The Professional Ski Instructors of America
American Association of Snowboard Instructors
Eastern Division

Adaptive
Exam Guide
# PSIA-E/AASI Adaptive Exam Guide

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INTRODUCTION

This manual contains information about the Adaptive Certification Program of the Eastern Division of Professional Ski Instructors of America and American Association of Snowboard Instructors. It outlines adaptive exam procedures, content, and standards.

The basic purpose of the PSIA-E/AASI Adaptive Certification Program is to evaluate a candidate's knowledge and skills relative to the National Standards of professional adaptive alpine and snowboard teaching and other related information. PSIA-E/AASI, like other divisions, certifies adaptive snowsports teachers in the American Teaching System (ATS) and Snowboard Teaching System (STS), our national models. Candidates are expected to demonstrate a comprehensive, working knowledge of ATS or STS throughout the examination process. Certification is awarded to those who demonstrate the required level of proficiency in skiing/riding, teaching, and professional knowledge during the examination and have met the prerequisite requirements. Training and continuing education in these three areas are acquired through PSIA-E/AASI educational programs; snowsports school clinics, personal study, and experience.

The PSIA/AASI Adaptive certification pin identifies qualified instructors to the snowsports industry and the skiing and riding public. It is an assurance that a specific level of knowledge and competency are present in the areas as personal skiing/riding, adaptive teaching and professional knowledge including guest service and safety/risk awareness.

As a desirable credential, certification becomes an expressed goal for many adaptive snowsports teachers, thus raising the overall standards of professional adaptive snowsports teaching in the United States. Ongoing educational requirements for retaining certification assist in assuring that 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.

PSIA/AASI offers certification events as a member benefit. Certification is encouraged but not required. Most of the organization's events are primarily educational in content. It is quite acceptable for members to attend only the required educational events. If you are interested in certification, be assured that PSIA-E/AASI strives to deliver fair, consistent, and relevant certification events. It is our goal to examine for success in as relaxed an atmosphere as possible within a structured and meaningful evaluation environment.

Welcome to your exploration of the world of Adaptive Teaching. Each student, with his or her individual disabilities, brings a special challenge for you to design a student-specific lesson to meet their 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 - PREPARING FOR CERTIFICATION

Acquiring skills and knowledge are often accomplished in many different ways such as: observing, experiencing, researching/investigating, and discovering. We purposely expose ourselves to many different situations and environments to become better prepared to "perform." For example, after high school, many go on to college. When we obtain a bachelor’s degree, we may seek a MBA or Ph.D. Then we climb the corporate ladder. When, finally, retirement comes, pleasurable adventures expand our knowledge in a variety of interest areas. Both academic and physical development is a never ending process keeping us motivated, plus mentally and physically fit!

As we develop our knowledge and skill base, we typically focus our attention on either developing our minds (academic studies) OR our bodies (physical development and endurance). We are accustomed to having our progress monitored so we can ensure successful completion of our particular task. Developing ourselves in one area at a time enables us to rely upon the solid foundation already established in other areas. For example, if we know we excel in sports we are better able to accept our weak mathematical or language skills. Seldom do we simultaneously monitor or evaluate both our mental and physical abilities at the same time, except... when you take a professional adaptive snowsports exam! Awareness of what it encompasses will greatly assist you in preparing for this educational experience.

Adaptive snowsports teaching uses the American Teaching System (ATS) or the Snowboard Teaching System (STS) plus more! Alpine- and snowboard-based principles and information are the foundation from which you will expand your knowledge. Adaptive snowsports 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 and Snowboard sectors. In addition to all the knowledge, professional components and physical requirements of the Alpine or Snowboard certification exams, the Adaptive exam 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.

Unlike the Alpine/Snowboard educational systems, the Adaptive sector is still developing its reference manual materials. You will need to research, and then assimilate your findings to develop a comprehensive understanding of adaptive snowsports teaching. This manual can only guide you in this search; it will not provide all of the answers.

Participation at an Adaptive educational event will assist in your adaptive educational development. The adaptive examiners are a ready resource for you; as are other professionals within the disabled sports field. 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. Monitor your development, reinforce areas of weakness, and when ready, participate in an adaptive ski or snowboard exam.

WHAT ARE THE NATIONAL STANDARDS?

PSIA-AASI adopted new National Certification and Certificate Standards in 2014. The revised standards have some significant changes especially in the Alpine and Adaptive Skiing Standards. In addition to the revised National Standards, PSIA-AASI has developed Standards Exam Supplements for both Adaptive Alpine and Adaptive Snowboard.

The National Standards are education/certification standards that provide a training focus and

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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 are available from the PSIA-AASI website but are only accessible to members. Any member of PSIA or AASI can download the National Standards and share them with their fellow instructors.

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 [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 or not a candidate meets all criteria for the desired level of certification.

