2026/2027

CHILDREN'S SPECIALIST ASSESSMENT GUIDE

Updated October 2026

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Introduction

The RM Children's Specialist Certification Assessment Guide outlines the Daily Schedule, Assessment Groups, Learning Outcomes, and Assessment Activities for PSIA-AASI Children's Specialist Certification.
This document serves to provide all assessment information and materials for Children's Specialist 1, Children's Specialist 2, and RM Children's Trainer in one place. Successful candidates will use this material and relevant materials provided by PSIA-AASI through snowpros.org to prepare for assessments.

Learning Outcomes & Assessment Criteria
PSIA-AASI National Standards establish Learning Outcomes and Assessment Criteria for each level of certification and each day of the assessment. Detailed information about Learning Outcomes, including Assessment Criteria and examples of successful performance, are available on Rocky Mountain's website at Education > Children's Specialist > Education Materials.

Refer to the Assessment Forms and Performance Guide for Assessment Criteria related to each Learning Outcome.

Instructor Decisions & Behavior
Professionalism and Self-Management elements are assessed each day from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions, interviews with Education Staff, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

Resources
- Teaching Children Snowsports Technical Manual available online for PSIA-AASI Members
- Teaching Snowsports Manual available online for PSIA-AASI Members.
- The most up-to-date version of all documents related to the National Standards are found on the PSIA-AASI website at http://www.thesnowpros.org.
- Assessment Forms: Certification Standards – PSIA-AASI (thesnowpros.org)
- Performance Guides: Certification Standards – PSIA-AASI (thesnowpros.org)
- The event calendar is available at: http://www.psia-rm.org

Rocky Mountain Children's Specialist Committee
The RM Children's Specialist Committee is an elected, volunteer committee of Education Staff who represent RM on the Children's National Taskforce and are responsible for the accuracy and maintenance of this document.

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Modular System

- Attaining PSIA-AASI Children's Specialist certifications in the Rocky Mountain Region (RM) constitutes passing each of the two modules: Movement Analysis & Technical Understanding and Teaching.
- Children's Specialist 1 and Children's Specialist 2 are offered only as a two-day event. Candidates must attend and pass both days of the same event to receive a Children's Specialist certification.
- Passed Children's Trainer modules do not expire if the candidate remains a current RM member.
- This season's format is valid for this season. Changes to the process or format may impact how a candidate completes a single-module ("re-take") in the future, as directed by the RM Director of Education.

Assessment Groups

Rocky Mountain Education Staff conduct an assessment meeting in the morning to confirm group assignments, terrain recommendations, and meeting locations for the assessment. A designated exam manager pre-assigns all groups and verifies any changes.

CS1 assessments have a maximum group size of 9 candidates. CS2 and CT assessments groups have a maximum group size of 6. Groups may include an assigned auditor or understudy. CT assessments groups are staffed with examiners.

Terrain & Conditions

Trail difficulty may vary due to changes in snow conditions throughout any given day. The exam manager determines if local trail designations (I.E., green, blue, black) and conditions adequately reflect the stated national standard concerning terrain. If necessary, trails or sections of trails will be selected to keep exams consistent across the region and the country.

Children's Specialist 1 Assessment Overview

Introduction

This two-day event is PSIA-AASI's entry-level assessment for instructors who specialize in working with children. The CS1 assessment includes an online e-learning portion, an optional study guide, on snow teaching scenarios, video Movement Analysis, and technical discussions regarding how children and young students learn and progress from the Beginner/Novice into the Intermediate Zone.

Assessment of those taking the CS1 reflects the participants' knowledge of teaching to the development stages of children. Successful completion of the assessment grants professional recognition to an instructor for their education, experience, and expertise in teaching snowsports to children. This is a multi-discipline event with mixed groups (alpine, snowboard and telemark participants). Participants whose performance demonstrates knowledge and appropriate application at or above the National Standard will receive a Children's Specialist 1 certificate to recognize their expertise.

CS1 assesses candidate knowledge, comprehension, and application of materials throughout the two-day event. Active participation is essential for both days and candidate performance for both days is documented on one final assessment form. If a candidate is unsuccessful at attaining CS1, both days will need to be taken again.

Prerequisites:

- PSIA-AASI Level 1 Certified or foreign equivalent.
- The CS1 E-Learning Module must be successfully completed prior to the event.
- While the Teaching Log is a valuable tool for your preparation, Rocky Mountain does not require you to turn in a completed log at the event.

Daily Schedule of Assessment Activities

Day 1

The time schedule below is a guide and may be adjusted at the event.

Check In (8:00 – 8:30 AM)
- Sign in and receive a lift ticket if needed.
- Introduce Assessors and announce groups.
- Assessor previews the two days.

On-Snow Assessment Activities
(participant activities in full or small groups)

Individual assessment in a group setting requires participation from each candidate – please be sure to contribute to conversations so that the Assessor can evaluate your knowledge!

- The Children's Specialist Movement Analysis and Technical Competency day assesses the candidate's knowledge, understanding and application of the Cognitive, Affective and Psychomotor models in small group and individual Movement Analysis and Technical Understanding assessment activities.
- Active conversation and activities about the stages of development with individual focus on the Cognitive, Affective, and Psychomotor realms.
- Candidates will have the opportunity to share their knowledge of stages of development and how it's used in their lessons.
- Activities to demonstrate body movements in different stages of physical development.
- Discuss how movement patterns change with age, specifically younger to older children.

Movement & Technical Analysis

15-Minute Individual Assessment

Candidates will watch a video of one student, share psychomotor, cognitive, affective, and equipment observations, evaluate the student's needs, and prescribe changes focused on alpine/snowboard fundamentals.

The video may be viewed only once and may be paused to take notes. Headphones will be provided, and candidates may bring their own headphones. As candidates watch the video, they are encouraged to write down observations on a movement analysis worksheet or scrap sheet of paper.

Candidates will be asked about how their prescription would vary for a child of a different age.

The Candidate will be assessed on their knowledge, not their presentation, and not on the notes that they took.

The 15-minutes of the Individual assessment includes watching the video, note taking and the knowledge presentation. Please be mindful of your time management.

No demonstration of the Movement & Technical Analysis activity will be provided at the event.

Day 2

The time schedule below is a guide and may be adjusted at the event.

The Children's Specialist Teaching Skills and People Skills day assesses the candidate's knowledge, understanding and application of the Cognitive, Affective and Psychomotor models in small group and individual Teaching Skills and People Skills assessment activities.

8:00 – 8:30 AM	Check In
9:00 – 9:30 AM	The Assessor leads a creative warm up.
9:30 – 10:00 AM	The Assessor gives a demonstration of a CS1 teaching scenario, reading the assigned teaching scenario, simulating a conversation with parent and child that includes a goal statement and teaching a group of 2 - 4 students.
10:00 AM	The Assessor distributes individual teaching assignments. Candidates will have 30 minutes to collaborate in small groups, share ideas, help build goal statements, and plan for their individual lesson.

Candidates are allowed to bring handbooks, notes, and reference materials to assist in preparing their teaching scenario. Although not required, props may also be used in the teaching presentation.

Teaching Scenarios are delivered in three segments:

- Reading of Assigned Scenario
- Conversation with Parent & Child that includes a Goal Statement
- Teaching a Group of 2 - 4 Students

10:45 – 3:00 PM	Candidates have 15 minutes each to deliver their individual lessons. Candidates who are not teaching or part of the lesson may be asked to actively observe the learning environment and share observations with the group. There will be a brief, or a short lunch break, dependent on time management and the needs of the group, during this timeframe.

3:00 – 3:45 PM	Time for assessor(s) to tabulate results and work on assessment forms. This time is available for candidates to eat, rest, and enjoy some personal time.
4:00 PM	Results presented to the group.

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Children's Specialist 1 Teaching Scenarios

Fifteen teaching scenarios were created to include a range of abilities, skills, interests, and include cognitive or affective needs. They describe a unique student profile and basic lesson content from which candidates can generate and lead a skill-based progression during the second day of the CS1 Assessment.

Candidates will either select or be assigned a specific age to teach. Age assignments are designed to ensure that, collectively, candidates present to different ages, and the group can explore teaching to a broad range of ages. Candidates select a fundamental skill to address in achieving the outcome.

30 minutes of preparation time are provided for candidates to work in small groups prior to individually leading the on-snow teaching experience. Preparation time should be used to develop a goal statement, plan a progression that moves the group, identify preferred terrain, and select tactics for teaching that complement the student profile.

The Teaching Scenario begins with the candidate reading their teaching scenario card aloud to the group, followed by a brief simulated conversation with the students and their parents (played by the assessor), and presentation of a goal statement. The candidate may conclude their teaching presentation with reflections and a review to debrief the learning experience.

