipline and 2-track skiing?
11. What determines whether a turn will be skidded or carved, especially in a bi-ski?
12. What adaptations of the snowboarding model are used with the different specialties of adaptive snowboarding?
13. What are the common learning styles for students with visual or cognitive diagnoses? What type of teaching styles work with these learning styles?
14. Describe the different communication styles an instructor may employ (mainly a student with a cognitive diagnosis). What are the advantages/disadvantages of each?
15. What type of behavior challenges may occur with students with a cognitive diagnosis? What methods can you use to deal with these behaviors effectively?
16. Describe different types of guiding systems.
17. Describe different positions from which a guide may work. What are the advantages/disadvantages of each position?

Diagnoses & Medications

1. Who may be a candidate for bi-skiing? Mono-skiing? Stand-up snowboarding? VI guiding? Cognitive diagnosis lesson? Why?
2. What is the assessment process to determine if snowboarding is appropriate for the person?
3. What questions should be asked about the student's diagnosis, medications,

treatments, medical needs, and athletic abilities?

4. For each adaptive module/diagnosis, cite classes of medications that may be used and their associated side effects.
5. List the vertebrae and their associated nerves, muscles, and body functions.
6. Define autonomic dysreflexia. List the signs/symptoms; when it occurs; and the level of injury with which it is typically associated. What steps should be taken if a student experiences autonomic dysreflexia?
7. What precautions must one take if the guest has spinal stabilizers? Think about snowboarders both standing up as well as those sitting down.
8. How does an amputation affect balance and strength? Make sure this is answered for mono- and bi-ski, 3- and 4-track, and 2-track skiing.
9. What precautions must one take to protect a residual limb? A brace? A prosthesis worn while snowboarding? Should snowboarders with amputations wear their prostheses while snowboarding? Why or why not?
10. Define and describe as much as possible about various diagnoses associated with each of the individual adaptive modules – mono-ski, bi-ski, cognitive, visually impaired, stand-up snowboarding.

Appendix A: Resource List

This document has been developed to provide the essential materials you need to prepare for your Adaptive Snowboard Level 1 assessment. However, it is by no means comprehensive. You should study and be very familiar with the following resources.

The following are available at: <https://www.psia-rm.org/education/adaptive-alpine/#1539010390285-10c2e42a-77d1>

PSIA-RM-AASI Level 1 & 2 Assessment Material (this document)

PSIA-RM-AASI Adaptive Common Gaits in Adaptive Students (free download) PSIA-RM-AASI Adaptive Assessment Guide for 3-track / 4-track (free download) PSIA-RM-AASI Adaptive Assessment Guide for Bi-Ski (free download)

PSIA-RM-AASI Adaptive Assessment Guide for Cognitive Disabilities (free download) PSIA-RM-AASI Adaptive Assessment Guide for Mono-Ski (free download)

PSIA-RM-AASI Adaptive Assessment Guide: Slider (free download)

PSIA-RM-AASI Adaptive Assessment Guide for Visually Impaired (free download)

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

Professional Ski Instructors of America. Snowboard Technical Manual. Lakewood, CO: The American Snowsports Education Association, Inc., 2017. www.thesnowpros.org

Professional Ski Instructors of America, Adaptive Instruction Supplement: Diagnoses & Medication Classifications, Lakewood, CO: The American Snowsports Education Association, Inc., 2019. Download www.thesnowpros.org

Professional Ski Instructors of America. Adaptive Snowboard Guide. Lakewood, CO: The American Snowsports Education Association, Inc., 2013. www.thesnowpros.org

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

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 Park Smart (Freestyle Terrain Safety Initiative): https://www.nsa.org/NSAA/Safety/Freestyle_Terrain_Safety/Park_Smart/NSAA/Safety/Park_Smart.aspx?hkey=63205aae-a0e2-467c-aa95-0888f80df632

For Your Responsibility Code: https://www.nsa.org/NSAA/Safety/Responsibility_Code/NSAA/Safety/Your_Responsibility_Code.aspx?hkey=341ee8dd-2dba-4255-b689-6105e62352d7

For Demonstration equivalencies (part of the PSIA Adaptive Alpine Standards Assessment Supplement): <https://thesnowpros.org/download/PSIA-Adaptive-Alpine-Exam-Supplement-Final-6.4.14.pdf>