The [Adaptive Alpine Standards Exam Supplement](#) compliments the 2014 Adaptive Alpine Standards and should be studied in conjunction with the National Standards in preparation for taking certification exams. Topics covered in the 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.

**AASI Adaptive Snowboard Certification Standards 2014**

The [Adaptive Snowboard Certification Standards 2014](#) provide an extensive list of the exact things that a candidate is expected to be able to do and know to meet certification requirements. The Standards have been written so that they give the member a picture of the riding, teaching, and professional knowledge expectations of the examiner(s) conducting the exam. The standards are what examiners use to determine whether or not a candidate meets all criteria for the desired level of certification.

The [AASI Adaptive Snowboard Standards Exam Supplement](#) compliments the 2014 Adaptive Snowboard Standards and should be studied in conjunction with the Standards in preparation for taking certification exams.
AASI Riding National Standards

Adaptive snowboard instructors are held to the same AASI riding standards as those teaching able-bodied lessons. The current AASI Riding Standards are available on the PSIA-AASI web site. In addition, adaptive snowboard instructors are expected to perform discipline-specific techniques when teaching an adaptive lesson which are listed in the AASI Adaptive Snowboard Standards Exam Supplement.

EXAM PREPARATION

Getting Started

You begin the path to certification by defining your vision or goal. It is essential to evaluate the current reality - your strengths and weaknesses relative to the vision. Then, develop a plan for getting to the ultimate goal. Having an ability to enjoy the journey despite challenges and disappointments 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 setbacks or detours. Learn to use both successes and failures as a catalyst to guide you along, not only the certification path but your development as an adaptive snowsports instructor as well.

What Should Take Place Before You Attend an Exam

Prior to attending a Level I, II, or III exam the following general criteria should be met:

- The candidate has been a PSIA/AASI member for the required number of continuous years.
- The candidate has gained the practical experience necessary to understand and apply the American Teaching System or Snowboard Teaching System to a variety of disabilities and the required levels of skiing/riding and teaching.
- The candidate has progressed in his/her personal and professional development through educational programs conducted by PSIA/AASI (National or Eastern Division) and the 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, program or agency director confirms that the exam candidate has properly prepared for the exam and has put in the recommended number of teaching hours. The director believes, without reservation, that the candidate is ready to represent the snowsports school or adaptive program as a legitimate candidate to be examined.
- The candidate understands and has taught using a variety of adaptive snowsports equipment suitable for a range of disabilities, tasks, activities, conditions, and terrain.
- The candidate is a teacher of an athletic activity for which physical fitness is an important element in reaching personal potential. Candidates should be aware that the PSIA/AASI National Standards are the standards that the Snow Sports 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. As such, we reserve the right to ask
candidates who pose a risk to themselves or others to leave an exam. (Refer to the PSIA-AASI Eastern Event Member Safety Policy on the Eastern website at www.psia-e.org)

- It is recommended that the candidate be engaged in some type of physical training regime (weight lifting, cycling, or running) for an extended period of time prior to the exam so that the candidate is able to perform up to the level of the national standard.

Exam Application

Applications for an Adaptive Alpine or Snowboard Certification exam are available in the PSIA-E/AASI newsletter (The SnowPro) or are downloadable at the PSIA-E/AASI website, www.psia-e.org. Completed applications (including Director’s Signature) must be postmarked at least three weeks prior to the start date of the exam.

Exam/Event Registration

Registration begins at 8:00 am at the host area. The on snow portion will begin as soon as possible after the lifts open and registration is complete.

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 or rider’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.

ONCE YOU ARE A CERTIFIED INSTRUCTOR

PSIA/AASI – Eastern Division’s requirements for a member to maintain his or her level of certification are that the member must pay dues every season and obtain continuing educational units or credits (CEUs) as outlined below based on age and/or student status. Certified Members to maintain good standing:

- Under the age of 65, must obtain 12 credits (CEUs) every 2 seasons,
- Between ages 65-74, must obtain 12 credits (CEUs) every 3 seasons.
- 75 years of age or older, must obtain 12 credits (CEUs) every 4 seasons.
- Age 16-23 with Student status, must obtain 12 credits (CEUs) every 4 seasons, while verified as a student.

Any two-day (minimum) clinic will fulfill the continuing education credit requirement.

Unsuccessful exam attempts do not count as updates.

If a member fails to maintain these requirements and wish to reinstate at a later date, the member needs to go through the reinstatement process.
ADAPTIVE MEMBERSHIP LEVELS AND CERTIFICATION STANDARDS

ADAPTIVE ALPINE

The Adaptive Alpine Certification Standards are based on the “Levels of Cognition” from Bloom’s Taxonomy that define stages of learning in degrees of understanding. As certification is a measure of understanding, levels of certification represent stages of 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.

