



CHILDREN'S SPECIALIST PROGRAM

CS1 Study Guide

Name: _____

Event Location: _____

Event Date(s): _____

*This study guide is not required to be completed in order to attend the CS1 exam in the RM division however completion of this study guide is highly recommended as it will help prepare you for the CS1 on snow Exam. All answers can be found in the Children's Instruction Manual, Teaching Snowsports Manual and Technical Manuals (Alpine or Snowboard depending on your discipline).

CAP MODEL

- 1) The "C" (in the CAP model) stands for the _____ domain of development and refers to the way children _____.
- The "A" (in the CAP model) stands for the _____ domain of development and refers to the way children _____.
- The "P" (in the CAP model) stands for the _____ domain of development and refers to the way children _____.
- 2) The CAP Model can be used for every student including adults.
- True False
- 3) The cognitive, affective, and physical development for each child occurs at the same rate.
- True False
- 4) A child's physical and mental stage of development will affect the way they learn.
- True False
- 5) Match the four (4) stages of development theorized by Jean Piaget with the approximate age that children enter each stage. Use the "Stage" abbreviations listed next to each stage

STAGE

AGE

Sensorimotor (S)

11 years and older _____

Pre-operational (PO)

2 - 7 years _____

Concrete operational (CO)

Birth - 2 years _____

Formal operational (FO)

7 - 11 years _____

- 6) Piaget's Stages of Development:
- a. Sometimes pigeonhole smarter children into the wrong lesson groups and skill levels
 - b. Should not factor into your decision-making as an instructor
 - c. Outlines the stages of cognitive development that children go through
 - d. B & C
 - e. None of the above

7) At which of Piaget's Stages of Development do children start seeing the world from more than one perspective? _____

8) Relative to your answer in question #7, please state one real life example you have observed.

9) A child between 7-12 years old should be able to follow a series of three (3) directions.

True False

10) Which one of the following reasons is LEAST LIKELY to explain why young children may have difficulty following directions:

- a. Receive too many directions at once
- b. Receive directions while they are trying to do a task
- c. Are confused by the directions
- d. Can't hear the directions clearly
- e. Already know the task

11) Young children rely on concrete experiences rather than abstract ideas for learning.

True False

12) Using Piaget's Theory, fill in the blank:

When children begin to think logically they are considered to be in the _____ stage.

Using language to express their thoughts is first observed in the _____ stage.

Exploring their world primarily through their senses is the _____ stage.

The _____ stage is characterized by the ability to think abstractly.

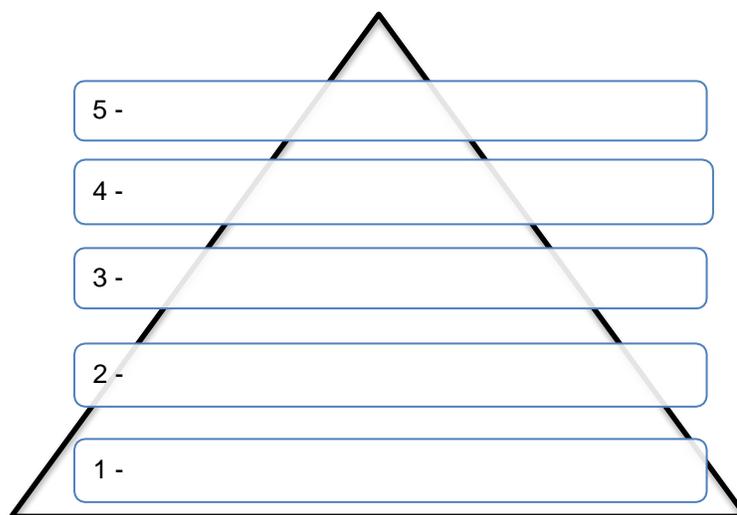
13) Match the following Gardner “Intelligences” with their corresponding description

- _____ Verbal-Linguistic (Word smart)
- _____ Logistical-Mathematical (Number or logic smart)
- _____ Spatial (Picture smart)
- _____ Bodily-Kinesthetic (Body smart)
- _____ Musical-Rhythmical (Music smart)
- _____ Interpersonal (People smart)
- _____ Intrapersonal (Self smart)
- _____ Nature (Nature smart)

