



Adaptive Certification Guide

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PSIA-NW Mission Statement

To foster a community and provide resources for personal and professional growth of our members as Northwest snowsports instructors.

ADAPTIVE CERTIFICATION GUIDE

Version 2017-18

Prepared by

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The Purpose of this Guide

The purpose of this guide is to provide exam candidates, trainers, divisional clinic leaders, and examiners with an established outline to reference while preparing for, participating in, and administering the PSIA-NW Certification Level I and II exams.

This guide provides a framework to work from as candidates develop their skills, trainers and divisional clinic leaders assist in their development, and examiners validate their results. The guide is intended to provide an outline for the interested parties and is by no means a complete educational training document. It is the responsibility of all interested parties to supplement their development with additional materials and resources. No one person, document, or resource can prepare an individual for their certification process. Rather a combination of individuals, information, and resources will provide the best blend of expertise for a well-rounded training pathway.

Please take responsibility to familiarize yourself with the policies, procedures, formats, and testing criteria before embarking on your certification pathway. If at any time in your training program or testing process you need clarification, it is your responsibility to ask qualified individuals for clarity. If you choose not to question and research the information, you may end up with a less than accurate perspective on the certification process. This perspective is bound to influence the outcome. Be accountable for your success!

Individuals who can help answer questions:

- PSIA-NW – (206) 244-8541 – info@psia-nw.org
- Divisional Clinic Leaders
- Examiners
- School Trainers
- School Directors

Industry Information

The national organization representing snow sports instruction in the United States is the American Snowsports Education Association (ASEA), doing business as the Professional Ski Instructors of America (PSIA) and the American Association of Snowboard Instructors (AASI). The organization of PSIA and AASI is a member-oriented organization that represents more than 30,000 instructors in the United States. The organization is affiliated with the nine Divisions (see below).

The Northwest division is one of the eight regional Divisions representing instructors at schools in Washington, Oregon, Northern Idaho, Western Montana (Whitefish) and Alaska.

Divisions by Region

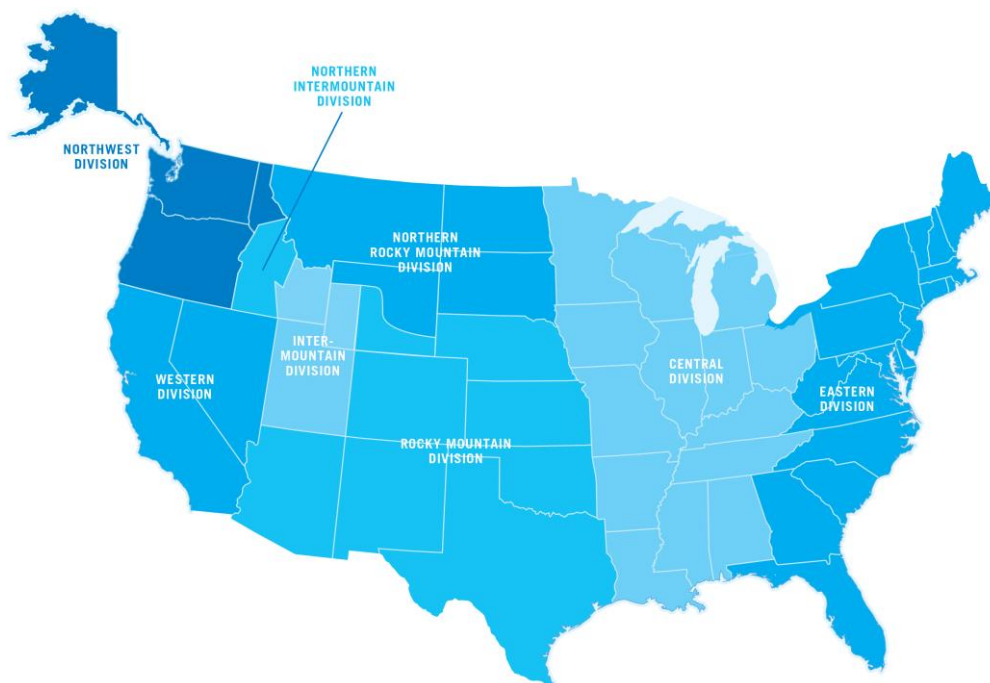
▪ PSIA-C	Central Division	www.psia-c.org
▪ PSIA-E	Eastern Division	www.psia-e.org
▪ PSIA-I	Intermountain Division	www.psia-i.org
▪ PSIA-NI	Northern Intermountain Division	www.psia-ni.org
▪ PSIA-NRM	Northern Rocky Mountain Division	www.psia-nrm.org
▪ PSIA-NW	Northwest Division	www.psia-nw.org
▪ PSIA-RM	Rocky Mountain Division	www.psia-rm.org
▪ PSIA-W	Western Division	www.psia-w.org

Who We Are:

Professional Snowsports Instructors of America – Northwest (PSIA-NW)

We are headquartered physically at 338 N. Wenatchee Avenue, Wenatchee, WA 98801.

Phone: (206) 244-8541, Fax: (206) 241-2885, Email: info@psia-nw.org, Online: www.psia-nw.org



Related Organizations

National Ski Areas Association (NSAA)

The National Ski Areas Association is the trade association for ski area owners and operators. It represents 329 alpine resorts that account for more than 90 percent of the skier/snowboarder visits nationwide. The association's primary objective is to meet the needs of ski area owners and operators nationwide and to foster, stimulate, and promote growth in the industry.

www.nsaa.org



Pacific Northwest Ski Areas Association (PNSAA)

The Pacific Northwest Ski Areas Association is a non-profit trade association, which represents the interests of resorts located in Alaska, Idaho, Montana, Oregon, and Washington.

www.pnsaa.org



Snowsports Industries America (SIA)