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-E group the six disability classifications into three (3) specialty categories. For the Level I Adaptive Alpine exam, the candidate must choose one of the three categories for examining. The categories are:
- Two Track – Vision-related diagnoses and Intellectual/Cognitive-related diagnoses
- Three track/Four track – Three-track and Four-track
- Sit Down – Mono-ski and bi-ski

ADAPTIVE ALPINE SKIING REQUIREMENTS

Adaptive alpine instructors are held to the same PSIA Alpine skiing standards as those teaching able-bodies lessons. Additionally, they are expected to be able to perform certain skill requirements when teaching an adaptive lesson. The Skill Requirements are documented in the Adaptive Alpine Certification Standards 2014.

SKIING FUNDAMENTALS

The fundamental mechanics of SKIING, detailed in Adaptive Alpine Certification Standards 2014, remain consistent through the levels of certification. The performance and application of these fundamentals will vary based on the desired outcome.
**Adaptive Functional Skiing Task Examples**

The instructor will be able to perform the following maneuvers in each stage of the progression in his/her personal skiing and in the chosen specialties. These maneuvers are applicable at each level of certification. Refer to *Adaptive Alpine Standards Exam Supplement 2014* for a complete description of each task.

*Examples* of functional skiing maneuvers that candidates at all levels should be able to perform:
- Sideslip to hockey stop
- Falling leaf
- Traverse - to Diagonal Sideslip - to Traverse
- Stem or step turns
- Short-swing turns
- Hour Glass Parallel Turns with Progressive Radius Reduction
- Synchronized Skiing with one or more Partners
- Free Ski Run
- Bump Run
- Variable Terrain and Snow Conditions
- Short Swing
- Pivot Slips

**Category C: Professional Knowledge**

Candidates will be evaluated based on the following criteria, terms, concepts, and models:
- American Teaching System (ATS)
  - Skills Concept
  - Skiing Concepts
  - Mechanics and Ski Performance
  - Visual Cues for Effective and Ineffective Skiing
  - Teaching Model
  - Teaching Cycle
  - Service Model
  - Stepping Stones
- Demonstrations and Functional Skiing Movements
- Movement Analysis
- The ATS as it relates to adaptive snowsports
- Equipment knowledge; alpine and adaptive
- Safety Information; Responsibility Code
  - Smart Style and Approach, Take off, Maneuver, Landing (ATML) Safety model
- Hands-on Methodology (physical processes for guiding, tethering, hand-on help/manipulation, etc.) and specific application in defined disabilities.
- CAP Model
- Multiple Intelligence (MI)
- Age-related teaching methodologies
- *PSIA Adaptive Alpine Standards Exam Supplement 2014*

**Information Criteria**

CERTIFIED LEVEL I ADAPTIVE ALPINE
(Based on PSIA Adaptive Alpine Certification Standards 2014)

CANDIDATE PREREQUISITES
A candidate for Adaptive Level I – Alpine Certification must:

- Be a PSIA member, or become one by paying current dues with an application for membership;
- Be at least 16 years of age;
- Be an employee or volunteer of a recognized snowsports school, agency or adaptive program and have completed a minimum of 50 hours of combined in-house training and actual on-hill adaptive teaching is attested to by the Snowsports School Director, program or agency director.
- Successfully score 70% on the written exam.
- Pass the PSIA-E Level I Adaptive Alpine certification examination as stated in the PSIA Adaptive Alpine Certification Standards, 2012 for two of the Adaptive Disability Classifications (Two Track/Stand –Up {Blind/DD}, Three & Four Track; or Sit Down {Mono/Bi-Ski})

EXAM PROCESS
The Level I Adaptive Alpine Exam is a two-day program consisting of a combination of training and evaluation event. Candidates must attend both days for Level I Certification. It is designed to be a learning/sharing experience for all candidates. The candidate will be with one examiner for both days. The Examiner will coach and assess each candidate's personal skiing skills, teaching skills and professional knowledge (encompassing technical, mechanical, disability understanding including causes and effects and use of adaptive equipment and medications knowledge as well as knowledge of guest services, safety and risk management, various guest populations such as children, seniors and adults). The examiner will give a pass or fail score in (1) Personal Skiing, (2) Teaching for each discipline and (3) Professional Knowledge for each discipline. A candidate must receive a passing evaluation in Personal Skiing as well as the Teaching and Professional Knowledge components to become a Level I member.

Alpine Candidates should be prepared to lead the group through some basic adaptive ski instruction scenarios.

Each Level I candidate must choose a specialty categories in which to be tested. The categories are: Two-Track (Visual Impairment/ Intellectual or Cognitive-Related), Three/Four Track, or Sit Down (Mono/Bi). There are special requirements for certain specialty categories.