- a. Desires to move
- b. Thinks a lot, likes to work alone, processes info within themselves, sets personal goals easily
- c. Asks “why” and “how” recognizes patterns easily, follows logical steps, works to solve problems
- d. Thinks through sounds, rhythm & musical melodies
- e. Loves words & language, reading & talking, telling and hearing stories
- f. Adept in social situations, aware of others feelings and able to respond appropriately, use input of others to base responses
- g. Has an active imagination. Thinks through pictures and images, enjoys designing, drawing & visualization
- h. Learning is experienced through the natural world

14) How might we use Gardner’s Multiple Intelligences theory to assess a child’s best modality for learning? Give three (3) examples of “Multiple Intelligences” from your lessons.

15) List the five (5) stages of Maslow's Hierarchy of Needs in order from bottom to top, and match each stage to the characteristic listed below using the stage's number.



- _____ Children need an environment that is safe and secure
- _____ Children need to feel competent and valued with others
- _____ Needs necessary to survive
- _____ All other needs have been met; children can excel and explore
- _____ Children need to feel that they belong and interact with others

16) A person who is self-actualized:

- a. Meets the other four needs of the hierarchy
- b. Has an attitude of self esteem
- c. Asks for assistance to take care of their physiological needs
- d. All of the above

17) As described in the Children's Instruction Manual, what are the four stages of Kohlberg's Moral Development and at what age range do they typically emerge?

- Stage _____ Age _____ years old

18) According to Kohlberg, what is meant by "moral development?"

19) To facilitate learning for an 11-year-old in your group who is easily influenced by his/her peers, you could:

- a. Pair students up to practice
- b. Use a line rotation
- c. Group consensus rewards
- d. Light, personal competition (i.e., How many turns can you do?)
- e. All of the above

20) Affective Development is related to:

- a. How children feel about themselves
- b. How children feel about others
- c. How children feel about the world
- d. All of the above

21) The maturity of the perceptual motor system is a function of the child's physical and cognitive development.

True False

22) Define the following terms:

Laterality: _____

Reversibility: _____

Directionality: _____

23) How can you adjust your teaching based on the fact that children develop the ability to distinguish between left and right roughly between ages 5-6? Choose all that apply.

- During demonstrations, face the same direction as the students to mirror their left and right.
- Indicate direction using visual cues like stickers on boots or different colored ribbons on hands.
- Indicate direction using verbal cues like "peanut butter" and "jelly."
- Repeat the same directions over and over again, louder and louder.

24) Younger children see things in the distance more clearly than they see nearby objects.

True

False

25) At the start of the season, a 12-year-old may need to re-learn skills he'd mastered previously if he has experienced a growth spurt.

True

False

26) When does the average child generally complete his/her auditory development?

- a. 5 years old
- b. 7 years old
- c. 9 years old
- d. 11 years old

27) Auditory maturity in children - Choose all that apply:

- Has no effect on spatial awareness
- Involves being able to pay attention to one sound among many
- Affects an instructor's choices in where to stop
- Helps to determine where sounds are coming from
- None of the above

28) At approximately what age does the center of mass reach the navel?

- a. 6 years old
- b. 8 years old
- c. 10 years old
- d. None of the above

29) Which behavior is most likely to be observed when teaching young children?

- a. The child may burst into tears when parents drop them off for lessons
- b. When several directions are given at once, young children are able to follow with little difficulty
- c. Young children do not care if they receive any personal attention
- d. Children will learn best through lengthy discussions, not through activities

30) The stages in the development of coordination are:

- a. Unilateral - Bilateral - Cross-lateral
- b. Sensory Input - Interpretation – Motor Response
- c. Initial - Elementary - Mature
- d. None of the above

31) Developmental maturity of the senses affects... Choose all that apply.

- Bodily responses to input.
- What information the brain receives.
- None of the above

32) When introducing the concept of spatial awareness to a group of 3-6-year-olds, which of the following descriptions can be used?

