



Physical Impairments / Stand-Up PSIA-RM ADAPTIVE SNOWBOARD CERTIFICATION II TAKE HOME WORKBOOK

Matching: Match the following words with their definition. Each definition is used only once.
(Match the terms with the explanations that are listed on this page)

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| 1. _____ Auditory Learning | A. Students work through a problem and report the answers |
| 2. _____ Class Handling | B. Students break up into smaller groups and help each other while the instructor moves from group to group |
| 3. _____ Demonstration | C. Organization and presentation of the lesson |
| 4. _____ Free Practice | D. Learning stage where students improve their movement patterns |
| 5. _____ Guided Discovery | E. Learning through seeing and watching |
| 6. _____ Intensity | F. Modes of learning |
| 7. _____ Kinesthetic/Proprioceptive Learning | G. Learning through doing and feeling |
| 8. _____ Lateral Learning | H. Someone who asks “why” and “how” recognizes patterns easily , and works to solve problems |
| 9. _____ Learning Styles | I. The amount of effort |
| 10. _____ Logical-Matheatical Intelligence | J. Strengthening of skills at a level before moving on |
| 11. _____ Mirco-teaching | K. Performing a task or exercise as an example for students |
| 12. _____ Motor Learning Stage | L. Learning who has a propensity for sound, rhythm and making music |
| 13. _____ Musical-Rhythmic Intelligence | M. Learns through hearing either sounds or cues or by processing information in the brain |
| 14. _____ Problem Solving | N. Students working on their own with a predetermined focus |
| 15. _____ Visual Learning | O. Leading the students through a range of activities and/or questions that lead them to a specific answer |

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|--------------------------------|---|
| 16. _____ Angulation | A. A non-progressive condition resulting from anoxia to the brain before, during or shortly after birth |
| 17. _____ Antiemetic | B. Medication that helps reduce inflammation |
| 18. _____ Anti-inflammatory | C. A hereditary disease characterized by a progressive deterioration of the spinal column and cerebrum. |
| 19. _____ Carving | D. Traveling on the edge of the board with minimum skidding |
| 20. _____ Cerebral palsy | E. The most severe level of leg amputation |
| 21. _____ Cant | F. The springing back from the pressure release of a decambered board. |
| 22. _____ Corresponding edges | G. The angels skiers create to control the degree of edge angle. |
| 23. _____ Countering Movements | H. Compazine and Antivert are in this medication class |
| 24. _____ Edge Angle | I. The difference between the angles of the front and rear foot |
| 25. _____ Frederick's Ataxia | J. The tilt of the board in relationship to the snow surface. |
| 26. _____ Hemipelvectomy | K. Cancer of the bone |
| 27. _____ Split | L. The left edge of the Ski/outtrigger, the left edge of the other |
| 28. _____ Stacking | M. Aligning the boot/binding side to side |
| 29. _____ Osteosarcoma | N. Mechanical advantage with aligning the joints |
| 30. _____ Stacking | O. Movements that place the upper and lower body in a twisted relationship |

True and False: Mark each statement as either True or False

- T F 1. In the progression, toe and heel side climbing helps teach edge control movements.
- T F 2. Building rapport happens only during the introduction portion of the teaching cycle.
- T F 3. For a Bilateral AKA rotary movement develops in the lowest part of the body over which the skier has movement/control.
- T F 4. Movement Analysis is done only during the first part of a lesson.
- T F 5. Children will not remember what an instructor says so the instructor does not have to summarize the lesson.
- T F 6. It is usually best to demonstrate from a variety of perspectives.
- T F 7. The variable style is a commonly recognized teaching style.
- T F 8. With self-reinforcement the instructor's presence is no longer required for the learning process to continue.
- T F 9. Riders learn faster when the instructor focuses on problem areas.
- T F 10. Excess information can lead to confusion and reduce learning.
- T F 11. Diplegia and hemiplegia are the same thing.
- T F 12. All BK's with a long enough stump can ride.
- T F 13. All AKA should not stand up to ride.
- T F 14. A student who arrives in a wheelchair, will always be sit-down riding.
- T F 15. If a leg is atrophied questions relative to circulation, feeling and ability to control movement need to be asked.
- T F 16. Skills are tied to a specific class level.
- T F 17. Gentle terrain allows for gliding and fewer defensive movements for the beginner skier.
- T F 18. A symes amputation is an amputation at the knee.
- T F 19. If reins are used with a rider, the reins are positioned on either side of the rider and inside the outriggers, if outriggers are used.
- T F 20. "Opening the door" with an outrigger only works if the center of mass follows through the door.

Multiple Choice: Mark the answer that best completes the statement or question.

1. The classification of Cerebral Palsy, which movements are extraneous or uncontrolled is best described as:
 - A. Ataxic
 - B. Athetoid.
 - C. Spastic.
 - D. All of the above.
 - E. None of the above

2. A comprehensive assessment will determine if the student can
 - A. Keep a flat board on his/her own or needs cants, wedges, slant boards.
 - B. Maintain balance on his/her own or needs outriggers or a pole for additional support.
 - C. Skip the climbing exercise in the progression
 - D. B and C
 - E. A, B and C

3. Preferred terrain for a Level 2 student is:
 - A. Intermediate so they can tour the mountain.
 - B. Advanced beginner terrain so they can be challenged.
 - C. Catwalks
 - D. Shallow enough so the student will not lose control, even if relying on outrigger braking.
 - E. Flat.