The candidate will lead a simulated conversation with the students and the assessor acting as a parent to wrap up the teaching presentation. This activity is used to assess if the goal statement was achieved. The assessor will conclude the candidate's teaching assessment with any clarifying questions deemed necessary at this time.

Alpine Fundamental Skills

1. Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis.
2. Control pressure from ski to ski and direct pressure toward the outside ski.
3. Control edge angles through a combination of inclination and angulation.
4. Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
5. Regulate the magnitude of pressure created through ski/snow interaction.

Snowboard Fundamental Skills

1. Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the board.
2. Control the relationship of the Center of Mass to the base of support to direct pressure along the width of the board.
3. Control the magnitude of pressure created through board/surface interaction.
4. Control the board's pivot through flexion/extension and rotation of the body.
5. Control the board's tilt through a combination of inclination and angulation.
6. Control torsional flex of the board using flexion/extension and rotation of the body.

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Children's Specialist 1 Teaching Scenarios

1 Teach a group of ___ year old, level 3, students, how to apply a variety of stopping methods. The group is fun, giggly, and spatial, and they love music. Their parents are heavily involved in their learning. ***FUNDAMENTAL SKILL:*** _____	**3** Teach a group of ___ year old, level 5, students how to ski/ride switch and safely perform an appropriate switch task. The group is timid, loves reading and writing, and shows logical-mathematical intelligence. Their parents are understanding and encouraging. ***FUNDAMENTAL SKILL:*** _____
2 Teach a group of ___ year old, level 3 students how to make, or improve, linked c-turns. The group is quiet, prefers solo sports like rock climbing and tennis, and shows elements of bodily-kinesthetic intelligence. Their parents love sliding and want their children to like it too. ***FUNDAMENTAL SKILL:*** _____	**4** Teach a group of ___ year old, level 3, students, how to become more proficient with flat land mobility. The group is excited to learn and is talkative and nature-smart. Their parents tend to hover very closely during the lesson. ***FUNDAMENTAL SKILL:*** _____
5 Teach a group of ___ year old, level 4, students, how to vary turn shape and size. The group is spatially intelligent, has a strong sense of independence, and enjoys exploring the outdoors. Their parents are adventure seekers and like to bring their kids with them. ***FUNDAMENTAL SKILL:*** _____	**9** Teach a group of ___ year old, level 5, students tactics for exploring variable conditions/terrain. Their movements are tentative, they like science, and they are nature-smart. Their parents are new to the sport. ***FUNDAMENTAL SKILL:*** _____
6 Teach a group of ___ year old, level 5, students how to shape a turn on steeper terrain. The group likes skateboarding and rollerblading, showing strong bodily-kinesthetic intelligence, and is highly creative. Their parents are patient, yet excited for their children. ***FUNDAMENTAL SKILL:*** _____	**10** Teach a group of ___ year old, level 3, students, to turn independently of the instructor. They enjoy hip hop music and dance, show strong kinesthetic awareness, and are constantly seeking approval from you. Their parents understand that learning to ski and snowboard takes time. ***FUNDAMENTAL SKILL:*** _____

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Children's Specialist 1 Teaching Scenarios

7 Introduce a group of ___ year old, level 3, students, to basic freestyle tricks. The group is energetic, music smart, and loves cartoons and anime. Their parents want to take their children on black diamond trails tomorrow. ***FUNDAMENTAL SKILL:*** _____	**11** Introduce a group of ___ year old, level 4, students to their first adventure zone/marked tree trail. The group is very curious, great at math, and enjoys team sports. Their parents are very safety conscious. ***FUNDAMENTAL SKILL:*** _____
8 Introduce a group ___ year old, level 5, students to racing. The group is exceptionally inquisitive, logical, and enjoys light competition that highlights their individual skills and abilities. Their parents are also exceptionally inquisitive. ***FUNDAMENTAL SKILL:*** _____	**12** Introduce a group of ___ year old, level 5, students, to do their first bump run. They seem more intrapersonal and they enjoy taking risks and drawing. Their parents enjoy watching their children learn. ***FUNDAMENTAL SKILL:*** _____
13 Teach a group of ___ year old, level 3, students, how to stop safely in a group setting. They like going to concerts and seem both apprehensive and linguistic. Their parents are risk takers. ***FUNDAMENTAL SKILL:*** _____	**15** Teach a group of ___ year old, level 5, students how to see and experience the mountain as a playground. They like BMX and mountain bikes, nature, and being leaders. Their parents are very supportive of their children's interests. ***FUNDAMENTAL SKILL:*** _____
14 Teach a group of ___ year old, level 4, students, how to jump and to land. They have great body control and are constantly seeking attention from you and others. Their parents want to be able to teach their kids more after the lesson. ***FUNDAMENTAL SKILL:*** _____	

Movement / Technical Analysis Practice Worksheet

Child's Name & Age :

	Cognitive *How do they perceive and process information?*	Affective *What is influencing their ability to learn?*	Psychomotor *How are the brain and body working together to learn?*	
Identifying the Needs	**Piaget's Cognitive Development** Age 0-2 Sensorimotor Age 2-7 Pre-Operational Age 7-11 Concrete Operations Age 11+ Formal Operations **Kolb's Learning Styles** Feeler Watcher Thinker Doer **Sensory Preferences** Visual Auditory Kinesthetic **Gardner's Multiple Intelligences** Logic - Mathmatical Visual - Spatial Musical - Rhythmic Verbal - Linguistic Bodily - Kinesthetic Intrapersonal Interpersonal Naturalistic	**Kohlberg's Moral Development** Age 3-5 Good is Good - Bad is Bad Age 7-11 Clever as a Fox Age 11-14 All in Favor Say Aye Age 12+ Listen to your Conscience **Maslow's Needs** Physiological Safety & Security Love & Social Belonging Self Esteem Self Actualization **Motivation** Intrinsic Extrinsic **Emotional Intelligence** Self-Management Self-Awareness Social Awareness Relationship Management	**Perceptual Motor System** Sensory Proprioception Kinesthesis Interpretative Responsive Movement **Fitts & Posner's Motor Skill Acquisition** Cogntive Associative Autonomous **Fundamentals** Pressure: Length of Ski / SB Pressure: Ski-Ski / Width of SB Pressure: Magnitude Edge Angles / Tilt Ski Rotation / SB Pivot SB Twist **Body Movements** Skeletal Whole Body - Unilateral Gross Motor - Muscular Fine Motor - Muscular **Development of Coordination** Age 2-3 Intial Age 3-8 Elementary Age 8-11 Mature **Turn Phase** Initiaion Shaping / Control Finish	**Real**
Facilitation of Needs				**Towards the Ideal**

Children's Specialist Movement & Technical Analysis Practice Worksheet

Movement / Technical Analysis CS1 Exam Worksheet

Child's Name & Age :

	Cognitive *How do they perceive and process information?*	Affective *What is influencing their ability to learn?*	Psychomotor *How are the brain and body working together to learn?*	
Identifying the Needs	Piaget's Cognitive Development Gardner's Multiple Intelligences Kolb's Learning Styles Sensory Preferences	Kohlberg's Moral Development Motivation Maslow's Needs Emotional Intelligence	Perceptual Motor System Body Movements Fitts & Posner's Motor Skill Acquisition Development of Coordination Fundamentals Turn Phase	Real
Facilitation of Needs				Towards the Ideal

CS1 Movement & Technical Analysis Worksheet

Children's Specialist 1 Examiner Notes

Auditors should not provide any demos for candidates; the assessor will provide appropriate interaction guidelines for the auditor and the group.

Day 1 AM

- Morning introductions and icebreaker
    - Introduce the process and what to expect over the two days.
- All activities in the morning before the MA/Tech Assessments are assessment activities.
- Inform candidates that all activities in the morning before the MA/Tech are assessment activities therefore each of them must contribute to group conversation and activities so their knowledge can be assessed.
- Identify the group's strengths and weaknesses related to MA and the CAP model and use the morning to lead the group through activities to fill in the knowledge gaps.

Day 1 PM MA/Tech

During the MA session:

- No Demo of the MA/Tech activity is provided for candidates.
- Provide each candidate an MA/Tech Worksheet to begin the assessment activity.
- Candidates watch the video **once** and can pause it **as many times as they want,** remaining in the allotted timeframe.
- **When the candidate finishes their presentation, each candidate is asked how their prescription would vary for a child of a different age.**
- For the purpose of keeping information private, collect the candidate's written observations.
- Discuss and ask clarifying questions
- Utilize a **hard stop** at **15 minutes. 15 minutes includes watching the video.**

Day 2 Teach

Morning introductions and icebreaker.