- **Sit Down Skiing (Mono/Bi) Exam** - Candidates are expected to tether the bi-ski with fixed outriggers on groomed green terrain. Candidates are not expected to ski proficiently in a mono-ski.
- **Three/Four Track Exam** – Candidates should make every attempt to bring their own outriggers to the Exam. Candidates are expected to ski both three-track and four-track.
- **Two Track Skiing (VI/Cog)** – Candidates are expected to tether a stand up skier using reins attached to the ski tips.

Written Exam
There is a closed book written exam for each specialty category. First, the exam has 10 questions relative to Alpine skill development, movement patterns, mechanics, PSIA history and organizational structure, the snow sports industry and safety. Additionally, there will be 10 questions on the candidate’s chosen specialty category. The written portion of the adaptive exam is designed to increase
the awareness of candidates to written materials and information available to adaptive snowsports instructors.

Time will be allocated during the first day for the candidates to complete the written exam. The time when the exam will be given is dependent upon the exam format, weather or other factors.

The candidate must successfully score 70% or greater on the written exam.

**Exam Results**

At the end of the two-day exam period, results will be announced. Successful candidates will receive their certificate and Level I Adaptive Alpine pin. All candidates will receive a written evaluation and examiners will be available to discuss the results.

**THE LEVEL I ASSESSMENT – WHAT TO EXPECT**

The Level I adaptive alpine certified instructor must be able to demonstrate the knowledge and comprehension of the American Teaching System technical terms, concepts, and models listed in the Level I standards guidelines. Knowledge at this level is defined as recall of data or information. Comprehension is defined as the understanding and interpretation of instructions and problems. The certified Level I adaptive alpine instructor also must be able to demonstrate a general conceptual understanding of the disability, medical, and equipment issues pertaining to two of the disability classifications. Additionally, the Level I instructor must be able to demonstrate the ability to recognize movement patterns in skiers within the designated disability classification who are learning and skiing in the Beginner/Novice Zone.

**CATEGORY A: SKIING**

**SKILL REQUIREMENTS**

Level I-certified teachers must be able to ski all green and groomed blue terrain demonstrating consistent balance and control of speed through turn shape. Demonstrations must display an “understandable picture” of the technical elements of Beginner/Novice zone skiing. The turn dynamics are limited by the speeds and terrain appropriate for Beginner/Novice zone skiing and tasks.

**CATEGORY A: SKIING – FUNDAMENTALS**

Refer to the CATEGORY A: SKIING – SPECIFIC REQUIREMENTS in the Adaptive Alpine National Certification Standards 2014 for the requirements for a Level I Adaptive Alpine instructor.

**ADAPTIVE FUNCTIONAL SKIING TASK EXAMPLES**

The instructor will be able to perform the applicable adaptive functional skiing tasks in each stage of the progression in his/her personal skiing and in the chosen specialties. These maneuvers are applicable at each level of certification. Refer to Adaptive Alpine Standards Exam Supplement 2014 for a complete description of each task.

**Assessment**

In addition to the Adaptive Functional Skiing Tasks, PSIA-E’s Adaptive Education Staff can score each candidate on additional skiing tasks. For Level I a variety of skiing activities will take place on Green and Blue Terrain. **Note:** If the skill of all members of the group is sufficient to ski groomed black terrain, this may be done for educational purposes but not for exam scoring.
The activities will be evaluated on the basis of modern mechanics and movements that demonstrate appropriate skill blending. Candidates should be prepared to ski any of the activities listed below. Candidates may or may not be asked to do these tasks and may be asked to perform a task that is not on this list. Guided practice of these tasks is likely to enhance the broad and refined skill base necessary to ski at the Level I Adaptive Alpine Certification Standards.

Possible Selected Skiing Tasks

- Spontaneous Christies
- Wedge Turns
- Vertical Sideslip
- Side Slip to Hockey Stop
- Pole Use
- Stepping/Skating maneuvers on the flats
- Basic Parallel Turns – short/medium/long radius
- Balanced athletic stance and consistent speed control in all skiing tasks

CATEGORY A: SKIING DEMONSTRATIONS, SKILLS AND EXAMPLE FUNCTIONAL SKIING MAEUVERS

The instructor will be able to perform the appropriate maneuver in each stage of the progression in his/her personal skiing and in the specified specialties.

*The candidate will be able to:*

- Ski a straight run in a balanced, athletic stance on terrain suitable for first time beginning skiers.
- Demonstrate a gliding wedge and a braking wedge on groomed green terrain.
- Demonstrate a consistent wedge and/or appropriate skill blend throughout a series of 6-8 turns on groomed green terrain.
- Demonstrate consistence spontaneous christie turns and appropriate skill blend in a series of turns on groomed blue terrain.
- Demonstrate matching with active steering of the inside leg.
- Demonstrate shaping of the control phase of the turn by blending appropriate skills.
- Demonstrate parallel turns or the equivalent adaptive maneuver (Refer to *PSIA Adaptive Alpine Standards Exam Supplement 2014-2*) showing appropriate skill use and blending in response to speed, turn radius, tactics, conditions, or intent.

