

ADAPTIVE ALPINE LEVEL I & II PROFESSIONAL DEVELOPMENT LOG

COGNITIVE & VISUALLY IMPAIRED

Name: _____

This development log is a tool for you to expand your skiing, teaching and technical skills in preparation for your Adaptive Cognitive & Visually Impaired exam(s). As you are preparing for your exam(s), include comments and notes that you find beneficial. You can either type your notes directly into this document or print the document and write in your notes. If you choose to type your notes, be sure to save the document and print it out.

At the time of your on-hill exam, you will be required to turn in the development log for your examiner's review. It will be returned to you after the exam so that you can use it as an ongoing resource. **The outcome of your Adaptive Cognitive & Visually Impaired Exam(s) does not depend on how much you write on this log.**

Note: The Americans with Disabilities Act (ADA) requires testing entities such as PSIA-NW-AASI make "reasonable accommodations" for qualified candidates with disabilities (whether physical or cognitive) and to the extent that they would not "fundamentally alter" the services being provided. Members with disabilities who are considering applying for an education course or certification exam must contact PSIA-NW-AASI at (206) 244-8541 at least four weeks in advance of a scheduled course or exam to provide notice of their requested reasonable accommodation and discuss their situations. This allows PSIA-NW-AASI to assess your request for a reasonable accommodation and to plan for reasonable accommodations, if necessary. Requests for accommodations will be considered on a case-by-case basis.

The essential eligibility requirements for each Adaptive Alpine Level I & II exam are presented in the PSIA-NW-AASI Adaptive Alpine Certification Guide. The standards are national in scope and their maintenance is necessary in the interests of public safety, effectiveness, value for the consumer, and guest/employer expectations.

The ADA does not require reasonable accommodations for a transitory or minor disability. A transitory disability is an impairment with a duration of six months or less, such as one caused by illness or injury. If this applies to you, you may contact the PSIA-NW-AASI office to receive to transfer to a future clinic or exam.

You may refer to the PSIA-NW-AASI Americans with Disabilities Act (ADA) Policy for further information.

The information in this document is provided only as a guideline. Although every effort has been made in preparing and assembling this guideline, with a goal of providing timely, complete, and accurate information, PSIA-NW-AASI makes no claims, promises, or guarantees about the timeliness, accuracy, completeness, or adequacy of the contents of this guideline, and PSIA-NW-AASI assumes no liability or responsibility and expressly disclaims liability for any errors and omissions in its contents

Local and program regulations and safety guidelines take precedence over this information. It is in your best interest to exercise due diligence in determining the appropriateness of the information for your particular circumstances. In addition, please take into account any and all factors that may affect your lesson. This includes but is not limited to: the health, well-being and fitness of the guest; weather conditions; terrain; other people on the slope; your own abilities, as well as those of your guest and anyone who may accompany you.

This guideline provides links to other resources as well as websites owned by or maintained on behalf of third parties. The content of any such third-party source or site is not within our control, and we cannot and will not take responsibility for the information in them, nor should any references to them be considered any endorsement by PSIA-NW-AASI.

✓	Adaptive Level I & II Technical Knowledge	Comments/Notes
<p><i>Your guests expect you to provide them with something they don't have: the technical knowledge needed to improve their skiing performance. Do you understand the technical aspects of skiing well enough to communicate this knowledge to your guests?</i></p>		
	<p>Understand the PSIA Skills Concept and Movement Pools. <i>How are they used in various skiing conditions? How are they used in the adaptive environment?</i></p>	
	<p>Understand and use Movement Analysis. <i>You can practice on your peers or by watching videos. (YouTube.com and vimeo.com have some adaptive skiing videos.)</i></p>	
	<p>Understand Cause and Effect relationships. <i>How is this used in movement analysis? Can you use this in your lessons?</i></p>	
	<p>Identify body-part specific Rotary Movements.</p>	
	<p>Identify body-part specific Pressure Control Movements.</p>	
	<p>Identify body-part specific Edging Movements.</p>	
	<p>Understand how skills are blended. <i>How are the skills blended differently for various snow and terrain conditions?</i></p>	
	<p>Read the <i>Alpine Technical Manual</i>. <i>What new ideas can you incorporate in your lessons?</i></p>	
	<p>Read the <i>Adaptive Alpine Technical Manual</i>. <i>What new ideas can you incorporate in your lessons?</i></p>	

✓	Adaptive Level I & II Teaching Knowledge	Comments/Notes
<p style="text-align: center;"><i>Your teaching knowledge allows you to effectively translate your technical knowledge to your guests. Are you offering your guests the most positive and safe skiing experience?</i></p>		
	<p>Learn to recite “Your Responsibility Code.” How can you effectively incorporate this into your lessons?</p>	
	<p>Learn to recite the Smart Style Points. When do you use this? How can you get your guests to understand these points? http://www.nsa.org/nsaa/safety/smart%2Dstyle/</p>	
	<p>Understand the Teaching Cycle. How does this relate to a lesson plan?</p>	
	<p>Understand the various models for Learning Styles. Which models work best for you? If you typically rely on one model, you may want to explore other models.</p>	
	<p>Understand Teaching for Transfer. What movement patterns transfer to skiing from some of the most common experiences/sports/activities?</p>	
	<p>Understand Lateral Learning. You can practice by creating lesson plans with the lateral learning concept. (Hint: this will help with movement analysis.)</p>	
	<p>Understand goal setting for guests. Notice that some adaptive guests may not progress as quickly as other guests. Practice setting goals for a variety of guests.</p>	
	<p>Learn to use and understand the Guest Centered Teaching model.</p>	
	<p>Read Core Concepts for Snowsports Instructors. What new ideas can you incorporate in your lessons?</p>	