- Revisit the process and resolve any questions from day 1
- Layout the process for day 2
- **Demonstrate a CS1 teaching scenario and simulated conversation with parent and child, including a goal statement.**
- Examiner draws a random teaching scenario to demonstrate and then removes that scenario card from the selection pool.
- As part of the demo, the assessor also shares how they would modify their learning experience for a student of a different age.

- Using the assessment form, debrief the assessor demo and answer any candidate questions about the assessment activity.

Candidate Teach Segment begins:

- Candidates draw cards, they are not assigned by the assessor. Candidates may only draw once. **What is drawn is what must be taught.**
- Candidates have 30 minutes (hard stop) to prepare their teaching segment and can use the group and PSIA-AASI materials as resources. Candidates may use the assessor as a resource/guide during the planning period.
- Direct candidates to create and share a Goal Statement at the beginning of their teaching segment. This is an assessed activity linked to the Determine Goals AC.
- Candidates choose their student's specific age (no age ranges), it must be a different age to the age in their Day 1 MA/Tech, and each candidate must teach a different age from one another.
- Candidates choose which one fundamental to focus on, considering the task and age.
- Candidates may choose terrain, but within reason. Terrain selection should not impact overall event timing.
- During each teaching segment, participants who are not the instructor or students are assigned a topic to observe. Instruct observers that observations should be positive in nature. The assessor may tailor topics towards knowledge they need to see from a candidate.
- Conduct the parent collaboration in front of the group. The parent role is played by the assessor **only**, not by candidates. The parent collaboration should occur at the beginning of the teaching segment, so the candidate may demonstrate their ability to assess and plan with a parent.
- The assessor selects between 2 - 4 candidates to play the role of students.
- The candidate reads the teaching scenario aloud and specifies chosen are and fundamental.
- Begin the teaching segment, **with a hard stop at 15 minutes**. (The 15 minutes does not include the parent collaboration before the teaching segment.)
- Assessors will not interrupt, stop, or otherwise redirect candidates during their 15-minute teaching segment.
- With the group together, candidates are asked, after they teach, how they would adapt the learning experience for a different age group and **WHY**.
- With the group, debrief the candidates who were observing, when time permits.
- Privately with the candidate, clarify the candidate's knowledge with follow up questions.
- Proceed to the next candidate.

For CS1, candidates are assessed on all Learning Outcomes throughout the 2-day period. There is no partial pass for CS1 - candidates who are unsuccessful must retake both days of CS1.

Results

Adhere to the event manager's plan for giving and distributing results. Delivery of results must be consistent among CS groups at the same event.

Unsuccessful candidates will receive their results along with everyone else in order to maintain the same process across all disciplines.

Assessment forms must be completed within 24 hours.

**Weather, terrain conditions, traffic on the slope, and overall safety are all variables that may contribute to a change in process.*

Children's Specialist 2 Assessment Overview

CS2 is focused on the synthesis and evaluation of child development for ages three – teenage years, through the advanced skiing or riding zone. Participants need to demonstrate an understanding of the Learning Outcomes in teaching and people skills, movement analysis, and technical application. Candidates are evaluated on their knowledge and versatility in teaching to developmental stages and earn Children's Specialist 2 upon successful completion of the CS2 workbook, the online quiz, and the two-day assessment. Successful completion of the assessment grants professional recognition to an instructor for their education, experience, and expertise in teaching snowsports to children.

CS2 is a two-day event. Candidates attending the CS2 assessment for the first time must attend both days consecutively. This is a multi-discipline event with mixed groups (alpine, snowboard and telemark participants). CS2 assessors evaluate candidate knowledge, comprehension, and application of materials in each module of the two- day event. Active participation is essential for the full event. Candidate performance for each module is documented on the CS2 Assessment Form. If a candidate is unsuccessful at attaining any module of the CS2, that module (day) will need to be retaken.

The CS2 assessment includes a workbook and an online quiz, both of which must be completed prior to attending the on-snow event. Completed workbooks are reviewed by assessors and may be submitted electronically via email or a written copy be brought with you to the assessment.

Candidates' teaching knowledge and experience is evaluated based on peer-to-peer teaching presentations and conversations with the examiners. Successful candidates will clearly demonstrate their experience teaching students at the intermediate/advanced level with effective and accurate knowledge of the progressions appropriate to their stage of development. Candidates will demonstrate the use and understanding of teaching, people, and technical concepts when leading the group or referring to past lessons and will demonstrate appropriate class handling skills and safety awareness with their group.

Prerequisites:

- PSIA-AASI Level 2 Certified or foreign equivalent
- CS1 or equivalent knowledge and experience
- Complete and pass the CS2 online quiz

Preparing for CS2
To achieve CS2, a candidate needs to take the time to study and develop knowledge about the "whole student" from the age of 3 through teenage years. Candidates will be asked multiple questions about students of various ages and stages of development. If you specialize in one age range or ability, be sure to train and gather knowledge in all ages and ability ranges, including teenagers, and advanced skiers and riders.

It is highly recommended that CS2 candidates audit and/or teach group lesson classes of multiple aged children to develop a broad understanding of developmental knowledge, application, evaluation, and synthesis. This is especially important for candidates that are accustomed to teaching mostly adult lessons or children in private lessons only.

It is helpful to gain knowledge from reading the books and materials listed in reference materials. Without prior practical experience with children's group lessons, candidates may not be able to fulfill requirements needed to meet the PSIA- AASI CS2 National Standards.

Candidates need to develop movement and technical analysis skills on children of various ages and abilities. Practice movement analysis by watching children in videos or when riding a chair lift. Use non-judgmental terminology to present information in a clear, concise, and organized manner.

CS2 Workbook
The workbook is a valuable tool that candidates must complete before attending CS2. Allow yourself plenty of time to complete the workbook and absorb the learned information. We recommend you type your answers and save a copy.

The CS2 Workbook may be accessed through the following link:

https://lms.thesnowpros.org/courses/childrens-specialist-2-workbook-and-quiz/

CS2 Online Quiz
After registering for the CS2 event, you will receive a link to the CS2 online quiz. It is recommended that you complete the workbook before taking the online quiz. Take the online quiz at least 5 days before your CS2 event. If you don't complete the quiz at least 5 days before the CS2, you may not receive a certificate at the exam. You will have 60 minutes to complete the online quiz and two attempts are allowed to achieve a passing score of 80% or higher.

Daily Schedule of Assessment Activities

Day 1 ***The time schedule below is a guide and may be adjusted at the event.***

8:00 – 8:30 am **Check In**

- Sign in and receive a lift ticket if needed.
- Introduce Assessors and announce groups.
- The Assessor explains the two days.

9:00 - 4:00 pm **On Snow Assessment with a Lunch Break**

All groups will be on snow for Teaching and People Skills Assessment.

Candidates will draw their teaching scenario cards and develop and facilitate a creative teaching experience. Teaching and People skills will be assessed for each candidate during their teaching segment. Each candidate will have 30 - 40 minutes for their individual teaching segment. Candidates will be expected to teach two children of different abilities simultaneously.

Day 2 ***The time schedule below is a guide and may be adjusted at the event.***

8:00 – 8:30 am **Check In**

8:30 – 11:30 pm **Movement & Technical Analysis** (25 minutes per candidate)

This individual assessment activity includes an Observation, Evaluation, and Prescription for Change for both a student in a video and a second student, of a different age, profiled by the examiner.

Candidates will watch a video of one student, share observations, and, using the CAP Model, outline a prescription for change for the student in the video. The video may be viewed only once and may be paused to take notes. Headphones will be provided, and candidates may bring their own headphones, if they'd like.

The Candidate will then be asked about a second child of a different age and to explain, using the CAP Model, how you would modify your prescription for change and why.

11:30 - 12:00 pm **Lunch**

12:00 - 3:00 pm **Technical Competency Demonstration** (15-20 minutes per candidate)
This is not a teaching scenario - this is a technical presentation that includes demonstrations and concludes with the candidate demonstrating how they would facilitate an effective learning experience for two different students in the same lesson.

Candidates are asked to briefly describe to the group the student they watched in the video, summarizing CAP Model observations, evaluation, and prescription for change.
Candidates must include a demonstration of the child's movement pattern, as observed, to illustrate stated cause-and-effect relationships. Candidates must also demonstrate at least one drill or task they would use with the student and explain why they would choose those exercises.

After presenting the first student, candidates will then be asked to share how they would modify their prescription for change if a child of a second child were also in the lesson, to meet both their needs and, using the CAP, explain why. Other candidates are watching, but may not ask questions to the candidate presenting, nor should the presenter ask the group questions.

4:30 pm **Result**

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Children's Specialist 2 Teaching Scenario Cards

These cards are designed to create student profiles using five descriptors.