- a. Have each child surround themselves in an invisible bubble; the bubbles shouldn't touch
- b. Have each child imagine themselves as a car; they don't want to bump into any other cars
- c. Have each child imagine themselves as a goose flying in formation without touching each other's "feathers"
- d. All of the above

33) Explain the turning forces used commonly by children before they have developed the full use of their fine motor skills.

34) Young children develop control of the muscles supporting their head and torso before those controlling their limbs and extremities. Describe at least two possible effects on a child's skiing or riding.

38) Explain why it's easier for younger children in the novice zone to balance using a wider stance than a narrower one.

39) Children may be aft when skiing or riding due to:

- a. The terrain is too steep.
- b. A higher center of gravity allows them to.
- c. They may be unable to flex their ankles.
- d. All of the above.

40) Young children move their bodies as a whole. They may have difficulty moving one side of their body in opposition to the other, and they may have difficulty separating upper and lower body movements.

True

False

41) Using the CAP model, describe how you would give accurate, positive feedback to the parents after a challenging day with a non-compliant 7-year-old.

- 45) Using the following age group categories, at what age do the following traits *first appear*?
Y = children 7 years old and younger; O = children 8 years old and older.

COGNITIVE

- ___ Reasoning is based on appearances, how things look and happen
- ___ Is able to understand rules and conceptualism
- ___ Is not able to reverse a series of directions or thoughts
- ___ Believes the world revolves around them (egocentric)
- ___ Can follow instructions with three (3) or more items
- ___ Tends to have a short attention span

AFFECTIVE

- ___ Non-competitive, playing is winning
- ___ Wants to be part of the group, influenced by peers
- ___ Learning to share and play with other children
- ___ Cooperation is part of play
- ___ Is not concerned with perfection
- ___ Participation, not end result is important
- ___ Sets goals and works to accomplish them
- ___ Ability to adapt to changing weather conditions easily

PHYSICAL

- ___ Able to move upper body in opposition to lower body
- ___ Whole body tends to move as a single unit
- ___ Well-established fine motor movements
- ___ Center of mass is located higher in the body
- ___ Tires quickly
- ___ Can use visual cues from across the hill

SAFETY AWARENESS

- 46) What would you include in a discussion about lift safety?
- a. Explain unloading procedures
 - b. Remind children to sit with their backs to the back of the chair
 - c. Horseplay is OK, if the safety bar is down
 - d. Remind children to keep their skis or boards quiet and still while riding the chairlift
 - e. Ignore directions from the lift operator
 - f. A, B & D
 - g. All of the above

47) To make sure each student is prepared to begin a safe, successful day, what observations should you make, and/or questions might you ask students and/or their parents before beginning the lesson? Choose all that apply.

- Where and when can the parents meet the child at the end of the day?
- What is 'Plan B' for the child who has had enough and cannot continue?
- Is the child properly dressed and is their equipment appropriate and functioning?
- Does the child have any medical, allergies or special considerations?

48) List the five main elements of SMART Style.

1. _____
2. _____
3. _____
4. _____
5. _____

49) Which of the following is NOT a point of "Your Responsibility Code".

- a. Always stay in control, and be able to stop or avoid other people or objects.
- b. People ahead of you have the right of way. It is your responsibility to avoid them.
- c. Avoid talking on a smart phone while skiing or riding.
- d. You must not stop where you obstruct a trail, or are not visible from above.
- e. Whenever starting downhill or merging into a trail, look uphill and yield to others.
- f. Always use devices to help prevent runaway equipment.
- g. Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- h. Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.

50) Choose one point from "Your Responsibility Code" and describe how you would incorporate this point into a lesson with 7-9-year-olds?

51) Which item(s) from the following list of clothing and equipment is appropriate for a child to have during a Snowsports lesson?

- a. Goggles or glasses
- b. Helmet or hat
- c. Hand knit mittens
- d. One pair of socks inside the boots
- e. A, B & D
- f. All of the above

52) Before your first lift ride of the day, have your students watch other people load a lift as you discuss lift-riding procedures.