Member-owned and industry inspired, SIA has been focused on the drive and success of snow sports for over 60 years. Established in 1954, SIA annually produces the SIA Snow Show and On-Snow Demo, the largest snow sports industry trade show and networking environment globally, while delivering invaluable data/research, support, marketing products, government affairs representation, services and programs. SIA supports the entire industry through government affairs and a wide array of consumer initiatives. And is always working to increase interest and participation in all snow sports. www.snowsports.org



The National Ski and Snowboard Retailers Association (NSSRA)

The NSSRA is the retail voice for the ski and snowboard industries and provides information and services needed to operate more successfully. They work closely with manufacturers and instructors on programs such as the professional equipment discount program that is available to qualified members of AASI and PSIA. www.nssra.com



The National Ski Patrol (NSP)

The National Ski Patrol is the world's largest winter rescue organization. Since 1938 NSP has worked to care for the injured or those having difficulty in the mountain environment, but their primary work is in preventing the problems that can confront those involved in outdoor winter activities through rider and skier education. They work closely with PSIA | AASI and NSAA to promote safety. www.nsp.org



The Special Olympics

Special Olympics is an international organization dedicated to empowering individuals with intellectual disabilities to become physically fit, productive, and respected members of society through sports training and competition. www.specialolympics.org



The U.S. Ski and Snowboard (USSS)

The U.S. Ski and Snowboard is the national governing body of Olympic skiing and snowboarding. It is the parent organization of the U.S. Ski Team, U.S. Snowboarding, and U.S. Freeskiing. U.S. Ski & Snowboard provides leadership and direction for tens of thousands of young skiers and snowboarders, encouraging and supporting them in achieving excellence. By empowering national teams, clubs, coaches, parents, officials, volunteers and fans, U.S. Ski & Snowboard is committed to the progression of its sports and athlete success. Established in 1905, U.S. Ski & Snowboard receives no direct government support, operating solely through private donations from individuals, corporations, and foundations to fund athletic programs to assist athletes in reaching their dreams.



The United States Ski Team

The United States Ski Team, operated under the auspices of the United States Ski and Snowboard Association (USSA), develops and supports men's and women's athletes in the sports of alpine skiing, adaptive alpine, freestyle skiing, cross country, adaptive cross country, ski jumping, and nordic combined. The team and association have been headquartered in Park City, Utah since 1974. www.uskiteam.com



The United States of America Snowboard Association (USASA)



United States of America Snowboard Association is dedicated to supporting recreational and competitive snowboarding and freestyle skiing within 33 regional series throughout the United States of America. Since 1988, USASA has fostered the competitive spirit of snowboard athletes and developed a solid grassroots organization that allows men and women, and boys and girls of all ages and abilities to participate in over 500 organized snowboard events that qualify for national and international competition. www.usasa.org

Disabled Sports USA (DSUSA)



Disabled Sports USA's mission is to provide national leadership and opportunities for individuals with disabilities to develop independence, confidence, and fitness through participation in community sports, recreation, and educational programs. Each year, Disabled Sports USA serves over 60,000 youth, wounded warriors, and adults through a nationwide network of over 120 community-based chapters in more than 40 states nationwide. DSUSA also hosts The Hartford Ski Spectacular event every winter, which includes the PSIA-AASI National Adaptive Academy. www.dsusa.org and www.skispec.org

Certification: What Is It?

Introduction

Successful completion of various levels of certification validate where instructors are in their journey and relate a level of knowledge out to the snowsports industry and the skiing and riding public. It is an assurance that these instructors have a specific level of competency in the areas of personal skiing/riding, adaptive teaching, and professional knowledge, including guest service and safety/risk awareness.

Ongoing educational requirements for retaining certification assist in assuring that these high standards of performance are maintained. Most professionals view certification as a foundation, rather than an end in itself, and continue to grow and develop far beyond the minimum standards.

Each student, with his or her individual disabilities, brings a special challenge for you – the instructor – to design a student-specific lesson to meet his or her needs. You will discover new meanings for the term “student-centered” and “outcome-based.” An exciting, challenging chapter of your adaptive teaching career awaits you in the pages ahead.

Welcome!

Evaluating Your Knowledge

Adaptive Alpine teaching uses the American Teaching System (ATS), plus more. Alpine based principles and information are the foundation from which you will expand your knowledge. Adaptive Alpine teaching focuses on skill development, regardless of where the movement originates. This takes creativity, skill, and experience. The required information, standards, and exam process all parallel the Alpine discipline. In addition to all the knowledge, professional components, and physical requirements of the Alpine certification exams, the Adaptive exams includes knowledge relative to common disabilities, their causes and effects upon the cognitive processing and voluntary motor movement, medications and their side effects, plus adaptive equipment.

The Adaptive Alpine discipline, along with other PSIA-AASI disciplines, continues to develop its reference manual materials. You will need to research, and then assimilate your findings to develop a comprehensive understanding of Adaptive Alpine teaching. This guide will not provide you with all of the information that you will need to complete your exam!

Participation at an Adaptive Alpine educational event will assist in your adaptive educational development. The adaptive trainers and examiners are a resource for you, as are other professionals within the field of adaptive sports. Involvement with adaptive sports groups such as Disabled Sports USA, Special Olympics, or community-based groups can provide a "hands-on" experience. As you pursue the development of adaptive snowsports teaching skills, remember to encompass both the academic and physical components of adaptive teaching. Monitor your development, reinforce areas of weakness, and when ready, we invite you to participate in an Adaptive Alpine exam.

National Standards

PSIA-AASI adopted its National Certification and Certificate Standards in 2014. In addition to the National Standards, PSIA-AASI also developed a National Standards Exam Supplements for Adaptive Alpine.

The National Standards are education/certification standards that provide a training focus and represent a minimum competency for each level of certification. References to PSIA-AASI manuals and terminology consistent with these manuals are used throughout the National Standards. The National Standards for Adaptive Alpine are available from the [PSIA-NW website](#).