1. Cognitive
2. Affective (Social & Emotional)
3. Task (Alpine or Snowboard)
4. Parent
5. Ages

The cards have been created to include a range of abilities, skills, interests, and include cognitive or affective needs. When combined, they create a unique student profile and basic lesson content from which candidates can generate and individually lead a skill-based progression during the first day of the CS2 Assessment.

Two student profiles are created from a card set consisting of two cognitive cards and one card from each other category. Age cards list two ages. Candidates assign the cognitive and affective characteristics to the student of their choice. Task and parent cards apply to both students. The cards are meant to create options and not be restrictive. Candidates must look deeper than face value to display their understanding of stages of development and align all five cards.

Candidates are provided with a physical set of cards and/or a picture of the card set, and a chair lift ride, or equivalent time, to prepare. Preparation time should be used to develop a goal statement, plan a progression that moves the group, identify preferred terrain, and select tactics for teaching that complement the student profiles.

A goal statement must be created and used to facilitate a creative and skill-based lesson that meets the needs and motivations described in the cards. The teaching segment needs to show relevance to the alpine or snowboard fundamentals.

The Teaching Scenario begins with the candidate reading their teaching scenario cards aloud to the group, followed by a brief simulated conversation with the students and their parents (played by the assessor), and presentation of a goal statement. The candidate may conclude their teaching presentation with reflections and a review to debrief the learning experience.

The candidate will lead a simulated conversation with the students and the assessor acting as a parent to wrap up the teaching presentation. This activity is used to assess if the goal statement was achieved. The assessor will conclude the candidate's teaching assessment with any clarifying questions deemed necessary at this time.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

Alpine Fundamental Skills

1. Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis.
2. Control pressure from ski to ski and direct pressure toward the outside ski.
3. Control edge angles through a combination of inclination and angulation.
4. Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
5. Regulate the magnitude of pressure created through ski/snow interaction.

Snowboard Fundamental Skills

1. Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the board.
2. Control the relationship of the Center of Mass to the base of support to direct pressure along the width of the board.
3. Control the magnitude of pressure created through board/surface interaction.
4. Control the board's pivot through flexion/extension and rotation of the body.
5. Control the board's tilt through a combination of inclination and angulation.
6. Control torsional flex of the board using flexion/extension and rotation of the body.

Using These Cards for Practice

Print and cut each category separately. Shuffle each stack and draw one at random from each to simulate assessment conditions. For each combination, practice:

→ Writing a complete goal statement that integrates all five cards
→ Identifying where the cognitive and affective dynamics intersect or conflict
→ Describing how your approach shifts based on the age gap between the two students
→ Anticipating the parent conversation and planning your first two sentences
→ Choosing terrain that serves both students simultaneously

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

COGNITIVE | 12 Cards

Draw two — one for each student. Select which card aligns with each student based on the developmental context the ages card establishes.

Cognitive A The student recently began a team sport and understands individual roles in group outcomes.	**Cognitive B** Student is an avid gamer and thinks in terms of levels, feedback loops, and unlocking new abilities.
Cognitive C Student is learning a second language and is accustomed to processing new information through both words and demonstrations.	**Cognitive D** Student is imaginative and engages with storytelling and/or fantasy.
Cognitive E Student tends to learn by watching others before attempting something.	**Cognitive F** Student has recently taken up cooking or a musical instrument and understands step-by-step processes

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

COGNITIVE | 12 Cards

Draw two — one for each student. Select which card aligns with each student based on the developmental context the ages card establishes.

Cognitive G Student likes music and wants to understand how to apply music and/or dance to skiing or riding movements.	**Cognitive H** Student has a strong vocabulary and likes reading books.
Cognitive I Student tends to group people and objects according to similar characteristics and enjoys learning that is connected to nature.	**Cognitive J** Student is a tactile learner who understands physical concepts best when they can feel the feedback directly.
Cognitive K The student understands best when skills have immediate, practical relevance.	**Cognitive L** The student enjoys science and math and plays card games.

ROCKY MOUNTAIN

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

AFFECTIVE | 12 Cards

Draw one. Assign this card to one student; the other student exhibits age-appropriate affective behavior.

Affective A Student had a negative experience and may disengage when evaluated.	**Affective B** Student is navigating a significant life change at home, this lesson is an escape from stress. They need the learning environment to feel low-stakes, joyful, and free of pressure.
Affective C Student is the oldest child in a family group lesson and feels responsible for how the younger siblings perform. This sense of responsibility is distracting them from their own learning.	**Affective D** Student is reluctant to attempt anything unless they are confident they will succeed. The fear of looking incompetent is stronger than the desire to improve.
Affective E Student becomes visibly discouraged after falls and needs time to recover emotionally.	**Affective F** Student is thriving socially yet prefers to work exclusively with one partner.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

AFFECTIVE | 12 Cards

Draw one. Assign this card to one student; the other student exhibits age-appropriate affective behavior.

Affective G Student is shy in group settings but communicates well one-on-one.	**Affective H** Student has recently overcome a physical injury and is cautious on snow, focusing on rebuilding trust in their body rather than physical limitations.
Affective I Student is accustomed to external recognition and wants to foster more intrinsic motivation.	**Affective J** Student is distracted and wants to leave the lesson.
Affective K Student has a physical or learning difference that their parent has disclosed privately.	**Affective L** Student is visibly the most skilled in the group and exhibits impatience with the lesson pace.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

ALPINE TASKS | 10 Cards

Draw one. Alpine task cards reflect the movement challenges and learning opportunities most relevant to the Alpine fundamentals. The task must be developmentally appropriate for the ages drawn and should connect clearly to the Alpine fundamentals.

Alpine Task A Students want to begin hitting small jumps in open or natural terrain but have no formal jumping skills. Create a lesson that prepares them for jumps and builds skills needed for park features.	**Alpine Task B** Students want to improve carving but are skidding through the finish of every turn. Teach activities that develop patience through the arc and a controlled exit.
Alpine Task C Students can ski blue terrain but struggle when conditions change. Teach adaptability across changing surface conditions..	**Alpine Task D** Students are using their shoulders and upper body to initiate every turn. Teach how foot and lower leg movements drive the turn more efficiently.
Alpine Task E Students make narrow, short-radius turns on all terrain regardless of pitch. Teach how to vary turn shape and radius.	**Alpine Task F** Students are ready to ski their first black diamond. Teach the tactical and movement adjustments needed to manage steeper terrain.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

ALPINE TASKS | 10 Cards

Draw one. Alpine task cards reflect the movement challenges and learning opportunities most relevant to the Alpine fundamentals. The task must be developmentally appropriate for the ages drawn and should connect clearly to the Alpine fundamentals.

Alpine Task G Students are skiing too fast for their skill level. Teach how to use turn shape to manage velocity.	**Alpine Task H** Teach activities to prepare for entry level airs or boxes in the park for the first time. If a park isn't available use appropriate terrain.
Alpine Task I Develop an efficient movement pattern for skiing short-radius turns on steep groomed terrain.	**Alpine Task J** Students are preparing to ski in a terrain park for the first time and need foundational park etiquette and safety awareness alongside a basic box using ATML.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

SNOWBOARD TASKS | 10 Cards

Draw one. Snowboard task cards reflect the movement challenges and learning opportunities most relevant to the snowboard fundamentals. The task must be developmentally appropriate for the ages drawn and should connect clearly to the snowboard fundamentals.

Snowboard Task A Students are repeatedly catching their heel edge during toe-side transitions, particularly in variable snow. Teach tactics to improve the heel-to-toe transition.	**Snowboard Task B** Students want to improve carving but are skidding through the finish of every turn. Teach activities that develop patience through the arc and a controlled exit.
Snowboard Task C Students have a strong toe-side turn but a defensive, rushed heel-side turn. Teach movement patterns that create symmetrical turns.	**Snowboard Task D** Students are losing control of their speed when the pitch increases. Teach how turn size and shape can be used for speed control.
Snowboard Task E Students are ready to snowboard their first black diamond. Teach the tactical and movement adjustments needed to manage steeper terrain.	**Snowboard Task F** Students want to begin hitting small jumps in open or natural terrain but have no formal jumping skills. Create a lesson that prepares them for jumps and builds skills needed for park features.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

SNOWBOARD TASKS | 10 Cards

Draw one. Snowboard task cards reflect the movement challenges and learning opportunities most relevant to the snowboard fundamentals. The task must be developmentally appropriate for the ages drawn and should connect clearly to the snowboard fundamentals.

Snowboard Task G Students are using their shoulders and upper body to initiate every turn. Teach how foot and lower leg movements drive the turn more efficiently.	**Snowboard Task H** Students can snowboard blue terrain but struggle when conditions change. Teach adaptability across changing surface conditions.
Snowboard Task I Students are ready to explore a mogul field for the first time. Teach multiple ways to ride bumps, including line choice.	**Snowboard Task J** Students are preparing to snowboard in a terrain park for the first time and need foundational park etiquette and safety awareness alongside a basic box using ATML.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

PARENT | 8 Cards

Draw one. The assessor plays the parent. Parent cards represent a wider range of family backgrounds, communication styles, and interpersonal dynamics than the existing set. The pre-lesson interview is part of the 35-minute teaching segment — manage it efficiently and effectively.