CATEGORY B: TEACHING

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. A basic understanding of how to manage the learning environment for safety and learning relative to the ability/disability as well as cognitive, affective, and physical development of the student must be demonstrated.

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 two of the six defined disabilities relative to the resort environment.

Application

The candidate will be able to:

• Assess any student in two of the six defined disability classifications evaluating their cognitive, affective, and physical abilities related to strength, mobility, range of motion and his/her communication capabilities.
• 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 two of the six defined disabilities.

CATEGORY C: PROFESSIONAL KNOWLEDGE

GENERAL REQUIREMENTS

Professional knowledge requirements for Level I certified 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. Refer to the Professional Knowledge section of this exam guide for the material to be covered.

SPECIFIC SKILL REQUIREMENTS

(From the Adaptive Alpine Standards Exam Supplement)

Terminology

The candidate will be able to:

• Define and explain basic skiing terminology as described in PSIA/AASI Core Concepts for Snowsports, the Alpine Technical Manual (2nd edition), and the Adaptive Snowsports Instruction Manual (PSIA 2003).
• 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 disciplines.

- Define physical and cognitive abilities as they relate to specific disabilities within two of the six defined disabilities.
- Name common medications and the side effects that may affect students in the selected discipline areas.

**Equipment**

*The candidate will be able to:*

- Identify equipment needs of skiers through the Beginner/Novice zone in the chosen classifications.
- Describe the various types of adaptive equipment and explain how each piece functions within the chosen specialties.
- Identify common equipment safety issues.
- Explain the basic options and benefits of modern 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 classifications.
- Understand the concept of skill blending, and identify effective and ineffective movement blends for skiers with differing disabilities in two of the six defined disabilities learning in 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 classifications.
- 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 classifications.
- Understand basic biomechanics as it relates to the “four basic skills” and the disabilities related to two of the six defined disabilities.
- Prescribe a corrective exercise or task for a situation at each Level 1-4 (Beginner/Novice Zone), where performance is observed to be inconsistent with effective skill application and blending in the chosen disability classifications.
- 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 Beginner/Novice Zone skiing zone.
CERTIFIED LEVEL II ADAPTIVE ALPINE
(Based on PSIA Adaptive Alpine Certification Standards 2014)

CANDIDATE PREREQUISITES:
A candidate for Level II Adaptive Alpine Certification must:

- Be a Certified Level I Adaptive Alpine PSIA member, 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.
- Be at least 18 years of age.
- Be an employee or volunteer of a recognized ski school, agency or adaptive program and have a minimum of 150 hours of adaptive ski teaching, as attested to by the ski school, program or agency director.
- Successfully score 70% or greater on each of the online professional knowledge exams for each module of the Adaptive Alpine certification exam requirements.
- Pass the PSIA-E Level II Adaptive Alpine certification examination as stated in the PSIA Adaptive Alpine Certification Standards 2014 for all Adaptive Disability Classifications.

EXAM PROCESS
There are 4 one-day modules required for the Level II Adaptive Alpine exam. These modules are:

1. Personal skiing competence and knowledge of ATS principles,
2. Teaching and professional knowledge in visual impairments and intellectual/cognitive disabilities (VI/Cog),
3. Teaching and professional knowledge in three-track/four track (3-4 TRACK), and
4. Teaching and professional knowledge in mono-ski/bi-ski (Sit-Down).

Candidates can take one module a day. One examiner will evaluate the candidate for both the morning and afternoon sessions. For the Teaching and Professional Knowledge modules the examiner will evaluate one of the two disciplines in the morning and the other discipline in the afternoon. Candidates must receive passing scores for both disciplines to be successful for each module. There will be no “partial passes.” Candidates will receive a score card completed by the examiner for each module taken.

The Level II Adaptive Alpine Exam modules will be offered as a part of two- or four-day events. Check the PSIA-E/AASI Adaptive Schedule of Events on the website, in the PSIA-E/AASI The Snow Pro or on the events calendar sent to each snowsports school. You may sign up for one, all four modules or any combination you wish. The events follow these formats, however this is subject to change so please check the official Adaptive Schedule of Events.

Two day events:
Day 1: Personal skiing OR Visually Impaired/Cognitive Disabilities (VI/Cog)
Day 2: Three-track/Four-track (3/4 TRACK) OR Mono-ski/Bi-ski (Sit-Down)

Four day events:
Day 1: Personal skiing OR Visually Impaired/Cognitive Disabilities (VI/Cog)
Day 2: Three-track/Four track (3/4 TRACK) OR Mono-ski/Bi-ski (Sit-Down)
Day 3: Three-track/Four track (3/4 TRACK) OR Mono-ski/Bi-ski (Sit-Down)
Day 4: Personal skiing OR Visually Impaired/Cognitive Disabilities (VI/Cog)

Group size will be a minimum of three (3) to a maximum of ten (10), dependent upon the discipline and number of candidates registered. There may be a mix of Level II and Level III candidates within the discipline group.
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.