The premise of the certification standards is based upon the concepts of “Levels of Cognition” from Bloom’s Taxonomy that define stages of learning in degrees of understanding. According to B. S. Bloom’s *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*, (Bloom, B. S., New York: David McKay Co., Inc., 1956), the “Levels of Cognition” are:

- Knowledge and Comprehension – Defined as the ability to recall data or information. Understands the meaning and interpretation of instructors and problems. States a problem in one’s own words.
- Application and Analysis – Defined as the ability to apply what was learned in the classroom into novel situations in the work place. Separates material or concepts into component parts so that its organizational structure may be understood.
- Synthesize and Evaluate – Defined as the ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Make judgments about the value of ideas or materials.

As certification is a measure of understanding, levels of certification represent stages of that understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

PSIA Adaptive Alpine Certification Standards 2014

The American Teaching System is built on the principle of a student-centered learning partnership that adheres to a guiding set of skiing mechanics. There are five fundamental mechanics of skiing that relate to every desired outcome for all students, including those using adaptive equipment.

The five fundamental mechanics of skiing are (in no specific order):

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski, and direct pressure to the outside ski.
- Control edge angles with a combination of inclination and angulation.
- Control the skis' rotation with leg rotation, separate from the upper body.
- Regulate the magnitude of pressure created through ski-to-snow interaction.

The [*Adaptive Alpine Certification Standards 2014*](#) provide both an extensive list of the exact things that a candidate is expected to be able to do and know to meet certification requirements and the common threads fundamental to great skiing and teaching. The standards have been written so that they give the member a picture of the skiing, teaching, and professional knowledge expectations of the examiner(s) conducting the exam. The standards are what examiners use to determine whether a candidate meets all criteria for the desired level of certification.

The [*Adaptive Alpine Standards Exam Supplement*](#) complements the *Adaptive Alpine Standards 2014* and should be studied in conjunction with the National Standards in preparation for taking certification or accreditation exams. Topics covered in the Adaptive Alpine Standards are further delineated and Functional Skiing Task Examples are described. Additionally, the Supplement provides extensive descriptions of the Adaptive Alpine Demonstration Equivalencies for candidates using sit-down equipment and/or outriggers.

The [*Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines*](#) further supplements the Adaptive Demonstration Equivalencies. It provides guidance on applying the five fundamental mechanics of alpine skiing to the various adaptive disciplines.

Getting Started

You begin the path to certification by defining your vision or goal. It is essential to evaluate the current reality – where you are on your journey. Having an ability to enjoy the journey despite challenges will help you stay on your certification pathway. In charting your path, be realistic about where you are now and what's required to get to your objective. Be patient, and be prepared for occasional detours. Learn to use both immediate successes and opportunities to try again as a catalyst to guide you along, not only the certification path but your development as an adaptive snowsports instructor as well.

In Preparation for Attending an Exam

Prior to attending a Level I or Level II Adaptive Alpine exam, the candidate should have an awareness of the following general criteria:

- The candidate is a PSIA-AASI member and has met any necessary prerequisites.
- The candidate has gained the practical experience necessary to understand and apply the

American Teaching System to people with a variety of disabilities and the required levels of skiing and teaching.

- The candidate has progressed in his/her personal and professional development through educational programs conducted by PSIA-AASI (National or Northwest Division) and/or their snowsports school or adaptive program.
- The candidate demonstrates professionalism and an understanding of what it means to be a professional adaptive snowsports teacher.
- The candidate has prepared specifically for the exam through conscientious training that focuses on the required PSIA-AASI National Standards for certification.
- The Snowsports School Director, trainer, or supervisor confirms the exam candidate has properly prepared for the exam. The candidate has had a frank conversation with their director, supervisor, or trainer about where they are in their educational journey and outlook on participation in the exam.
- The candidate understands and has taught using a variety of adaptive snowsports equipment suitable for a range of disabilities, tasks, activities, conditions, and terrain.
- Candidates should be aware the PSIA-AASI National Standards are the standards the snowsports industry recognizes as the top of the profession. PSIA-AASI certified professionals are expected to be able to perform at the PSIA-AASI National Standards at any ski area in the United States. Variable snow conditions, bumps, and altitude are commonly encountered at many areas. To ski or ride dynamically and safely in these conditions requires physical fitness.

How to Sign up for the Exam

Exam applications or online registrations are available online at www.psia-nw.org.

Additionally, you may request a copy to be emailed, mailed, or faxed to you by calling the office at (206) 244-8541. All available exams will be posted to the Event Calendar at www.psia-nw.org/events where you can also find an application or have the ability to sign up for the exam online.

The application and fees for the exam must be received by the office at least 14 days before the exam date. If the application is received AFTER the two-week deadline, applications will be accepted on a space-available basis with the current per day late fee applied. It is suggested to apply early in order to take the exam at the location of choice. In the event that the first exam choice is full, applicants will be contacted to specify a second choice. If a candidate cannot be placed in an exam within the current season, then the examination fee will be refunded in full.

Each module may be taken an unlimited number of times during the exam season following the above guidelines.

Online Written Exam

To sign-up for the online written exam, visit the [Events Calendar](#) and click on Online Exams. See below, for an example. If requested, a paper exam may be proctored.

Education & Certification Events

Once you have clicked on Online Exams, scroll down and choose the button. From there you will login to your profile to register and pay.

[REGISTER ON-LINE NOW](#)

After registration, you will receive a link within two business days to take your online written exam. You must successfully complete (75% or higher) the online written exam one month (30 days) prior to taking any on snow module.

Candidates must pass the written exam with results sent to the office a minimum of **one month** before any on snow modules.

Development Log

Candidates for Level I and Level II Adaptive Aline must complete a Development Log (found on the adaptive certification page) in advance of each adaptive on snow module (VI/Cog, 3-Track/4-Track/Slider, Mono/Bi).

Exam Day Process

Group size will be a minimum of three (3) to a maximum of ten (10) candidates, dependent upon the discipline and the number of candidates registered. The group will be assessed by one or two examiners. A trainer and an examiner in training may, or may not, accompany the group.