Parent A The parent is a first-time skier or snowboarder and needs a straightforward overview of the lesson and what progress looks like today.	**Parent B** The parent is comparing their childrens' progress and It's crucial to redirect this conversation to protect the students' confidence.
Parent C The parent is a passionate former athlete and coach who can be helpful but may need redirection to avoid sideline coaching. Set clear and respectful boundaries for the lesson environment.	**Parent D** The parent films every lesson and plans to post on social media. Proactively manage this to respect their preferences while protecting the learning environment and other students.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

PARENT | 8 Cards

Draw one. The assessor plays the parent. Parent cards represent a wider range of family backgrounds, communication styles, and interpersonal dynamics than the existing set. The pre-lesson interview is part of the 35-minute teaching segment — manage it efficiently and effectively.

Parent E The parent is nervous about snowsport safety and has expressed this to their child, who has absorbed their fear. Address the parent's concerns to avoid increasing the child's anxiety.	**Parent F** The parent speaks limited English and has an older sibling translating, causing slow communication. Adapt the lesson to be clear, visual, and concise.
Parent G The parent is well-read and eager to share their knowledge. Manage expectations to ensure a positive learning experience.	**Parent H** The parent is an experienced skier/rider teaching their child independently and has strong opinions about the child's next steps. Collaboratively address the parents' concerns.

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

AGES | 8 Cards

Draw one. Each card lists two ages — one per student. Age pairings have been selected to maximize developmental contrast and require candidates to differentiate meaningfully rather than teach both students the same way.

Ages 6 & 11	**Ages 4 & 7**
Ages 8 & 15	**Ages 5 & 9**

ROCKY MOUNTAIN

Children's Specialist 2 Teaching Scenario Cards

AGES | 8 Cards

Draw one. Each card lists two ages — one per student. Age pairings have been selected to maximize developmental contrast and require candidates to differentiate meaningfully rather than teach both students the same way.

Ages 10 & 14	**Ages 5 & 10**
Ages 12 & 15	**Ages 9 & 13**

Movement / Technical Analysis Practice Worksheet

Child's Name & Age :

	Cognitive *How do they perceive and process information?*	Affective *What is influencing their ability to learn?*	Psychomotor *How are the brain and body working together to learn?*	
Identifying the Needs	**Piaget's Cognitive Development** Age 0-2 Sensorimotor Age 2-7 Pre-Operational Age 7-11 Concrete Operations Age 11+ Formal Operations **Kolb's Learning Styles** Feeler Watcher Thinker Doer **Sensory Preferences** Visual Auditory Kinesthetic **Gardner's Multiple Intelligences** Logic - Mathmatical Visual - Spatial Musical - Rhythmic Verbal - Linguistic Bodily - Kinesthetic Intrapersonal Interpersonal Naturalistic	**Kohlberg's Moral Development** Age 3-5 Good is Good - Bad is Bad Age 7-11 Clever as a Fox Age 11-14 All in Favor Say Aye Age 12+ Listen to your Conscience **Maslow's Needs** Physiological Safety & Security Love & Social Belonging Self Esteem Self Actualization **Motivation** Intrinsic Extrinsic **Emotional Intelligence** Self-Management Self-Awareness Social Awareness Relationship Management	**Perceptual Motor System** Sensory Proprioception Kinesthesis Interpretative Responsive Movement **Fitts & Posner's Motor Skill Acquisition** Cogntive Associative Autonomous **Fundamentals** Pressure: Length of Ski / SB Pressure: Ski-Ski / Width of SB Pressure: Magnitude Edge Angles / Tilt Ski Rotation / SB Pivot SB Twist **Body Movements** Skeletal Whole Body - Unilateral Gross Motor - Muscular Fine Motor - Muscular **Development of Coordination** Age 2-3 Intial Age 3-8 Elementary Age 8-11 Mature **Turn Phase** Initiaion Shaping / Control Finish	Real
Facilitation of Needs				Towards the Ideal

Children's Specialist Movement & Technical Analysis Practice Worksheet

Movement / Technical Analysis CS2 Exam Worksheet

Child's Name & Age :

	Cognitive *How do they perceive and process information?*	Affective *What is influencing their ability to learn?*	Psychomotor *How are the brain and body working together to learn?*	
Identifying the Needs				**Real**
Facilitation of Needs				**Towards the Ideal**

CS2 Movement & Technical Analysis Worksheet

Children's Specialist 2 Goal Statement Worksheet

The Children's Specialist 2 Goal Statement Worksheet is a tool to help candidates structure their thoughts and facilitate effective note taking. This worksheet is optional and is not assessed

Provide a brief synopsis of the goal for your lesson.

Skier / Rider's Name: _____ Age: _____

Brief description of the skier/ rider's CAP Profile:

_____

Cognitive Development and Information Processing needs: _____

_____

Affective Behaviors and Beliefs: _____

_____

The fundamentals I will work on with this skier/ rider are:

_____

_____

The skier/ rider is using [Movements] _____

_____

which cause their skis/ snowboard to [Ski/ Board Performance] _____

_____

and result in [Effect on Turn/ Trick/ Task Outcome] _____

_____

I will help this skier/ rider to use [New Movements]

_____

_____

that will cause their skis/ board to [New Ski/ Board Performance] _____

_____

Using [New Movement] _____

_____

and [New Performance] _____

_____

will allow the skier/ rider to [Change/ Accomplish/ Enjoy Stated Motivation]

_____

I will address this skier/ rider's Cognitive Development and Information Processing needs by

_____

_____

I will address this skier/ rider's Affective Behaviors and Beliefs by

_____

Modifications required for child / children of different ability and CAP profile:

Other relevant details:

Children's Specialist 2 Examiner Notes

Auditors should not provide any demos for candidates; the assessor will provide appropriate interaction guidelines for the auditor and the group.

Day 1 Teach

- Before the start of the day, prepare 6 Ziploc bags, one for each candidate. Randomly place in each bag an Age card, two Cognitive cards, one Affective, one Parent, an Alpine & Snowboard Task card (only one will be used. Photograph the contents of each bag, to record the combination of cards and recall during each teach segment.
- Morning introductions and icebreaker. Introduce the process and what to expect over the two days
- Assessor takes time with the group to preview terrain options.
- At the bottom of chairlift before a candidate's teach, assessor provides the candidate with a random bag or allows candidates to choose one random bag of cards for their teach. This ensures assessors are not choosing a difficult set of cards for a candidate.
- Candidate chooses terrain and group begins moving to selected terrain.
- Candidates have, at a minimum, one chairlift ride, or equivalent time, to prepare and may choose to ride the lift with the public or with other candidates. Prep time should be the same for every candidate.
- While on chair, the candidate selects which Cognitive goes with the age student. Candidate assigns the Affective card to one of the students, the other student follows age-appropriate affective behavior.
- Candidates create and share a Goal Statement at the beginning of their teaching segment. This is an assessed activity linked to the Determine Goals AC.
- At the top of the chairlift, the Assessor selects which two candidates will be the students. They learn their student profile from the candidate who is about to teach. The role of the parent is played by the assessor.
- The candidate demonstrates their ability to *collaborate with each child and the parents to determine a focus that addresses their needs.* This activity is the beginning of the 35-minute teaching time.
- Candidates who are not teaching or being students are assigned a People Skills or Teaching Skills fundamental and asked to observe the performance of the candidate.
- Candidate leads teaching segment.
- After the conclusion of the teaching segment, the candidate slides away from the group, and observers share their observations with the group.
- The group reunites and moves to the base of the next chairlift.
- Candidate 2 is given a random bag or chooses a bag of cards for their teach.
- Assessor debriefs Candidate 1 on chair lift and asks any clarifying questions.
- Return to the process steps listed above.

Children's Specialist 2 Examiner Notes

Day 2 MA/Tech

Individual assessment times and meeting location set and communicated the day before.

- During the MA/Tech session:
    - Each candidate is provided an MA/Tech exam worksheet when they arrive for individual assessment.
    - Candidates are informed that they have 25 minutes to watch the video, share observations, and provide time for questions to be asked by the assessor.
    - Candidates watch the video only once and can pause it as many times as they want, but must be mindful of the time limit.
- Candidates share their Observations, Evaluation, & Prescription for Change.
- Assessor asks clarifying questions.
- The Candidate will then be asked about a second child of a different age and to explain, using the CAP Model, how they would modify the prescription for change and why.
- Utilize a hard stop at 25 minutes
- Candidates are informed of meeting time and location for Technical Demonstrations.
- Assessor briefly previews what the Tech Demo is, referring to the published Assessment Overview on RM website or paper copy.
- Assessor reminds the candidate to prepare a goal statement to present at the beginning of the Technical demonstration.