If the candidate is taking more than one module during the same exam events, results from the first day and/or any subsequent days, will be announced in the afternoon of the last day the candidate is taking an exam module. Certificates and pin will be awarded on the day of the successful completion of the fourth module. Candidates must successfully complete all four modules before testing for any Level III specialty.

*If the candidate fails any component of each module (Online Exam, Skiing, Teaching or Professional Knowledge), the candidate must retake the entire failed module.*

**Alpine Certification Exception**

If an exam candidate has passed the Alpine Level II or III Part 1 Exam (skiing) then he/she does not need to take the Adaptive Level II Skiing module if:

- The candidate passes the other three adaptive modules within four seasons, AND
- The passing score of the Alpine Level II or III Part 1 Exam was within the preceding six years of passing the final adaptive module.

The Alpine Level II Part 1 Exam (skiing) pass will apply towards the Adaptive Level II Personal Skiing Exam module. The Alpine Level III Part 1 Exam (skiing) pass will apply towards the Adaptive Level II or III Personal Skiing Exam module.

**Online Exams**

Each candidate must take and pass an online exam for each of the discipline modules before taking the on-snow portion of that module. Each Teaching and Professional Knowledge module for the disability classifications (two classifications in each module) has an online exam consisting of twenty (20) multiple choice questions. Each exam has ten (10) questions for each disability classification (for example for Sit Down – 10 questions for mono-ski and 10 questions for bi-ski). The exam must be taken and passed successfully before the candidate takes the on-snow portion of the exam module.

The candidate must successfully score 70% or greater for each Level II Teaching and Professional Knowledge exams. If a candidate wishes to receive their pin at the event, the online exam must be completed at least two weeks prior to the exam event.

**Time Limit**

The candidate has three seasons, from the season of his/her first passed module, in which to pass all four modules to complete the Level II Adaptive Alpine certification process.

**THE LEVEL II ASSESSMENT – WHAT TO EXPECT**

The Level II adaptive alpine certified 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**

**GENERAL REQUIREMENTS**

The instructor will be able to perform the required criteria and tasks according to *PSIA Alpine Certification Standards 2014* or the Adaptive Demonstration Equivalences as detailed in the *Adaptive Alpine Standards Exam Supplement 2014*.

**SKILL REQUIREMENTS**

Level II-certified teachers have the skills to make short-, medium-, and long-radius turns on blue and groomed black terrain with minimal skidding. Skis make two separate, relatively defined arcs in the snow from before the fall line to completion. Skill application and accuracy may vary with terrain and snow conditions. Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to Intermediate Zone skiers.

**CATEGORY A: SKIING – FUNDAMENTALS**

Refer to the CATEGORY A: SKIING – SPECIFIC REQUIREMENTS in the *Adaptive Alpine National Certification Standards 2014* for the requirements for a Level II Adaptive Alpine instructor.

**ADAPTIVE FUNCTIONAL SKIING TASK EXAMPLES**

The instructor will be able to perform the applicable adaptive functional skiing tasks in each stage of the progression in his/her personal skiing and in the chosen specialties. These maneuvers are applicable at each level of certification. Refer to *Adaptive Alpine Standards Exam Supplement 2014* for a complete description of each task.

**Exam Assessment**

In addition to the Functional Skiing Tasks, PSIA-E’s Adaptive Education Staff can score each candidate on additional skiing tasks. Candidates will be asked to perform a variety of tasks, activities, and free runs on moderate terrain. They may be done using a variety of formats i.e. call down, pairs skiing, line rotation, etc. Candidates should be prepared to ski any of the activities listed below. Candidates may or may not be asked to do these tasks and may be asked to perform a task that is not on this list. Guided practice of these tasks is likely to enhance the broad and refined skill base necessary to ski at the Level II *Adaptive Alpine Certification Standards 2014*.

**Possible Selected Skiing Tasks**

- Short radius turns in fall line - maintain constant speed and radius
- Medium radius turns - maintain constant speed and radius
- Free runs
- Lane change - five short turns, change on the 5th turn (width of a grooming lane)
- Medium/Short/Medium (ski an hourglass)
- Short/Medium/Short
- Medium radius turns - moderate speed to VERY slow speed, back to moderate
- Short radius turns accelerating OR decelerating
- Traverse - weight basically even; uphill knee and hip slightly forward
  - Traverse from point A to point B - maintain a straight line
➢ Ride the natural sidecut of the ski

Reference Maneuvers

● Skating/stepping/tracking maneuvers
● Wedge Turns
● Spontaneous Christies - vary the turn radius, speed, terrain
● Open Parallel - vary the turn radius

Bumps

Candidates must be able to ski any intermediate bumps. The focus will be on accuracy and speed control, so as to be able to lead students down the terrain.