True

False

THE LEARNING PARTNERSHIP

53) What two elements make up the Learning Partnership?

- a. Child and parent relationship
- b. Student profile and instructor behavior
- c. Instructor behavior and parent partnership
- d. Positive teaching model and lesson strategies

54) When learning Snowsports, a partnership is formed between the student and the coach/instructor. What aspects should be considered when developing a student profile?

- a. Characteristics and Background
- b. Learning Styles and Preferences
- c. Motivation, Understanding and Desire
- d. Emotional State
- e. Beliefs, Attitudes and Values
- f. Physical Conditioning and Health
- g. All of the above

55) When you thoroughly understand the elements influencing the Student Profile, you're better prepared to mold your actions (Instructor Behavior) to create a positive learning partnership.

True

False

56) List four stages of the teaching cycle for children.

1. _____
2. _____
3. _____
4. _____

57) Match the following actions to the correct stage of the Children's Teaching Cycle as described in the Children's Instruction Manual.

Create supportive learning environment >> _____

Determine goals >> _____

Present information using a variety of teaching styles >> _____

Practice >> _____

Check for understanding >> _____

Provide feedback >> _____

Preview the next lesson >> _____

Provide accurate demonstrations >> _____

58) Which aspect(s) of providing feedback is critical to a lesson's success?

- a. Provide feedback throughout the lesson
- b. Giving positive and constructive feedback
- c. Cover all material without regard to student understanding
- d. Providing feedback throughout keeps the students on track and motivated
- e. A, B, & D
- f. All of the above

59) Using PDAS, give an example of how you would pace a day for a group of 5 year olds in the beginner zone.

60) The Teaching Cycle is the component of the Teaching Model that outlines recommended instructor behaviors throughout the lesson.

True False

61) Why is it important to actively engage your students in their learning?

- a. Children tend to learn more experientially
- b. The instructor can inquire about the children's interests and make them part of the learning activities
- c. Students will retain more by being actively involved
- d. All of the above

62) Watchers, feelers, doers, and thinkers can be terms used for different kinds of:

- a. Goals
- b. Learning Preferences
- c. Teaching Styles
- d. B & C

63) What does V.A.K. stand for and describe what each stands for?

- 1. V: _____
- 2. A: _____
- 3. K: _____

64) List the 5 Teaching Styles and one element of each style.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

65) Teaching styles can set up a positive learning environment and enhance the presentation of specific lesson content.

True False

66) The concept of taking new learning into a variety of situations, exploring it from many angles, and applying the learning in new situations helps establish understanding and ownership of skill. This is an example of:

67) Give an example of how you have used lateral learning in a lesson.

68) All children basically prefer to learn the same way.

True False

69) The way a lesson is presented is commonly defined as:

- a. Command style
- b. Instructor choice
- c. CAP Model
- d. Teaching style
- e. B & D

70) An instructor who leads students through a series of activities in order to help them learn one specific outcome is utilizing which teaching style?

TEACHING WITH CREATIVITY

71) Give three examples of how we can teach creatively.

72) What is meant by the "boredom zone?" Demonstrate how you might combat boredom.

73) To build your "bag of tricks:

- a. You can modify and enhance exercises and games
- b. You can generate creative solutions to enhance movements
- c. You can get ideas from written material
- d. You can get ideas from other instructors
- e. All of the above

74) Games are a great way to help students learn provided they:

- a. They make children laugh
- b. They are fun for the instructor
- c. They are nonsensical
- d. They are based on the skill each child wants/needs to develop
- e. All of the above

75) Define "Spider Webbing" and how you incorporate it into a beginner lesson with children ages 5-7 years old.

76) Describe and demonstrate an example of your favorite game or activity that you teach. Include the skill objective for the game/activity.

77) IYOW: List three props or teaching aids you use while teaching and describe why they benefit your students:

78) IYOW: Describe how you would create a team environment with a group of 3-6 year old children.

LESSON PLANNING

79) Presenting new information at the end of the day or right before lunch is recommended.