Day 2 Technical Competency Demonstration

- Assessor describes to group the activity using the Assessment Overview.
- Candidates are informed that they will self-select their order.
- Assessors asks the group if they have any questions about the assessment activity and refers to the entire description in the Assessment Overview.
- Candidates' MA/Tech worksheet from the AM are collected, for the purpose of keeping information private.

Results

Adhere to the event manager's plan for giving and distributing results. Delivery of results must be consistent among CS groups at the same event.
Unsuccessful candidates will receive their results along with everyone else in order to maintain the same process across all disciplines.
Assessment forms must be completed within 24 hours.
**Weather, terrain conditions, traffic on the slope, and overall safety are all variables that may contribute to a change in process.*

Children's Trainer (CT) Assessment Overview

Introduction

This document outlines the Daily Schedule for the Assessment, details about the Learning Outcomes, Assessment Criteria, and Sample Assessment Activities.

The assessment is designed to verify a candidate's ability to develop and lead children's clinics and prepare instructors for CS1 and CS2. Candidates will be asked to lead multi-discipline on snow clinics, demonstrate level appropriate children's movement and technical analysis, and lead indoor presentations. Clinic leading and presentations will focus on experiential learning using creative and movement-based learning activities to share and expand knowledge.

The CT assessment is a two-day event and each day is assessed separately. Therefore, candidates may achieve a partial pass. Candidates attending the CT assessment for the first time must attend both days.

Day 1: Movement Analysis, Technical Development & Facilitation – Indoor
Day 2: Clinic Leading & People Skills – On Snow

CT examiners assess candidates' ability to evaluate peer understanding and create appropriate learning experiences in each module of the two-day event. The assessment evaluates candidates' ability to effectively train instructors and versatility in training to the various developmental stages of children. Successful candidates demonstrate a clear understanding of CS1, CS2, and CT Learning Outcomes. Active participation is essential for the full event. Candidate performance for each module is documented on the assessment form. If a candidate is unsuccessful at attaining any module of the CT, that module (day) will need to be retaken.

Successful completion of the assessment grants professional recognition to an instructor for their education, experience, and expertise in training instructors on how to better teach snowsports to children. This is a multi-discipline event with the likelihood of mixed groups (alpine, snowboard and telemark participants). Participants whose performance demonstrates adequate knowledge and skill receive a certificate to recognize their expertise as a Children's Trainer.

Prerequisites

- Current PSIA-AASI Level 3 Certified (Alpine, Snowboard, or Telemark) or foreign equivalent
- Children's Specialist 2
- 401 Children's Clinic Leading On Snow & Indoor
- CRMT Workbook Completion
- 25 Hours of Clinic Leading at your Home Resort (Verified by Training Manager or

Director)
- Current on Dues & Credit Hours
- RECOMMENDED, but not Prerequisite: 402 Children’s Clinic Leading Online

CT Workbook

The CT Workbook is designed to guide the children's snow sports trainer beyond the application of CAP Model concepts and farther into the theory underpinning the CAP Model. Deeper understanding via analysis, evaluation, and synthesis allows a successful CT candidate to appropriately scale and synthesize knowledge for a variety of learning environments, including clinics. Whether you teach Alpine Skiing, Snowboarding or Nordic, thoughtful completion of the workbook will lead to a deeper breadth and depth of understanding of psychomotor learning, human development, and how to train your peers to more effectively teach children in the snow sports industry.

The CT Workbook is a training tool and provides an environment for active learning. Through seeing, writing, and doing, candidates are able to gain more ownership of the content and an ability to teach the concepts. CT candidates will be able to fully leverage the usefulness of the workbook with a complete understanding of CAP Model application, as detailed in the CS2 Workbook. The CS2 Workbook has been revised several times in the last decade, to align with the Learning Connection Model. If it's been a while since you attained CS2, please consider reviewing the CS2 Workbook before moving forward on the CT workbook.

The CT Workbook may be used as a study guide to prepare for the assessment. It is important to not only find the answers to the questions, but to also create avenues of sharing the information with peers. In doing so, CT candidates are able to move beyond understanding and application, and firmly into the realm of analysis, evaluation, and synthesis. It is imperative to integrate these concepts and outlines into your training, in doing so translating conceptual ideas into real action. There are questions that ask for examples - please try to answer with examples from your own teaching experience and interactions with your peers.

Exercises from the CT Workbook are a perfect companion to learning during 401 Clinics. Additionally, CT candidates will be asked to submit completed CT workbooks no later than one week before the assessment event. CT candidates may be asked to lead the group with an impromptu topic as well, which may include movement analysis.

Preparation for CT

Successful CT candidates set aside and utilize ample time to study, develop an understanding of how CAP Model concepts are learned by instructors, and prepare to showcase and demonstrate their abilities in the assessment environment.

If you specialize in one age range or ability, be sure to train and gather knowledge in all ages and abilities, including teenagers, adults, and skiers and riders. Candidates are expected to readily share knowledge about students of various ages and stages of development.

Without prior practical experience leading children's clinics, candidates may not be able to fulfill the requirements needed to meet the CT Standards. Find ways to practice clinic leading and training peers at your home resort. Clinic leading can take a variety of different formats -

from a traditional on snow clinic, to a quick morning indoor clinic, evening study sessions, or even just walking through CAP Model concepts with a colleague, new instructor, or school leader.

In addition to leading Children's focused learning experiences at your home resort, it is highly recommended that CT candidates audit children's training led by other trainers to prepare for the assessment. When observing other educators, CT candidates should take note of how other educators develop knowledge through application, evaluation, and synthesis to help build upon a CT candidate's own developing skill set. This is especially important for candidates who are accustomed to leading training oriented towards certification training or general instructional improvement.

Successful CT candidates also seek to gain knowledge from reading books and materials listed in reference materials. Not only is this approach effective in complimenting experiential understanding, it is also helpful in familiarizing with PSIA-AASI publications that CS candidates can use to find success in their educational and certification goals.

Candidates must develop movement and technical analysis skills with clinic participants of various abilities. Practice movement and technical analysis watching children in videos or when riding a chair lift. Use non-judgmental terminology to present information in a clear, concise, and organized manner.

CT candidates are also encouraged to connect with other candidates through 401 clinics. Create and participate in study groups to share information, provide feedback on clinic outlines and presentations, and assist in preparing for the assessment.

Learning Outcomes & Assessment Criteria
A successful CT candidate must achieve the following Learning Outcomes to pass the assessment.

PEOPLE SKILLS

Communication & Relationship Management
A Children's Trainer engages in developmentally appropriate communication and manages intrapersonal and interpersonal situations to meet each participant's needs and the group's needs.

CLINIC LEADING SKILLS

Teaching Competency & Delivery Experience
A Children's Trainer uses information gathered from participants to shape relevant group-focused learning experiences that have developmentally realistic outcomes.

TECHNICAL SKILLS

Movement & Technical Analysis
A Children's Trainer identifies technical knowledge of CAP Model concepts within participants, verifies accuracy, and expands understanding appropriately through the lens of prescriptive analysis and Children's Specialist Learning Objectives.

Technical Development & Facilitation
A Children's Trainer creates and navigates an indoor learning environment wherein participants may effectively develop through engaging, interactive, and collaborative learning experience

INSTRUCTOR DECISIONS & BEHAVIOR

Professionalism & Self-Management
A Children's Trainer maintains a professional environment by demonstrating self-awareness and self- management.

Candidates' teaching knowledge and experience will be evaluated based on peer-to-peer teaching presentations and conversations with the examiners. Successful candidates will clearly demonstrate their experience training instructors with effective and accurate knowledge of CAP Model concepts. Candidates will demonstrate the use and understanding of clinic leading, people, and technical concepts when leading the group and will demonstrate appropriate group handling skills and safety awareness with their group. Detailed information about each Learning Outcome, including Assessment Criteria are available on Rocky Mountain's website at Education > Children's Specialist > Education

Materials

Daily Schedule of Assessment Activities

The time schedule below is a guide and may be adjusted at the event.

Day 1 – Indoor

8:30 AM	Check In Examiners will be introduced, groups announced, and Examiners will explain the two days.
9:00 - 1:00 PM	Candidates will be asked to observe a peer who is giving a CS2 Video & Technical Analysis demonstration. The candidate providing the demonstration is not being scored. The candidate who is observing will then deliver feedback to the candidate who demonstrated, identify technical CAP Model knowledge, verify accuracy, and expand understanding appropriately through the lens of prescriptive analysis and Children's Specialist Learning Objectives.
1:00 – 1:15 PM	Candidates will be assigned an afternoon indoor clinic topic.
2:00 – 4:00 PM	Lead a 15 min indoor children's training clinic.