CATEGORY A: SKIING DEMONSTRATIONS, SKILLS AND EXAMPLE FUNCTIONAL SKIING MANEUVERS

The instructor will be able to perform the appropriate maneuver in each stage of the progression in his/her personal skiing and in the specified specialties.

The candidate will be able to:

● Demonstrate on the easiest groomed green terrain:
  ➢ Demonstrate steering consistent with appropriate blending of skills throughout a series of turns.

● Demonstrate on groomed blue terrain:
  ➢ Demonstrate parallel turns or the equivalent adaptive maneuver (see *PSIA Adaptive Alpine Standards Exam Supplement 2014*) showing appropriate skill use and blending in response to speed, turn radius, tactics, conditions, or intent.
  ➢ Demonstrate matching of skies in a variety of places in the turn (beginning, middle and end) and the appropriate blending of appropriate skills depending on speed, terrain, or intention.
  ➢ Link skidded turns with some anticipation and upper/lower body separation.
  ➢ Maintain consistent spontaneous Christies for the entire series of 6-10 turns.

● Demonstrate on groomed or recently groomed (not necessarily smooth) terrain:
  ➢ Maintain an accurate blending of skills to perform a series of 8-12 consistent short, medium or long radius turns while maintaining speed control.
  ➢ Demonstrate consistently a simultaneous edge change, with an appropriate pole swing, throughout a series of 8-12 turns.

● Bumps: Ski small to intermediate bumps on blue terrain.

● Demonstrate the following (but not limited to) maneuvers such as:
  ➢ Stepping/tracking and skating maneuvers
  ➢ Falling leaf
  ➢ Ski on one ski on gentle terrain making small directional changes
  ➢ Parallel turns with no poles

DISCIPLINE MODULES (VI/COG, 3–4 TRACK AND SIT DOWN)

CATEGORY B: TEACHING

GENERAL REQUIREMENTS

Level II 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 the six defined disabilities

**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 the six defined disabilities

**CATEGORY C: PROFESSIONAL KNOWLEDGE**

**GENERAL REQUIREMENTS**

Professional Knowledge for Level II certified instructors reflects a basic 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*. Refer to the Professional Knowledge section of this exam guide for the material to be covered.
Specific Skill Requirements

Terminology

The candidate will be able to:

- Communicate what, why, and how the American Teaching System and skills concepts pertain to Beginner/Novice and Intermediate ability zone students skiing in each of the six disability categories
- 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 of the six disability categories
- 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 ability 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 according to 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

**CERTIFIED LEVEL III ADAPTIVE ALPINE**
*(Based on PSIA Adaptive Alpine Certification Standards 2014)*

**CANDIDATE PREREQUISITES:**

*A candidate for Level III Adaptive Alpine Certification must:*

- Be a Certified Level II Adaptive Alpine PSIA member and be in at least the fourth season of membership at the time of application for any module for the Adaptive Alpine Level III exam modules.
- Be 18 years of age or older.
- Be an employee or volunteer of a recognized snowsports school, agency or adaptive program and have a minimum of 300 hours of Adaptive Alpine teaching, as attested to by the snowsports school or agency/program director.
- Successfully score 70% or greater on each of the online professional knowledge exams for each module of the Adaptive Alpine certification exam requirements.
- Pass the PSIA-E Level III Adaptive Alpine certification as stated in the *PSIA Adaptive Alpine Certification Standards 2014* for all Adaptive Disability Classifications.

**EXAM PROCESS**

There are 4 one-day modules required for the Level III Adaptive Alpine exam. These modules are:

1. Personal skiing competence and knowledge of ATS principles,
2. Teaching and professional knowledge in visual impairments and intellectual/cognitive disabilities (VI/Cog),
3. Teaching and professional knowledge in three-track/four track (3-4 TRACK), and
4. Teaching and professional knowledge in mono-ski/bi-ski (Sit-Down).

Candidates can take one module a day. One examiner will evaluate the candidate for both the morning and afternoon sessions. For the Teaching and Professional Knowledge modules the examiner will evaluate one of the two disciplines in the morning and the other discipline in the afternoon. Candidates must receive passing scores for both disciplines to be successful for each module. There will be no “partial passes.. Candidates will receive a score card completed by the examiner for each module taken.