True False

80) A great lesson follows a logical format and includes a beginning, middle and end.

True False

81) Describe one way to move your student(s) down the hill and the pros and cons of your approach.

82) Which of the following tactics can be used to improve the odds of not losing a child?

- a. The teacher skis/rides close to the group
- b. The group stops at short intervals along the slope
- c. Use the buddy system
- d. Have a specific meeting place on all runs
- e. Let the child know what to do, if they become separated from the class
- f. All of the above

83) You have a class of "Beginner Zone" 7-year-olds with one child who insists on following directly behind you. Describe how you would teach this child to understand that others deserve the same opportunity?

84) Goal setting with children can be successful when:

- a. Setting intermediate or short-term goals
- b. The goals are specific
- c. The goals are general
- d. A & B
- e. A & C

PARENT PARTNERSHIP

85) What six steps can help solve problems with parents and/or children to turn a potentially negative situation into a positive learning opportunity. Choose all that apply.

- Establish a caring relationship
- Explore the situation and gather information
- Define the problem
- Generate possible solutions and select one
- Develop a course of action
- Follow up

86) Summarizing the lesson is valuable to the students and parents. Which of the following is NOT considered a "best practice" that you can share with parents?

- a. Describe the overall goal of the lesson in terms of movement and skills
- b. Explain how certain activities highlighted the movement(s) and how learning the specific movements improved overall performance
- c. Explain what the starting point was for a child and what the new starting point will be for the next lesson
- d. Relate the new learning to the specific level of achievement and the types of runs the child is now capable of skiing or riding
- e. Relate any problems with a positive tone and with solutions in perspective
- f. Describe how the lesson will advance next time and invite the parents to bring their child back.
- g. Explain that gratuities are expected at the conclusion of the lesson

87) Why can it be inappropriate for parents to watch their child's lesson while being visible to their child?

- a. The child may focus on performing for the parent instead of learning
- b. The child may make a mistake and feel that they have disappointed their parents
- c. The child may want to spend time with their parents doing something other than learning to ski or ride
- d. All of the above

88) Parents sometimes request that their child ski with a friend or sibling who is more skilled than their child. How would you handle this situation?

- a. Explain that the safety of the less-skilled skier/rider is of concern.
- b. Explain that the more skilled skier/rider may be bored.
- c. Offer times when the children may be in contact with each other.
- d. Suggest a run that can accommodate both groups the children are in.
- e. All of the above

89) Occasionally, it is necessary to get the parents involved in behavior management issues. What are two (2) important steps in the “exploring the situation” and “gathering information” phase?

90) IYOW: Give an example of how you would verbally express a child's progress to a parent at the end of a lesson.

ALPINE / SNOWBOARD / X-COUNTRY

(Please answer all of the questions)

91) The ski or snowboard length for novice zone children should generally be between their chest and chin, and they should have a relatively soft flex.

True

False

92) Which of the following best describes the appropriate ski or snowboard boot characteristics for younger children? Choose all that apply.

- They have a soft flex
- They have enough room for thick socks
- They have a snug fit
- They are supportive
- It's okay if they are on the wrong feet

93) Which of the following best describes the appropriate cross-country gear for beginners?

- a. Skis that measure from the floor to the child's wrist with their arm stretched above their head
- b. Poles that fit tightly under the child's underarm
- c. Waxless classical cross-country skis
- d. All of the above

94) Whenever children go cross-country skiing, they must learn to go uphill, downhill and across the flats as terrain determines which maneuver should be done and when to change to another. Which of these maneuvers should be taught to achieve this for a beginner/novice student? Choose all that apply.

- Walking
- Poling
- Traverse
- Sidestep
- Gliding Wedge
- Kick Turns
- Telemark Position
- Double Poling

99) Tilt, twist, _____ and _____ are the AASI Board Performances.

100) Movement Concepts for Snowboarding suggests the body moves in four specific ways when riding. These are:

1. _____

2. _____

3. _____

4. _____

101) Young skiers often use skeletal strength for support when turning.

True

False

102) Heel side turn tends to be easier than a toe side turn for younger children.