Day 2 – On Snow

8:00 – 8:30 AM	Check In & Hand Out Lift Tickets
9:00 – 3:00 PM	Candidates will Lead an On Snow Clinic (40-60 minutes, based on size of group) Examiners may ask the candidate to lead a prepared clinic from their workbook at any time during the selection. Examiners may include other assessment activities.

Training by Objective

A tangible objective considers the needs of individual participants, the learning group, and is measurable, appropriate to the audience, conditions, and setting.

A - Audience	Describe the intended learner or end user of the instruction. *Example: First year instructors, RMT trainees, general public, Education staff*
B - Behavior	Must be observable and measurable. Can include a demonstration of knowledge, a movement, an expression. *Examples: Emphasize remembering/reproducing something learned (Understanding) Emphasize a movement, ski performance to be observed (movement). Emphasize an emotive reaction/action (Motivational).*
C - Condition	Conditions, tools, environment, phase of turn, etc. *Example: challenging un-groomed snow.*
D - Degree	The standard for acceptable performance. Time, accuracy, proportion, etc. *Example: 8 out of 10 turns, 80% of participants.*
E - Effect	It's important to know what type of need you'll be facing (cognitive, affective, or psychomotor needs).

Sample Objectives

- New hire instructors will demonstrate their understanding of Guest Centered Teaching by copying into the GCT grid at least 10 activities from a sample lesson.
- Level 2 certified instructors will demonstrate more accurate blending of edging and rotational skills in basic parallel turns by skiing at least 10 turns where they tip their skis simultaneously without twisting the skis - in the initiation phase of the turn on groomed green terrain.
- Each training participant will help to develop group rapport by finding out something odd or interesting about their partner while riding the first lift ride, and then sharing that information with the group.

Practice

- ○ In each of the above sample objectives, underline and label with capital ABCDE each part.
- ○ Write several objectives using ABCDE.
- ○ Watch a partner ski/ride and establish a focus for either the partner or for the entire group.
- ○ Lead a group for 10 minutes without revealing the objective and, afterwards, have the group try to identify the objective using ABCDE. Discuss with the group the relevance of all the activities to the objective.

New trainers tend to write objectives that are very broad and don't exhibit observable behaviors ("skiing will improve"). Become obsessively specific about behaviors that can be observed within a clearly defined setting for more success in writing objectives!

Rocky Mountain Children's Trainer (CT) Workbook

The CT Workbook is designed to guide the children's snow sports trainer beyond the application of CAP Model concepts and farther into the theory underpinning the CAP Model. Deeper understanding via analysis, evaluation, and synthesis allows a successful CT candidate to appropriately scale and synthesize knowledge for a variety of learning environments, including clinics. Whether you teach Alpine Skiing, Snowboarding or Nordic, thoughtful completion of the workbook will lead to a deeper breadth and depth of understanding of psychomotor learning, human development, and how to train your peers to more effectively teach children in the snow sports industry.

This workbook is a training tool and provides an environment for active learning. Through seeing, writing, and doing you will gain more ownership of the content and your ability to teach the concepts. CT candidates will be able to fully leverage the usefulness of this workbook with a complete understanding of CAP Model application, as detailed in the CS2 Workbook. The CS2 Workbook has been revised several times in the last decade, to align with the Learning Connection Model. If it's been a while since you attained CS2, please consider reviewing the CS2 Workbook before moving forward on the CT Workbook.

Before diving into the CT Workbook, you may also consider writing out a definition of each CAP Model concept, in order to ensure a technically accurate understanding of each theorist and theory. Being able to recall technical information accurately, in addition to applying what each theorist and theory is, will be essential to learning as a CT. CS Candidates will continually need clarification in order to understand and apply CS knowledge.

The CT workbook may be used as a study guide to prepare you for the assessment process. It is important to not only find the answers to the questions, but to also create avenues to share the information with your peers. It is imperative to integrate these concepts and outlines into your training, so the conceptual ideas become real action. There are questions that ask for examples - please try to answer with examples from your own teaching experience and interactions with your peers.

Respond to questions in the CT workbook as if you are the teacher or trainer sharing the concepts or ideas. The answers should show a deeper comprehension, the ability to apply, analyze, and create within the topics or concepts.

Consider starting a professional log of shadow/audit reviews and clinic self-evaluations. List and describe positive aspects of the clinic you would like to duplicate or repeat. How were the motivations of the group met? How would you modify the clinic to incorporate your personality, meet the motivations of the group, or improve the delivery of the content?

Exercises from this workbook are a perfect companion to learning during 401 Clinics. Additionally, CT candidates will be asked to submit completed CT Workbooks no later than one week before the assessment event. Come to the CT assessment with prepared clinics for each topic, to be led either indoor or on snow. CT candidates may be asked to lead the group with an impromptu topic as well, which may include movement analysis.

Enjoy the journey!

Movement & Technical Analysis

CAP Model Concepts

- Select a theory in both the Affective and Cognitive realms that you believe is the most important and describe how you could teach a mixed group of CS1 and CS2 candidates about each theory in an indoor setting?
- Describe how you would individualize your approach to help CS1, CS2, and CT candidates understand more about psychomotor development?
- Describe an activity you can do with both CS1 and CS2 candidates to deepen their understanding about the three categories of movement skills: locomotor, non-locomotor and manipulative, and how they relate to the age and stage of development of a four year old and a twelve year old.
- How could you teach to less experienced instructors the commonalities and differences in how older and younger children learn motor skills?

Biomechanics & Fundamental Relationships

- Describe how you can teach CS candidates to speak to parents about physiological development in children.
- Describe two ways to determine clinic participants' ability to describe cause-and-effect relationships in children?
- Describe activities that could be done on snow for CS1 and CS2 candidates to explore how stance and body movements are used by different ages of children for maintaining, increasing or decreasing pressure against the snow.
- How would you explore the role of equipment in children's learning for CS2 candidates?

Prescriptions

- You are helping CS2 candidates who are struggling to fully integrate CAP Model concepts into prescriptions for change. First, give an example of a prescription for change that fully integrates the CAP Model. Second, describe two ways to teach CS2 Candidates how to do this.

Audience

- Briefly describe how you can scale knowledge of one CAP Model concept to create an effective on snow learning experience for CS1 candidates, CS2 candidates, and CT candidates.

Technical Development & Facilitation

Participant Centered Learning

- In an indoor clinic setting, you have a mixed group of CS1 and CS2 candidates with different levels of understanding of Piaget's theory:
    - Describe how you would go about determining the level of knowledge of the participants.
    - How can you deepen knowledge for each sub-group of participants?
    - Which teaching styles would you use and why?
    - Outline how your instructional approach would change if exploring a different CAP model concept.

Resource & Tool Use

- Identify at least four different educational tools, such as videos and handouts, that can be used to enhance CS candidate's learning and describe their pros and cons.

- Considering participants' learning preferences, describe how you could use at least three educational tools to enhance the group's learning in relation to Kohlberg. Your group is a mix of both CS1 and CS2 candidates.

Technical Accuracy

(covered as pre work in CS2 Workbook)

Clinic Leading Skills

Training Objectives

- Describe three methods for assessing clinic participants' expectations and motivations for attending both on snow and indoor clinics.

Learning Experiences & Diversity of Activities

- A mixed group of CS1 and CS2 candidates in an on snow clinic have expressed an interest in deepening their understanding of Piaget and how it relates to the Psychomotor realm.
    - Utilizing discussion, movement, and practice, describe a sequence of learning experiences to meet the training objectives.
    - Choose one of the learning experiences from the above question and describe how you can modify it creatively to have more of an impact with the learners.
    - Describe how you can rearrange the sequence of learning experiences from the above question in a way that still meets the learning objective.
- In your opinion, during a clinic, what is an optimal balance of discussion, movement, and application? Explain your reasoning.

Terrain & Skill Choices

- How do you identify terrain that is appropriate for a clinic group?
- Choose an activity you like to use for teaching Multiple Intelligences and describe how you can modify the activity to be facilitated on snow, on a chairlift, and indoors.

Physical & Emotional Risk

- It is an extraordinarily busy day on the mountain and you are leading a CS2 on snow clinic. You have asked your participants to lead a teach segment based on drawing from the CS2 cards to prepare for their CS2 assessment. Some of your participants are very nervous about leading in front of the group. How do you manage both their physical and emotional safety while keeping the more confident members of the group engaged?
- Describe how a sense of belonging impacts learning.
- Describe two ways you build a sense of belonging in your on snow clinics and how you can help both CS1 and CS2 candidates understand how to do that with their own students.