Generally, the day is as follows:

- Morning meeting with examiners, 8:30-9:30am
- On snow morning session, 9:00-11:30am
- Lunch, 11:30am-12:30pm
- On snow afternoon session, 12:30-3:30pm
- Results will be handed out by 4:30pm, possibly earlier

The morning meeting is for the candidates to meet the examiners, discuss the format for the day, ask any questions they might have prior to the assessment, complete any necessary

paperwork, and to be issued a lift ticket (this may, or may not, be complementary). At this time, the examiners will arrange for the on snow meeting time and location.

Candidates are invited to stay and discuss results with examiners (usually 5 minutes per candidate) and/or they may request to have results mailed to them.

Grading

Grading is on a simple pass/fail system.

Refund Policy

No refunds will be given to candidates unless due to an injury prior to the exam. If a candidate is injured prior to the exam, a written request for a refund, accompanied by a medical doctor's statement, must be submitted to the PSIA-NW. An administrative service charge of \$25.00 will be made on all refunds.

Adaptive Alpine Disability Classifications

The Americans with Disabilities Act (ADA) has a three-part definition of disability. Under ADA, an individual with a disability is a person who: (1) has a physical or mental impairment that substantially limits one or more major life activities; OR (2) has a record of such an impairment; OR (3) is regarded as having such an impairment.

A physical impairment is defined by ADA as "any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine."

The [Adaptive Alpine Certification Standards 2014](#) recognizes six (6) Adaptive Disability Classifications:

- Vision-related diagnoses
- Intellectual/cognitive-related diagnoses
- Three-track
- Four-track
- Mono-ski
- Bi-ski

For exam purposes, PSIA-NW groups the six disability classifications into three (3) specialty categories, or "modules". For the Level I Adaptive Alpine exam, the candidate must pass one of the three modules at Level I to achieve the Level I certification, the beginner zone. Level I Adaptive Alpine candidates may take multiple modules within the beginner zone, but only one passed module is required for Level I certification. For the Level II Adaptive Alpine exam, the candidate

must pass all three modules at the Level II standard, the intermediate zone. The module categories for Level I and Level II Adaptive Alpine exams are:

- **VI/Cog** – Vision-related diagnoses and intellectual/cognitive-related diagnoses
- **Three-Track/Four-Track/Slider** – Three-track, four-track and Slider skiers
- **Mono/Bi** – Sit down skiers

Candidates with a Disability

If an adaptive exam candidate has a disability affecting one or more major life functions, his or her capability to demonstrate skills and perform tasks will be evaluated relative to the extent and/or nature of that disability. The exam candidate is expected to demonstrate the appropriate skill elements that are equivalent to an able-bodied skier's demonstration of each specific task or demonstration. Refer to "Adaptive Skiing Equivalency Standards" in the *PSIA Adaptive Alpine Standards Exam Supplement*. Beyond issues related to the physical disabilities, all exam candidates will be required to communicate, analyze, direct, and lead. For additional information, please refer to the [PSIA-AASI ADA Policy](#).

Education Credit

Instructors taking an exam will be given one season of continuing education credit (CEU) for each module taken. This will satisfy the PSIA-NW educational requirement for maintaining a certified status, regardless of the exam outcome (result). There is no continuing education requirement for Registered members.

For more information about Education Credits, please visit <https://www.psia-nw.org/membership/educational-credits/>.

Out of Division Instructors

PSIA-NW maintains the right to refuse instructors who are not members of the Northwest the opportunity to take the PSIA-NW certification exams. However, the general guidelines for these instructors are listed below. Preference is given to Northwest members first.

Instructors who are not members of the Northwest must pre-arrange with the PSIA-NW office to take, and successfully pass, the written exam a minimum of **one month prior** to the on snow module. Instructors must pass the written exam before being allowed to take any of the on snow modules.

PSIA members from other Divisions may take the PSIA-NW exam providing Northwest receives written permission from their Home Division. The "Home Division" is defined as the one in which the instructor is currently a member. Instructors do not have to join the Northwest Division to participate in the exam. The results will be sent to the Home Division which will issue the new certification if the candidate passes.

PSIA-NW Reinstatement Policy

Former or current PSIA-NW members in good standing requesting reinstatement of their prior certification level will need to apply for and successfully complete the following requirements.

DUES: All dues for the current year and a reinstatement fee must be paid as a condition to beginning the process.

TIMELINE: Prior certified members in good standing who have let their membership status lapse for a period longer than five (5) years must take and pass a certification examination at the Level they wish to be reinstated to or choose to bypass the exam process and be automatically reinstated as a Certified Level I.

Prior certified members in good standing who have let their membership lapse for a period of five (5) years or less will follow the process described below. If a prior certified member does not feel he/she is at the certified level previously held he/she may choose to request and be granted Level I status.

MEMBER SCHOOL RECOMMENDATION: A prior certified member who believes he/she is qualified to be reinstated at Level II must be currently teaching for a PSIA or AASI school. In addition, the trainer, Supervisor or School Director of the school must submit a written recommendation for the individual's reinstatement stating that the member's skiing/riding and teaching skills meet the current national standards for the discipline for which reinstatement is sought. If the prior certified member seeks certification reinstatement in more than one (1) discipline, the recommendation must include each discipline for which reinstatement is sought.

ON SNOW ASSESSMENT: The reinstatement assessment will be conducted by a current Examiner to determine whether the candidate meets the established national exam standards. It shall be conducted during a two (2) day educational event which will count towards current educational requirements. Reinstatement at the completion of the event will be at the individual's current assessed level, Certified Level II or III, regardless of the Level applied for. A separate on snow assessment shall be required for each discipline for which reinstatement is sought.

Until the entire reinstatement process is complete the membership card will show Level I status.

