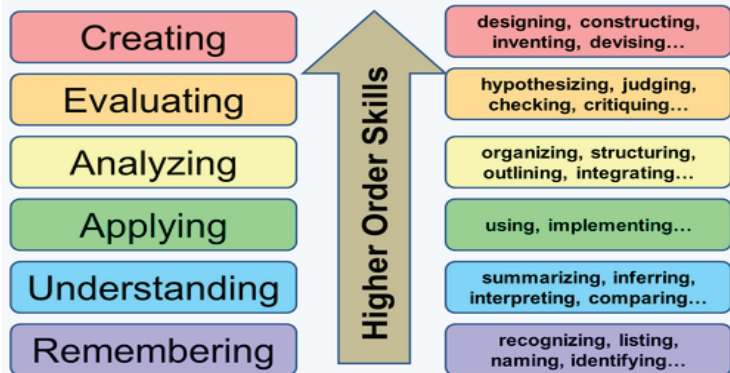


STICKER

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE

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



The successful Senior Specialist 2 (SS2) participant will demonstrate the **application** and **analysis**, and the ability to **synthesize** and **evaluate**, the technical terms, concepts and models covered in this two day certificate course. Participants will be awarded a Senior Specialist 2 certificate upon successful program completion.

PACING

RELATIONSHIPS

LOW IMPACT CONTINUOUS MOVEMENT

ADDITIONAL COMMENTS

SS2

SKIING PERFORMANCE

on all groomed black and blue variable conditions
General Skiing Characteristics as applied to Seniors

- Consistently link turns with sustained rhythm
- Maintain consistent speed by controlling the shape of a turn
- Maintain a balanced stance with skeletal (stacked) alignment as needed throughout a series of turns to be able to positively affect any of the skills, at any time
- Ski a variety of turn sizes within a series of turns while maintaining speed control
- Display continuous flexion/extension movements and lower edge angles



TEACHING and PROFESSIONAL KNOWLEDGE

A Senior Specialist 2 instructor demonstrates the application, analysis and synthesis in the ability to articulate and discuss senior-specific concepts including:

The Learning Partnership as it applies to Seniors

Senior Student Profile and Instructor Behaviors

The CAP Model for Seniors

Cognitive – developmental milestones, behaviors, learned movement patterns, roadblocks, Visual, Auditory and Kinesthetic (VAK)

Affective – desires and goals, history

Physical – real versus ideal movement patterns, medical issues, low-impact and continuous-movement curriculum

Instructor Behavior for Senior Lesson

(Teaching Model) Maslow's Theory, Guest Description, Pacing, Effective Use of Mountain Playground and Wrap Up

	A SS 1 is able to: Copy and Apply <i>Knowledge, Comprehension and Application</i>	A SS 2 is able to: Analyze and Create <i>Analysis, Synthesis and Evaluation</i>
Relationships Cognitive	<ul style="list-style-type: none"> • Describe key elements of the cognitive attributes specific to senior client • Apply client's specific cognitive attributes into lesson development content 	<ul style="list-style-type: none"> • Assess and adjust lesson content based upon identified cognitive characteristics • Combine all elements of each client's individualized characteristics blended into a lesson plan that meets the needs of both the group and individuals
Relationships Affective	<ul style="list-style-type: none"> • Recognize instructor based skills to build trust and rapport • Grasps key motivations that may influence client outcomes • Interprets key psycho-social concepts as applicable to the senior client 	<ul style="list-style-type: none"> • Proactively implements and adapts lesson content based on goals and desires of the individual and group • Draws conclusions and adjusts interactions based upon appropriate combination of psycho-social models and principles
Awareness Physical	<ul style="list-style-type: none"> • Discerns conditions to shape lesson content utilizing low impact and continuous movement tactics • Identifies key elements of conceivable physical attributes of the senior client 	<ul style="list-style-type: none"> • Employs low impact and continuous movement tactics applicable to all skill levels and terrain options • Adjusts and advances lesson content based upon real-time physical manifestations
Adventure Cognitive Affective Physical	<ul style="list-style-type: none"> • Explains core components of an effectively paced lesson • Understands core elements for an inspiring experience • Tailors the lesson environment to fit needs and goals based on terrain choice and desires 	<ul style="list-style-type: none"> • Compares skill development based on ski/board performance while contrasting through the lens of student's stated goals • Creates an inspiring experience • Guides paced practice and provides feedback based upon evaluation of continually changing environment, adjusting to address real time desires and outcomes