✓	Adaptive Specialty: Cognitive Disabilities	Comments/Notes
	Learn to assess the guest's needs and abilities. <i>What adaptations can you make to your teaching style to accommodate your guest's needs and abilities?</i>	
	Learn to identify a guest's preferred communications systems and learning preferences. <i>What are your own preferences in this regard? Avoid the trap of using your own preferred communications systems and learning preferences with all of your guests.</i>	
	Understand principles of ski length and shape. <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	Be familiar with and use different adaptive devices. <i>What are the strengths and challenges of each device? Under what circumstances would you use each device?</i>	
	Practice various physical assists. <i>You should be able to demonstrate competency in the following assists: two-point holds; hand-in-hand (with you skiing either at the guest's side or backwards); arm-in-arm; tip holds. In what situations would you use these assists?</i>	
	Practice tethering a skier with a cognitive disability. <i>Can you safely tether on beginner terrain (Level I) and/or intermediate terrain (Level II)? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	Practice loads/unloads and safety protocols. <i>What additional safety concerns should you address with a cognitively disabled guest?</i>	
	Audit an experienced instructor in a lesson for a student with a cognitive disability. <i>What did you learn that you can use in your own lessons?</i>	
	Write out progressions for beginner (Level I) and/or intermediate (Level II) skiers with a cognitive disability. <i>Create sample scenarios and then write out sample progressions to fit your scenarios. Try thinking of unique scenarios! How do cognitive disability progressions differ from other stand-up progressions? How can you give your guest greater independence?</i>	

✓	Adaptive Specialty: Visually Impaired	Comments/Notes
	Learn to assess the guest's vision. <i>How do you test for acuity, depth perception, color blindness & angle of vision?</i>	
	Learn about and practice different guiding systems. <i>Which systems work best and why?</i>	
	Practice communication techniques. <i>Become comfortable with directional commands & verbal commands. Practice verbal descriptions of everything a VI guest might encounter, like chairlifts and varying terrain.</i>	
	Understand principles of ski length and shape. <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	Be familiar with and use different adaptive devices. <i>What are the strengths and challenges of each device? Under what circumstances would you use each device?</i>	
	Practice various physical assists. <i>You should be able to demonstrate competency in the following assists: two-point holds; hand-in-hand (with you skiing either at the guest's side or backwards); arm-in-arm; tip holds. In what situations would you use these assists?</i>	
	Practice tethering a skier with a visual impairment. <i>Why would you tether a guest with visual impairment? Can you safely tether? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	Practice loads/unloads and safety protocols. <i>What additional safety concerns should you address with a visually impaired guest?</i>	
	Learn to be guided. <i>One of the best ways to understand what it is like to ski visually impaired is to have another instructor guide you. What is it like to depend on another person in this manner? Do not try to ski with a blindfold or with your eyes closed because of the associated risks.</i>	
	Audit an experienced instructor in a visually impaired ski lesson. <i>What did you learn that you can use in your own visually impaired lessons?</i>	
	Write out progressions for beginner (Level I) and/or intermediate (Level II) skiers with visual impairment. <i>Create sample scenarios and then write out sample progressions to fit your scenarios. Try thinking of unique scenarios! How do visually impaired progressions differ from other stand-up progressions? How can you give your guest greater independence?</i>	

✓	Disability Awareness	Comments/Notes
<i>As an adaptive ski instructor, you are expected to understand the concepts of alpine skiing and be aware of the disabilities that might affect your guests.</i>		
	<p>Study the disabilities that might cause a cognitive or developmental disability or a visual impairment, as well as the medications that these individuals might use. <i>The disabilities and diagnoses you are expected to know are listed in the PSIA-NW Adaptive Alpine Certification Guide. Do you understand the symptoms and the special considerations for each disability? (Hint: Many people find it helpful to create flash cards for studying disabilities.) You will be tested on disabilities and medications during your exam!</i></p>	
	<p>Know basic Disability Etiquette. <i>Incorporate this etiquette into your lessons and interactions with your guests.</i></p>	
✓	Prepare for your Level I or II Exam	Comments/Notes
	<p>Complete all prerequisites, as listed in the PSIA-NW Adaptive Alpine Certification Guide.</p>	
	<p><i>The PSIA-NW-AASI office will send you a notice of all other participants in your exam. It is your responsibility to work with your fellow examinees and bring all equipment that is needed for your on-hill exam. Bring this completed development log with you to the on-hill exam.</i></p>	

Additional Notes
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