Reflect & Review

- Describe three tactics to assess if clinic participants in an on snow CS clinic have achieved the intended outcome of a clinic.
- Describe the difference between reflecting with participants and reviewing the learning experience.
- Why is it important to include plans for future growth as part of a review with clinic participants?
- How can you help candidates to develop a structure for themselves to identify weaknesses and plans for growth?

People Skills

Cognitive Appropriate Communication

- Describe at least three cognitive needs that participants in your clinics might have. For each need, provide one unique verbal communication style and one unique non-verbal communication technique to meet those needs and explain why these are appropriate.

Social & Emotional Communication

- Describe at least three social or emotional needs that participants in your clinics might have. For each need, provide one unique verbal communication style and one unique non-verbal communication technique to meet those needs and explain why these are appropriate.

Emotional Responses

- Describe how a clinic leader can effectively respond to the following emotional scenarios:
    - Participant is frustrated because they don't understand the content.
    - Participant is unhappy because their stated goals for the clinic aren't being addressed.
    - Participant is bored because they already know everything that's been discussed so far in the clinic.

Social Interactions

- Describe how a clinic leader can effectively respond to the following social scenarios:

- Two clinic participants do not like each other and are creating tension in the learning environment.
- The same clinic participant answers first when a question is posed to the group.
- Several clinic participants came to the clinic for social purposes and are distracting the rest of the group.

Clinic Outlines

For this exercise, ten clinic outlines will be created for ten different learning environments. The learning environments vary in audience, setting, and duration. **All ten outlines must be submitted as part of your completed workbook.**

Step 1: Select a different clinic topic (A-L) for each learning environment (1-10). Not all clinic topics will be used.

Clinic Learning Environments	**Clinic Topic**
● CS1 Candidates - On Snow 6 Hours	_____
● CS2 Candidates - On Snow 6 Hours	_____
● CT Candidates - On Snow 45 Minutes	_____
● CS1 Candidates - On Snow 15 Minutes	_____
● CS2 Candidates - On Snow 15 Minutes	_____
● CT Candidates - Indoor, 30 Minutes	_____
● CS1 Candidates - Indoor, 90 Minutes	_____
● CS2 Candidates - Indoor 90 Minutes	_____
● CS1 Candidates - ZOOM, 30 Minutes	_____
● CS2 Candidates - ZOOM, 30 Minutes	_____

Clinic Topics

A. CAP Model
B. Piaget's Stages of Cognitive Development
C. Maslow's Needs
D. Kolb's Experiential Learning Cycle
E. Bloom's Taxonomy
F. Perceptual Motor System
G. Fitts & Posner's Stages of Motor Skill Learning
H. Real & Ideal Movements
I. Parent / Instructor / Student (Child) Relationships
J. Howard Gardner's Multiple Intelligences
K. Kohlberg's Moral Development
L. Movement Skills & the Development of Coordination
M. Synthesis of Parent & Child Motivations
N. Adapting to the Changing Needs of the Learner

Step 2: Use the provided clinic outline template to create your outlines. For examples, please reference existing clinic outlines on the RM website. Be sure to use "Active" or "Experiential" learning in each outline. Describe sample learning experiences in detail.

When shaping the clinic experience during the CT assessment, please keep in mind CT candidates will be your audience and have a different baseline understanding than a CS1 or CS2 candidate. Adapt the learning environment from your clinic outline accordingly.

Step 3: After creating all ten outlines, select three.

Describe, in detail, how you would modify one of the three outlines for a different **audience** and explain why you would make those changes.

Describe, in detail, how you would modify one of the three outlines for a different **setting** and explain why you would make those changes.

Describe, in detail, how you would modify one of the three outlines for a different **duration** and explain why you would make those changes.

Clinic Outline Template

Clinic Title: _____

Discipline:

Duration:

Setting:

Course Description:

Prerequisite Courses:

Knowledge & Experience Expectations:
Participants are able to:

Course Objectives:
Participants will:

Potential Learning Outcomes:
By the end of this clinic, successful participants will be able to:

Materials Recommended:

ROCKY MOUNTAIN

PSIA-RM-AASI Children's Trainer (CT) ASSESSMENT FORM

☐ MEETS STANDARDS
☐ DOES NOT MEET STANDARDS

DAY 1 – Movement Analysis & Technical Development

Candidate:
Date:
Location:
Assessors:

ASSESSMENT SCALE

1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.

COMMENTS

INSTRUCTOR DECISIONS & BEHAVIOR

Maintains a professional environment by demonstrating self-awareness and self-management.

Needs & Safety
Addresses group and individual safety and physiological needs.

Behavior Management
Exhibits positive behavior in response to feedback.

SECTION AVERAGE
Must be 4 or above to meet Learning Outcome

MOVEMENT & TECHNICAL ANALYSIS

Identifies technical knowledge of CAP Model concepts within participants, verifies accuracy, and expands understanding appropriately through the lens of prescriptive analysis and Children's Specialist Learning Objectives.

CAP Model Concepts
Identifies and verifies participants' observations of distinct stages of cognitive, affective and physical growth, including psychomotor development, for children and adults, relative to snowsports.

Biomechanics & Fundamental Relationships
Identifies, verifies, and enhances participants' demonstrated understanding of biomechanics, children's equipment options, and ability to link body movements to multiple fundamentals in all turn phases or cross-country skills.

Prescriptions
Identifies, verifies, and enhances participants' prescriptions for change, using a clear understanding of the pathway from Real to Ideal.

Audience
Scales depth of knowledge appropriately to CRMT peers through understanding of CS1 and CS2 Learning Objectives.

SECTION AVERAGE
Must be 4 or above to meet Learning Outcome

TECHNICAL DEVELOPMENT & FACILITIATION

Creates and navigates an indoor learning environment wherein participants may effectively develop through engaging, interactive, and collaborative learning experience.

Participant Centered Learning
Facilitates a collaborative indoor learning experience, reflective of participant needs, that elevates understanding of the group as a whole.

Resource & Tool Use
Uses educational tools, such as video equipment and handouts, effectively to guide participant performance towards a greater understanding of CAP Model content.

Technical Accuracy
Facilitates effective learning through the demonstrated use of accurate and comprehensive CAP Model knowledge.

SECTION AVERAGE
Must be 4 or above to meet Learning Outcome

ROCKY MOUNTAIN

PSIA-RM-AASI Children's Trainer (CT) ASSESSMENT FORM

☐ MEETS STANDARDS
☐ DOES NOT MEET STANDARDS

DAY 2 – Clinic Leading & People Skills

Candidate:
Date:
Location:
Assessors:

ASSESSMENT SCALE

1 Essential elements were not observed or not present.
2 Essential elements are beginning to appear.
3 Essential elements appear, but not with consistency.
4 Essential elements appear regularly at a satisfactory level.
5 Essential elements appear frequently, above required level.
6 Essential elements appear continuously, at a superior level.

COMMENTS

INSTRUCTOR DECISIONS & BEHAVIOR

Maintains a professional environment by demonstrating self-awareness and self-management.

Needs & Safety
Addresses group and individual safety and physiological needs.

Behavior Management
Exhibits positive behavior in response to feedback.

SECTION AVERAGE
Must be 4 or above to meet Learning Outcome

CLINIC LEADING

Uses information gathered from participants to shape relevant group-focused learning experiences that have developmentally realistic outcomes.

Training Objectives
Identifies and summarizes motivations and expectations of participants to determine common themes.

Learning Experiences
Facilitates creative, exploratory, and developmentally appropriate learning experiences focused on training objective.

Diversity of Activities
Demonstrates productive use of discussion, movement, and application time that enhances the participant's learning experience.

Terrain & Skill Choices
Chooses appropriate terrain and/or skill for the group based on focus of the clinic.

Physical & Emotional Risk
Manages physical and emotional risk while promoting engagement in the learning environment.

Reflect & Review
Reflects with each participant, discusses their outcomes, reviews the learning experience, and plans for future growth.

SECTION AVERAGE
Must be 4 or above to meet Learning Outcome

PEOPLE SKILLS

Engages in developmentally appropriate communication and manages intrapersonal and interpersonal situations to meet each participant's needs and the group's needs.

Cognitive Appropriate Communication
Blend verbal and non-verbal communications to meet the cognitive level of each participant in the group and the group as a whole.

Social & Emotional Communication
Blend verbal and non-verbal communications to meet the social and emotional level of each participant in the group and the group as a whole.

Emotional Responses
Identifies and responds to participant's emotional responses to events throughout the clinic.

Social Interactions
Identifies and responds to participant's social interactions throughout the clinic.

SECTION AVERAGE
Must be 4 or above to meet Learning Outcome