4. The Teaching Model is a:
 - A. Rigid progression enabling Ride Schools to provide consistent lessons.
 - B. Rigid progression enabling instructors to teach accurately.
 - C. Outcome based system which provides all the goals and objectives for students.
 - D. Framework for developing a successful lesson and making professional decisions about what and how to teach.
 - E. A and B

5. The purpose of an exercise is to:
 - A. show one's creativity
 - B. introduce new skills
 - C. use up lesson time
 - D. A, B and C

6. Which of the following exercise(s) is (are) often used to develop stance and balance?
 - A. Climbing
 - B. Basic glide
 - C. Walking and skating
 - D. B and C
 - E. A, B and C

7. The difficulty of the terrain should be increased:
 - A. When the students need increased speed for more difficult maneuvers.
 - B. Once the students have assimilated new material and are working on “anchoring” the new skills.
 - C. Never during a lesson.
 - D. After a warm-up run.
 - E. To enhance teaching for transfer.

8. Terrain and snow conditions are a concern:
 - A. When teaching beginner students.
 - B. Rarely.
 - C. When teaching higher level riders
 - D. Always
 - E. When introducing a new skill.

9. When a student wears an AFO in his everyday shoes, they:
 - A. Do not need to wear it while riding.
 - B. Should always wear it while riding as well.
 - C. Be assessed by their doctor.
 - D. Should be put into hard boots to eliminate the need to wear the AFO.
 - E. Individual assessment will determine if it should be worn in the boot or not.

10. A continuous way to teach students “Your Responsibility Code” is to:
 - A. Hand everyone a map and read aloud about safety.
 - B. Model safe behavior, point out safety while traveling around the mountain.
 - C. Have the Ski Patrol drop by your class and talk to the group.
 - D. Wait until someone in the class makes a mistake and point it out to everyone.

11. Riding exercises fall into two basic categories:
 - A. Positive and negative
 - B. Basic and advanced
 - C. Practical and functional
 - D. Developmental and corrective

12. Before making turns across the fall line the student should be able to:
 - A. Turn a flat board in both directions
 - B. Do Spins, 180's at least
 - C. Ride Switch
 - D. Practice garlands
 - E. A & D

13. By using the “task” teaching format the instructor:
- A. Can watch each person for a few turns and provide feedback on the completed maneuver.
 - B. Gives each person a personal focus.
 - C. Will place unnecessary pressure on some people because they feel everyone is watching them.
 - D. A and B
 - E. A, B and C
14. Different ways to build communication include:
- A. Monitoring tone of voice to reflect the message being given
 - B. Match verbal and non-verbal communication.
 - C. Trying not to regulate behavior.
 - D. A and B
15. The service model is:
- A. Part of the American Teaching System (ATS)
 - B. PSIA’s /AASI’s model for providing exceptional customer service.
 - C. A framework instructors can use to determine and satisfy students’ wants and needs.
 - D. A and B
 - E. A, B and C
16. Flexing and extending in a turn are part of :
- A. Rotation (pivoting)
 - B. Pressure Management
 - C. Balancing
 - D. Turning
17. A rider can use outrigger for:
- A. Assisting moving balance
 - B. Initiating turns
 - C. Breaking or slowing down
 - D. A and B
 - E. All of the above
18. The rider bar assists with:
- A. Tilting moves
 - B. Twisting moves
 - C. Pressure control moves
 - D. Student can use the upper body to make A and B happen

19. The development of turns is enhanced by:
- A. Practicing garlands
 - B. Performing J turns
 - C. Changing the edge angles of the board
 - D. A and C
 - E. A, B and C
20. It is easier for a student to carve turns on:
- A. Packed, groomed snow
 - B. Loose, cut-up snow
 - C. Smooth terrain
 - D. Bumpy terrain
 - E. A and C
21. CADS (Constant Force Articulated Dynamic Struts) could benefit students with which of the following disabilities :
- A. Multiple Sclerosis
 - B. Cerebral Palsy
 - C. Visual Impairments
 - D. Muscle weakness
 - E. A and B & D
22. Your student wants to go into the ½ pipe, when is your student allowed in?
- A. Tell them they are not ready, every time they ask
 - B. Once you've explained the rules of the park to them
 - C. When ever they want to go in
 - D. When they can comfortably ride blue terrain
 - E. B & D
23. Where does Rotation or Pivoting come from?
- A. The hips
 - B. The feet
 - C. The head
 - D. As close to the board as possible
24. Which of the following skills can help a student with beginning carved turns?
- A. Earlier edge engagement
 - B. Keeping the weight center of the board
 - C. Pivoting of the board with lower body rotation
 - D. All of the above
 - E. A and B

25. The purpose of boot canting a beginner rider is to:
- A. Put the board slightly on the toe edge.
 - B. Put the board slightly on the heel edge.
 - C. To set the rider up on a flat board.
 - D. To make the rider comfortable
26. When riding with 7-12 year olds, you could:
- A. Let them help make 'the rules'
 - B. Let them break the rules
 - C. Encourage winning
 - D. Give them 1 task at a time
 - E. Tell them stories
27. Basic turns use:
- A. Rotation from the hip
 - B. Pressuring the front of the board
 - C. Looking in the direction they are going in
 - D. A and C
 - E. A, B and C
28. When tethering a beginner student, working on his turns, its best to use :
- A. Synchronize tethering
 - B. Switch riding
 - C. Tracking tethering
 - D. Dual tethering
29. What should you do when your student's weight moves to the rear foot at the start or middle of their first turns:
- A. Use more gradual terrain
 - B. Practice fore/aft moves on flats
 - C. Go back to straight runs
 - D. Use tethers
 - E. A and B
30. Switch turns should be avoided because they
- A. Could confuse the student
 - B. Do not help their riding skills
 - C. Are not easy to do
 - D. A and C
 - E. None of the above