Certified Level I Adaptive Alpine

Level I Exam Process

When completed, the Level I Adaptive Alpine exam consists of an online written exam and one or more on snow teaching modules – in addition to prior completion of the Level I Alpine exam.

Prerequisites

1. Successfully pass the Level I Alpine exam
2. Register and successfully complete the online written exam for the selected adaptive module a minimum of one month before the on snow module. A passing score is 75% or better.
3. Complete the Development Log for the selected on snow module (signed by your trainer and yourself) and bring it with you to the on snow module. All components need to be successfully completed and provided to the examiner day-of the on snow module in order to participate.

Exam Process

Each Level I Adaptive Alpine candidate must choose a module in which to be tested. There are special requirements for each module. Candidates may take multiple modules, but need to only pass one module to complete the Level I exam. The completion of multiple Level I Adaptive Alpine modules results in a Level I Adaptive Alpine certification. The modules are:

- **VI/Cog** – Candidates are expected to teach stand-up skiers through the Beginner/Novice Zone. Candidates are expected to tether a stand-up skier using tethers attached to the ski tips through the Beginner/Novice Zone. Candidates will be tested on guiding a visually impaired student on green or easy blue trails.
- **3-Track/4-Track/Slider Exam** – Candidates are expected teach 3-track, 4-track and Slider progressions through the Beginner/Novice Zone. Candidates are expected to be able to ski 3-track and 4-track equipment through the Beginner Zone. Candidates will be expected to tether a Slider and/or assist a 4-track skier using tethers attached to the ski tips.
- **Mono/Bi** - Candidates are expected to teach mono-ski and bi-ski students (fixed and handheld outriggers) through the Beginner/Novice Zone. Candidates are expected to tether a bi-ski with fixed outriggers on groomed green terrain. Candidates are not expected to ski independently, or to independently load the chairlift, in any of the sit down equipment.

Candidates may take one module a day. One examiner will evaluate the candidate for both the morning and afternoon sessions. For the Teaching and Professional Knowledge segment of the exam, the examiner will evaluate one of the designated disciplines in the morning and another discipline in the afternoon. Candidates must receive passing scores for all tested disciplines to be successful in that given module. There will be no “partial passes.” Candidates will receive a score card completed by the examiner for each module that they take.

Group size will be a minimum of three (3) to a maximum of ten (10), dependent upon the discipline and number of candidates registered.

Group activity will include, but is not limited to, demonstrations, tasks, teaching, individual and group discussions, exploration, and an exchange of ideas as they all relate to adaptive snowsport education. Candidates are encouraged to communicate and actively participate during this process because often testing is in an experiential environment that might appear to be more of a clinic than an evaluation.

Results will be announced in the afternoon following every exam module. Certificates and pin will be awarded on the day that the first adaptive module is successfully completed.

If the candidate fails any component of a module, including the online exam, the candidate must retake the entire failed module.

Areas of Evaluation

- A. Skiing Skills: On Snow Assessment
- B. Teaching and Technical Knowledge: On Snow Assessment - Assigned Teaching Topic, Group Topic Discussions, and/or Chair Ride Discussions
- C. Professional Knowledge: Written Test, Indoor Group Discussions

Category A: Skiing Skills

This area of evaluation is covered in Level I Alpine exam. Successful completion of the Level I Alpine exam is a prerequisite for any Level I Adaptive module exam.

Category B: Teaching and Technical Knowledge

General Requirements

Level I Adaptive Alpine certified instructors must demonstrate a solid foundation of information and have the necessary experience to be an effective instructor of Beginner/Novice Zone skiers. The candidate must demonstrate a basic understanding of how to manage the learning environment for safety, how to facilitate learning relative to the ability/disability of the student, as well as an understanding of the student's cognitive, affective, and physical development.

Specific Skill Requirements

Awareness, Understanding and Knowledge

The candidate will be able to:

- Understand the concept of learning styles; discuss the different styles and provide examples of how to recognize a student's learning style.
- Identify styles of teaching and explain the use of the command and task styles.
- Compare student profiles of adults and children with similar disabilities learning in the Beginner/Novice Zone.
- Discuss key factors in maintaining an environment that accommodates the special needs of each student and is paced appropriately.
- Identify a variety of ways to develop trust between instructors and their students.
- Demonstrate an understanding of safety, including the Responsibility Code.

- Understand differing needs of a student in the selected disability module.

Application

The candidate will be able to:

- Assess any student in the selected disability module by evaluating their cognitive, affective, and physical abilities related to strength, mobility, range of motion and his/her communication capabilities/method.
- Create and maintain an environment that fosters trust through comfortable pace and an understanding of the special needs of the student.
- Demonstrate a variety of ways to develop trust in instructor/student partnership.
- Demonstrate the use of command and task styles of teaching in a lesson.
- Demonstrate the application of safety concepts, including the Responsibility Code, relative to the selected disability module.

Category C: Professional Knowledge

General Requirements

Professional knowledge requirements for Level I Adaptive Alpine instructors reflect a practical awareness of general terms and concepts, and an ability to use these concepts in basic lesson situations for Beginner/Novice Zone students. Decision-making and lesson content will most likely follow preplanned options, with consideration for varied skill development emphasis. Candidates will be evaluated on, but not limited to, the criteria, terms, concepts, and models as stated in the Adaptive Alpine Certification Standards 2014.

Specific Skill Requirements

Terminology

The candidate will be able to:

- Define and explain basic skiing terminology as described in the current PSIA-AASI Core Concepts for Snowsports Manual, the Alpine Technical Manual, and the Adaptive Technical Manual.
- Identify and explain the skills concept.
- Identify the three phases of a turn and effective movements associated with each phase.
- Define and explain basic terminology commonly associated with adaptive ski teaching (including medical terminology regarding physical variations related to adaptive abilities) in the selected disability module.
- Define physical and cognitive abilities as they relate to specific disabilities within the selected disability module.
- Name common medications and the side effects that may affect students in the selected disability module.