Appendix B: Study References for Adaptive Snowboard Level 1 Assessment Outcomes

General Standards	
Adaptive Alpine Level 1 & 2 Assessment Outcomes	Study References & Resources
Adaptive Functional Snowboard Tasks	Adaptive Snowboard Level 2 Prep clinics. School trainer or TTP trainer PSIA-RM-AASI Adaptive Snowboard Assessment Material – Levels 1 & 2 (this document) PSIA-RM-AASI Adaptive Snowboard Assessment Material – Individual Development Pathway – Adaptive Snowboard Standards Functional Riding & Technical Outcomes document – free download www.psia-rm.org
Your Responsibility Code	http://www.nsa.org/safety-programs/responsibility-code/
Park Style (Freestyle Terrain Safety Initiative)	http://www.nsa.org/nsaa/safety/smart%2Dstyle/
Diagnoses	Adaptive Alpine 1-2 Teaching, Technical, and Skiing Applications Clinic School trainer or TTP trainer PSIA-RM-AASI Adaptive Alpine Assessment Material – Levels 1 & 2 (this document) <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 https://nei.nih.gov/kids/about_the_eye https://nei.nih.gov/healthyeyes/howweseesee https://www.nei.nih.gov/sites/default/files/nehpdfs/EyeHandout_508.pdf
Adaptive Equipment	School trainer or TTP trainer <i>Adaptive Alpine Technical Manual</i> (PSIA-AASI) PSIA-RM-AASI Guide for Teaching Students 3-Tracking & 4-Tracking PSIA-RM-AASI Guide for Teaching Students Bi-Skiing PSIA-RM-AASI Guide for Teaching Students with Cognitive Diagnoses PSIA-RM-AASI Guide for Teaching Students Mono-Skiing PSIA-RM-AASI Guide for Teaching Students Using a

	Slider
	PSIA-RM-AASI Guide for Teaching Students with Vision-Related Diagnoses
Movement Analysis/Technical Understanding	
Adaptive Alpine Level 1 & 2 Assessment Outcomes	Study References & Resources
Physics of skiing	<i>Alpine Technical Manual</i> (PSIA-AASI)
Student assessment	School trainer or TTP trainer
	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Adaptive Instruction Supplement: Diagnoses & Medication Classifications</i> (PSIA-AASI)
Movement analysis	Adaptive Alpine 1-2 Teaching, Technical, and Skiing Applications Clinic
	PSIA-RM-AASI Adaptive Alpine Level 1 & 2 Assessment Material (this document)
	<i>Alpine Technical Manual</i> (PSIA-AASI)
Guest-Centered Teaching	Level 1 & 2 Assessment Material (this document)
Equipment Setup	
Adaptive Alpine Level 1 & 2 Assessment Outcomes	Study References & Resources
Diagnoses	School trainer or TTP trainer
	PSIA-RM-AASI Adaptive Alpine Level 1 & 2 Assessment Material (this document)
	<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
	https://nei.nih.gov/kids/about_the_eye
	https://nei.nih.gov/healthyeeyes/howweseesee
https://www.nei.nih.gov/sites/default/files/nehpdfs/EyeHandout_508.pdf	
Student assessment	School trainer or TTP trainer
	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Adaptive Instruction Supplement: Diagnoses & Medication Classifications</i> (PSIA-AASI)
Adaptive equipment	<i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
	<i>Adaptive Instruction Supplement: Diagnoses & Medication Classifications</i> (PSIA-AASI)
	PSIA-RM-AASI Adaptive Assessment Guide for 3-track / 4-track (free download)
	PSIA-RM-AASI Adaptive Assessment Guide for Bi-Ski
	PSIA-RM-AASI Adaptive Assessment Guide for Cognitive Disabilities

	PSIA-RM-AASI Adaptive Assessment Guide for Mono-Ski
	PSIA-RM-AASI Adaptive Assessment Guide: Slider
	PSIA-RM-AASI Adaptive Assessment Guide for Visually Impaired
Teaching	
Adaptive Alpine Level 1 & 2 Assessment Outcomes	Study References & Resources
Student assessment	School trainer or TTP trainer <i>Adaptive Alpine Technical Manual</i> (PSIA-AASI)
Teaching/Learning Cycle	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
Maslow's Hierarchy of Needs	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
VAK Learning Styles	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
Teaching for transfer	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
Lateral learning	<i>Teaching Snowsports Manual</i> (PSIA-AASI)
Diagnosis Knowledge	
Adaptive Alpine Level 1 & 2 Assessment Outcomes	Study References & Resources
Diagnoses	School trainer or TTP trainer PSIA-RM-AASI Adaptive Alpine Level 1 & 2 Assessment Material (this document) <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 https://nei.nih.gov/kids/about_the_eye https://nei.nih.gov/healthyeyes/howweseesee https://www.nei.nih.gov/sites/default/files/nehep-pdfs/EyeHandout_508.pdf
Medications	School trainer or TTP trainer <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