True

False

103) Skeletal support makes the toe- side sideslip easier for younger riders.

True

False

104) Explain why young children often make ski turns primarily using the outside leg.

105) Which of the following descriptions of arm positioning would be most effective when teaching 4-6-year-old riders?

- a. Hands on their heads
- b. Arms out to the side and away from their torso
- c. Hands on their knees
- d. Hands & arms pointed uphill to avoid being overly countered

BEHAVIOR MANAGEMENT

106) What are the possible sources of inappropriate behavior? Choose all that apply.

- Is there a physical problem?
- Are there cultural differences?
- Is the child under stress of performance expectations?
- Is the child able to adjust to new situations?
- Are your behaviors contributing to the child's behavior?
- Is there a misunderstanding of what behavior is expected?

107) When working through behavior issues it's recommended to talk about what you will allow, not about what the student can or can't do.

True False

108) It is important to set clear, consistent guidelines regarding class behavior when teaching children.

True False

109) Positive reinforcement should be given after appropriate behavior is exhibited.

True False

110) When dealing with a challenging student:

- a. Try to determine if there is a physical source of problems
- b. Try to determine if the student understands the expected behavior/task
- c. Try to determine if the student is being expected to perform too highly
- d. All of the above

111) What does the acronym ADHD stand for?

- 1. A: _____
- 2. D: _____
- 3. H: _____
- 4. D: _____

112) Briefly describe the behaviors that those with ADHD exhibit.

113) Describe two strategies that you can use to help children with ADHD have a successful learning experience.

114) FITB: List the IFEED-AV rules for positive reinforcement and feedback.

1. I: _____
2. F: _____
3. E: _____
4. E: _____
5. D: _____
6. A: _____
7. V: _____

Source: Rhode, G., Jenson, W.R. & Reavis, H.K, (1993). The Tough Kid Book: Practical classroom management strategies. Slopris West. Longmont, CO

115) The “coercive cycle” occurs when the teacher requests, but the student ignores; the teacher pleads, but the student is noncompliant; the teacher threatens, but the student resists, and the teacher finally gives up, giving in to the student’s unwanted behavior.

True

False

Source: Templeman, T.L. (2018). *The Parent Child Coercive Cycle*. Retrieved from URL:
<https://www.pendletonpsych.com/therapy-helpers/parent-child-coercive-cycle>

116) Which of the following techniques could be used to discourage the coercive cycle?

- a. Rules/guidelines given at the beginning of class
- b. Clear consequences for not following the class rules
- c. Clear rewards for following the class rules
- d. All of the above

117) To help de-escalate problems during an emotional crisis an instructor should NOT:

- a. Acknowledge the child’s feelings
- b. Offer sympathy and understanding
- c. Walk away from the situation
- d. Use active listening, stay calm and lower your voice
- e. Avoid public embarrassment
- f. All of the above

118) Using behavior management tactics, what are some ways you can make your lesson more effective? Choose all that apply.

- Use “when and then” statements to encourage a student to do things they may not want to do
- Tell the child what they can’t do
- Be positive; use positive wording
- Use consequences instead of threats
- State your decision by saying no

TEACHING LOG

Complete the remaining questions based on one of your teaching experiences - minimum of one (1) and maximum of two (2) typewritten pages in length. This log must be included with your Workbook to receive Workbook credit. Please include:

- Resort
 - Number of students
 - Ages of students
 - General skill level
 - Length of time of the lesson
-
- Describe the conditions of the day (weather, time of day, grooming, crowds, etc.)
 - What was the specific ability level of the group at the beginning of the lesson and then at the end of the day? If some students were at different levels please include details of this.
 - What was your expected outcome for the lesson? What were the students' goals?
 - What activities, tasks or games did you choose to improve your group's skills and why? What terrain did you use and why?
 - How did you teach "Your Responsibility Code" to your students?
 - Explain one thing that went very well in this lesson. Explain one thing that did not go well and why?
 - How did you summarize the lesson with your students? With their parents?
 - If the age of your students in this lesson were different, how would you change your lesson plan to fit this new age group.