Equipment

The candidate will be able to:

- Identify equipment needs of skiers through the Beginner/Novice Zone in the chosen disability module.
- Describe the various types of adaptive equipment and explain how each piece functions within the chosen module.
- Identify common equipment safety issues.
- Explain the basic options and benefits of current ski designs.

ATS Application to Adaptive Ski Teaching

The candidate will be able to:

- Identify effective movements and skill development through the Beginner/Novice Zone in the chosen disability module.
- Understand the concept of skill blending, and identify effective and ineffective movement blends for skiers with differing disabilities in the selected module, specific to the Beginner/Novice Zone.

Movement Analysis

The candidate will be able to:

- Describe effective movement patterns relative to skill development in Beginner/Novice Zone skiers in the chosen disability module.
- Identify desired skill and movement outcomes in various types of Beginner/Novice Zone skiing including wedge and wedge christie turn progressions for the chosen disability module.
- Understand basic biomechanics as it relates to the Alpine Ski Fundamentals and the disabilities in the selected module.
- Describe the observed movements during a given task in the Beginner/Novice Zone.
- List exercises and tasks, which address a student's needs, the equipment being used, terrain options, etc.
- Determine a cause-and-effect relationship as it relates to movements and fundamental skills demonstrated by students in the Beginner/Novice Zone.

Certified Level II Adaptive Alpine

Level II Exam Process

When completed, the Level II Adaptive Alpine exam consists of three on snow teaching modules, each with an online exam, as well as the ski assessment day of the Level II Alpine exam.

Pre-requisites

1. Be a certified Level I Alpine and Adaptive Alpine instructor, and be in at least the second season of membership at the time of application for any part of the Level II Adaptive Alpine exam.
2. Register and successfully complete the online written exam for each module a minimum of one month (30 days) before the on snow module. A passing score is 75% or better.
3. Complete the Development Log for each on-snow adaptive module (signed by your trainer and yourself) and bring it with you to the applicable exam module. All components need to be successfully completed and provided to the examiner day-of the on-snow module in order to participate

Exam Process

There are four one-day modules required for the Level II Adaptive Alpine exam. There are special requirements for each module. These four required modules are:

- **Ski Assessment Day** of the Level II Alpine exam.
- **VI/Cog** – Candidates are expected to teach stand-up skiers through the Intermediate Zone. Candidates are expected to tether a stand-up skier using tethers attached to the ski tips through the Intermediate Zone. Candidates will be tested on guiding a visually impaired student on blue trails.
- **3-Track/4-Track/Slider Exam** – Candidates are expected teach 3-track and 4-track progressions through the Intermediate Zone, and to tether the Slider while teaching appropriate progressions through the Beginner/Novice Zone. Candidates are expected to be able to ski 3-track and 4-track equipment through the Intermediate Zone.
- **Mono/Bi** - Candidates are expected to teach mono-ski and bi-ski students (fixed and handheld outriggers) through the Intermediate Zone. Candidates are expected to tether a bi-ski with fixed outriggers on groomed blue terrain. Candidates are not expected to ski independently, or to independently load the chairlift, in any of the sit down equipment.

Candidates may take one module a day, and they may take the four modules in any order. For the Adaptive Alpine modules, one examiner will evaluate the candidate for both the morning and afternoon sessions. For the Teaching and Professional Knowledge segment of those exam modules, the examiner will evaluate one of the designated disciplines in the morning and another discipline in the afternoon. Candidates must receive passing scores for all tested disciplines to be successful in that given module. There are no “partial passes.” Candidates will receive a score card completed by the examiner for each module taken.

Group size will be a minimum of three (3) to a maximum of ten (10), dependent upon the discipline and number of candidates registered.

Group activity will include, but is not limited to, demonstrations, tasks, teaching, individual and group discussions, exploration, and an exchange of ideas as they all relate to adaptive snowsport education. Candidates are encouraged to communicate and actively participate during this process because often testing is in an experiential environment that might appear to be more of a clinic than an evaluation.

Results will be announced in the afternoon following every exam module. Certificates and pin will be awarded on the day of the successful completion of the fourth module.

If the candidate fails any component of a module, including the Online Exam, the candidate must retake the entire failed module.

Areas of Evaluation

- A. Skiing Skills: On Snow Assessment
- B. Teaching and Technical Knowledge: On Snow Assessment - Assigned Teaching Topic, Group Topic Discussions, and/or Chair Ride Discussions
- C. Professional Knowledge: Online Test, Indoor Group Discussions

The Level II Adaptive Alpine instructor must be able to demonstrate the application and analysis of the American Teaching System technical terms, concepts and models listed in the Level II standards. The term application refers to applying classroom learning in novel situations within the setting of the adaptive lesson. Adaptive analysis involves the ability to separate the material or concepts into component parts so that the student can assimilate the organizational structure of the lesson. The Level II instructor must also demonstrate a working understanding and working application of disability, medical, and equipment knowledge in all six disability classifications. Additionally, the Level II instructor must demonstrate the ability to recognize movement patterns in skiers within all disability classifications that are learning and skiing through the Intermediate Zone.

Category A: Skiing Skills

This area of evaluation is primarily covered in the ski assessment day of the Level II Alpine exam. Successful completion of this module is required to complete the Level II Adaptive Alpine exam.

CATEGORY B: Teaching and Technical Knowledge

General Requirements

Level II Adaptive Alpine certified instructors must demonstrate and apply basic learning theory, communication and people skills, and human development. Practical knowledge of these concepts is required for students and teaching situations through Intermediate Zone lessons. Level II certified instructors must demonstrate the ability to adapt a lesson in a variety of ways to meet the safety and needs of specific audiences (e.g., to address issues that arise with regard to the ability/disability and cognitive, affective, and physical development of the student).

Specific Skill Requirements

Awareness, Understanding and Knowledge

The candidate will be able to:

- Consider and address safety concerns as students move through the Intermediate Zone learning environment.
- Analyze the importance of options in lesson plans based upon the mental, emotional, and physical needs (development) of individual students.
- Discuss the components of effective feedback in the learning environment.
- Evaluate students in all disability classifications and identify individual physical abilities and mental/cognitive capacity.
- Modify lesson content to meet the needs of students at various stages of physical development, and/or with a variety of learning and physical abilities.
- Demonstrate the understanding of safety, including Your Responsibility Code and Smart Style, relative to each disability module.

Application

The candidate will be able to:

- Identify the particular learning style of each student and adjust the instruction to accommodate the various learning styles.
- Accurately describe movements relative to the ATS effective movement cues.
- Identify the personality traits and learning styles of students, and make broad adjustments in lesson plans and delivery to accommodate those traits/preferences.
- Make technical content decisions for lessons based upon both movement analysis observations and student goals and needs through the Intermediate zones.
- Use the ATS Teaching Model to address students' needs, explain and employ the equipment necessary, describe and provide terrain options, and address other vital topics to individualize your lesson for each student.
- Demonstrate the application of safety concepts, including Your Responsibility Code and Smart Style, relative to each disability module.

CATEGORY C: PROFESSIONAL KNOWLEDGE

General Requirements

Professional Knowledge for Level II Adaptive Alpine certified instructors reflects an understanding of general terms and concepts applicable through the Intermediate zone. Application of teaching concepts in actual lesson situations should reveal an ability to correctly interpret student behavior and performance, and to deliver technical content through relevant activities and simple language. Candidates will be evaluated on, but not limited to, the criteria, terms, concepts, and models as stated in the *Adaptive Alpine Certification Standards 2014*.

Specific Skill Requirements

Terminology

The candidate will be able to:

- Analyze terminology as described in the most current Core Concepts for Snowsports Instructors Manual, the Alpine Technical Manual and the Adaptive Technical Manual.
- Communicate what, why, and how the American Teaching System and skills concepts pertain to Beginner/Novice and Intermediate Zone students skiing in each of the disability modules.
- Relate effective movement development for students with disabilities to the ATS Stepping Stones concept.
- Identify the three phases of a turn, the forces that act on a skier throughout a turn, and the effective movements associated with each phase.
- Describe the medical background of common disabilities in each disability module.
- Define and interpret the terminology commonly associated with each adaptive discipline area including medication information, disability characteristics, and equipment needs.

Equipment

The candidate will be able to:

- Describe adjusting equipment needs as students move through the Beginner/Novice and Intermediate Zones.
- Understand the intended benefits of equipment design.
- Describe appropriate adaptive equipment and explain how each piece needs to be set up for students according to disability/diagnosis and safety considerations for the person.
- Describe changing equipment needs as student progresses in ability.

ATS Application to Adaptive Ski Teaching

The candidate will be able to:

- Relate how adaptive skiers use available muscular strength to affect development in movement ability and skill.
- Describe effective movement patterns of the ATS Skiing Model and how application of the skills relates to all disabilities.
- Prioritize developmental needs and movement development for skiers in all disability classifications learning in the Beginner/Novice through Intermediate Zones.

Movement Analysis

The candidate will be able to:

- Describe the forces acting on a skier in a turn; relate how a skier uses muscular effort and movements to manage these forces.
- Understand the visual cues of effective and ineffective skiing relative through Intermediate Zone applications.
- Understand cause-and-effect relationships between movements and resultant ski performance through Intermediate Zone skiing situations.
- Consider non-performance factors that can include age, past experience, and conditioning when analyzing the ability of students.
- Communicate movement analysis information and feedback to students in simple, positive language.
- Prescribe exercises and tasks that target each student's needs and can potentially improve his or her performance in each discipline through the Intermediate Zone.
- Describe the basic movement patterns of the individual skier for any discipline through the Intermediate Zone.

KEEP IN MIND:

STUDENT CENTERED

The student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression? Does the student understand the objective? Is the lesson helping the student meet personal goals?

OUTCOME BASED

Your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

EXPERIENTIAL

Help people learn by doing; skiing is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements and instructors need time to observe student performance to accurately evaluate the success of a lesson. These concepts, focusing on student needs, work toward identifiable outcomes and providing opportunities for practice and performance evaluation and are the elements most commonly missing from assessment and real-life teaching situations.

As You Work to Develop Your Teaching Skills, Practice the Following:

- Write a basic progression for a Level II student and teaching task.
- For each element of each progression, write WHY you included it and WHAT you expect your students to accomplish.
- Working with a group of your peers, present each of the progressions you have designed. Include age, disability, and gender specific information in your teaching progressions.
- Have your ski school trainer observe you teaching an actual lesson; have the trainer give you feedback on your teaching based on your use of the Teaching Cycle.
- Have your ski school trainer observe you presenting a mock exam topic to three of your peers; have the trainer give you feedback on your teaching based on your use of the Teaching Cycle.

PRACTICE

- Determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: “By the end of this lesson, my student will be capable of ...”
- Setting up teaching situations with your peers using command, task and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.
- Giving feedback to a group of your peers performing mock Level II adaptive skiing tasks. Include:
 - What do you see (desirable and undesirable movements)?
 - What do you want to change?
 - Why do you want to change what you see?
 - How will you help the skier change?

DESCRIBE

- Necessary steps to determine appropriate long term goals and planning lesson objectives
- The value of introducing a learning segment and what might be included in the introduction
- Several ways to assess student needs and expectations
- Several ways to present and share information during a lesson
- When and why an instructor uses practice in a lesson and describe the different ways an instructor can incorporate practice
- Several ways an instructor can check for understanding during a lesson
- The purpose of a lesson summary and several topics that should be covered during the summary

COMPARE

- The steps of your most recent lesson to the steps of the Teaching Cycle
- Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- Lesson content, instructor behavior, and student behavior from a lesson that went really well to the same elements of a lesson which was not as successful. Were there differences? Why?

Disabilities and Diagnoses

Candidates are expected to be familiar with the following disabilities and diagnoses during the exam process. Candidates should be familiar with common traits of each diagnosis, including necessary equipment adaptations.

VI/Cog – Level I

- Autism Spectrum Disorder
- Down Syndrome
- Epilepsy
- ADD/ADHD
- Cerebral Palsy
- Diabetes
- Traumatic Brain Injury
- Post-Traumatic Stress Disorder

VI/Cog – Level II (*In addition to all disabilities/diagnoses for Level I*)

- Macular Degeneration
- Tunnel Vision
- Fragile X Syndrome
- Congenital Deafness

3-Track/4-Track/Slider – Level I

- Amputation
- Cardiovascular Accident
- Cerebral Palsy
- Multiple Sclerosis
- Spina Bifida
- Polio/Post-Polio Syndrome
- Post-Traumatic Stress Disorder

3-Track/4-Track/Slider – Level II (*In addition to all disabilities/diagnoses for Level I*)

- Hemiplegia
- Muscular Dystrophy
- Incomplete Spinal Cord Injury

Mono/Bi – Level I

- Leg Amputation/Unilateral or Bilateral
- Cerebral Palsy
- Cerebrovascular Accident
- Traumatic Brain Injury
- Spina Bifida
- Spinal Cord Injury
- Multiple Sclerosis
- Post-Traumatic Stress Disorder

Mono/Bi – Level II (*In addition to all disabilities/diagnoses for Level I*)

- Hemiplegia
- Scoliosis
- Muscular Dystrophy

PSIA-AASI TEACHING CYCLE

With Adaptive Modifications

INTRODUCE AND DEVELOP TRUST

- Introduce yourself to the student
- Establish rapport and build trust
- Begin to create an ongoing learning environment that is fun, open, and supportive
- Clearly define the processes and outcomes throughout the lesson

ASSESS STUDENTS AND THEIR MOVEMENTS

- Conduct Adaptive Student Evaluation
- Identify past experiences that could impact learning & skill development
- Discover student's learning preferences
- Evaluate physical abilities, strength, conditioning, and capacity and levels of cognitive functioning [assess nature and scope of disability(ies)]
- Identify student's motivational and emotional state
- Determine ability level by evaluating movement patterns and outcomes
- Prioritize movement needs
- Select and fit appropriate adaptive equipment

DESCRIBE DETERMINE GOALS AND PLAN EXPERIENCES

- Work with student to select appropriate goals, based on student makeup (profile) and skiing or riding assessment
- Partner with student in designing a lesson plan
- Formulate a meaningful progression of movements and skills
- Establish specific goals and objectives for the student

PRESENT AND SHARE INFORMATION

- Choose terrain and snow conditions appropriate for the student's level
- Pace information flow and practice time based on performance and engagement of the student
- Clearly communicate and accurately demonstrate specific ski or board performance actions, connecting movements to outcomes
- Use a main concept to introduce new ideas
- Direct student focus on the sensations of well-executed movements and ski/board actions

GUIDE PRACTICE

- Set practice at levels appropriate to student's abilities, energies, and desires
- Provide specific, timely feedback relevant to student's movements and ski/board performance
- Catch student doing things well and connect your feedback and positive reinforcement to sensations and ski/board performance
- Guide initial practice and create the ability for self-practice and self-feedback (based on student's cognitive abilities)
- Mix technical and tactical information with the appropriate methodology
- Create an environment of focused play and experimentation

CHECK FOR UNDERSTANDING

- Verify your student's level of physical understanding based on his/her ability to make the movements required to accomplish outcomes introduced in the lesson
- Verify your student's level of cognitive understanding based on their ability to verbally state or demonstrate an understanding of the concepts, movements, and tasks
- Clarify student's understanding by asking questions and focusing dialog about the movements, sensations and concepts addressed in the lesson
- Facilitate practice with appropriate guiding, tethering, and hands on assistance, feedback, as necessary for adaptive technique.
- Re-assess student's needs, present new information (or repackage existing information), and provide additional practice time and feedback as necessary to solidify their understanding

DEBRIEF THE LEARNING EXPERIENCE

- Engage student in discussion to draw out insights about his/her performance
- Review the established goals and objectives and compare with performance
- Have student verbalize (if possible) what he/she accomplished, and how his/her performance or understanding changed
- Establish independent practice by providing tasks for further refinement of movements and outcomes
- Invite student to explore further experiences and growth opportunities

ADAPTIVE STUDENT EVALUATION

MEDICAL INFORMATION

- General physical condition
- Fitness level
- Medications
- Extent and effect(s) of disability
- Mental/emotional/learning preference

PHYSICAL ABILITY

- Balance: Fore, aft and laterally
- Mobility: Arms, legs, trunk and hips
- Upper Body Strength: Laterally, fore, aft and arms
- Lower Body Strength: Laterally, fore, aft and legs

EQUIPMENT NEEDS

- Mono-ski, bi-ski, two skis, one ski
- Board selection (alpine, freestyle, racing/carving)
- Outriggers
- Ski bra, tip stability device, tethers
- Poles
- Ski Boot(s)
- Boot modifications (cants, wedges, etc.)
- Adaptation needed for orthotic or prosthetic devices

EQUIPMENT FAMILIARIZATION

- Description of parts and inspection
- Safety features
- Use of adaptive equipment and stationary (indoor as appropriate) balance practice
- Proper clothing
- Special considerations for disability while in skiing environment

IMPORTANT TO EMPHASIZE AT ALL LEVELS

- Safety – Your Responsibility Code and Smart Style
- Fun
- Success
- Mileage (Practice)

ADAPTIVE RECOMMENDED RESOURCES

Adaptive Technical Manual

Alpine Technical Manual

Core Concepts

The Matrix

[Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines](#)

[PSIA-E-AASI Adaptive Study Guide](#)

[PSIA-RM-AASI Adaptive Encyclopedia](#)