The Level III Adaptive Alpine Exam modules will be offered as a part of two- or four-day events. Check the PSIA-E/AASI Adaptive Schedule of Events on the [website](#), in the PSIA-E/AASI *The Snow Pro* or on the events calendar sent to each snowsports school. You may sign up for one, all four modules or any combination you wish. The events follow these formats, however this is subject to change so please check the official Adaptive Schedule of Events.
Two day events:

Day 1: Personal skiing OR Visually Impaired/Cognitive Disabilities (VI/Cog)
Day 2: Three-track/Four-track (3/4 TRACK) OR Mono-ski/Bi-ski (Sit-Down)

Four day events:

Day 1: Personal skiing OR Visually Impaired/Cognitive Disabilities (VI/Cog)
Day 2: Three-track/Four track (3/4 TRACK) OR Mono-ski/Bi-ski (Sit-Down)
Day 3: Three-track/Four track (3/4 TRACK) OR Mono-ski/Bi-ski (Sit-Down)
Day 4: Personal skiing OR Visually Impaired/Cognitive Disabilities (VI/Cog)

Group size will be a minimum of three (3) to a maximum of ten (10), dependent upon the discipline and number of candidates registered. There may be a mix of Level II and Level III candidates within the discipline group. 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 snow sport 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.

If the candidate is taking more than one module during the same exam events, results from the first day and/or any subsequent days, will be announced in the afternoon of the last day the candidate is taking an 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 each module (Online Exam, Skiing, Teaching or Professional Knowledge), the candidate must retake the entire failed module.*

**Alpine Certification Exception**

If an exam candidate has passed the Alpine Level III Part 1 Exam (skiing) then he/she does not need to take the Adaptive Level III Skiing module if:

- The candidate passes the other three adaptive modules within four (4) seasons, AND
- The passing score of the Alpine Level III Part 1 Exam was within the preceding six (6) years of passing the final adaptive module.

The Alpine Level III Part 1 Exam (skiing) pass will apply towards the Adaptive Level III Personal Skiing Exam module.

**Online Exams**

Each candidate must take and pass an online exam for each of the discipline modules before taking the on-snow portion of that module. Each Teaching and Professional Knowledge module for the disability classifications (two classifications in each module) has an online exam consisting of twenty (20) multiple choice questions. Each exam has ten (10) questions for each disability classification (for example for Sit Down – 10 questions for mono-ski and 10 questions for bi-ski). The exam must be taken and passed successfully before the candidate takes the on-snow portion of the exam module.

The candidate must successfully score 70% or greater for each Level III Teaching and Professional Knowledge exams. If a candidate wishes to receive their pin at the event, the online exam must be completed at least two weeks prior to the exam event.
Time Limit

The candidate has three seasons, from the season of his/her first passed module, in which to pass all four modules to complete the Level III Adaptive Alpine certification process.

THE LEVEL III ASSESSMENT – WHAT TO EXPECT

The Level III Certified Adaptive Alpine instructor has the ability to create learning segments for his or her students with the synthesis and evaluation of the PSIA alpine and adaptive technical terms from the American Teaching System, concepts, and models listed in the Level III standards. Synthesis is defined as putting parts together to form a whole, with an emphasis on creating a new meaning or structure. Evaluation refers to the ability to make judgments about the value of ideas or materials. The Level III instructor must also demonstrate a detailed understanding and application of disability, medical, and equipment knowledge in all six disability classifications. The adaptive Level III instructor also must possess the ability to teach and coach students’ learning and skiing through the Advanced Zone on all available terrain and in all conditions, as well as basic racing technique and tactics, and a basic knowledge and understanding of park and pipe maneuvers.

CATEGORY A: SKIING

GENERAL REQUIREMENTS

The instructor will be able to perform the following criteria and tasks according to PSIA Alpine Certification Standards 2014.

SKILL REQUIREMENTS

Level III-certified teachers should have the skills to make short-, medium-, and long-radius turns with little or no skidding. The skis describe two well-defined arcs from before the fall line to turn completion. Terrain and snow conditions should have a minimal effect on skill application, movement accuracy, and turn outcome. Turn dynamics should represent the terrain, speed, and snow conditions common to Advanced Zone skiing. A Level III-certified teacher has the ability to maintain dynamics and movement accuracy through most conditions, on any terrain on most mountains.

CATEGORY A: SKIING – FUNDAMENTALS

Refer to the CATEGORY A: SKIING – SPECIFIC REQUIREMENTS in the Adaptive Alpine National Certification Standards 2014 for the requirements for a Level III Adaptive Alpine instructor.

ADAPTIVE FUNCTIONAL SKIING TASK EXAMPLES

The instructor will be able to perform the applicable adaptive functional skiing tasks in each stage of the progression in his/her personal skiing and in the chosen specialties. These maneuvers are applicable at each level of certification. Refer to Adaptive Alpine Standards Exam Supplement 2014 for a complete description of each task.

Exam Assessment

In addition to the Functional Skiing Maneuvers, PSIA-E’s Adaptive Education Staff can score each candidate on additional skiing tasks.

Possible Selected Skiing Tasks

The following Level III exam tasks require refined skiing skills and represent a wide range of
movement patterns. Each task serves as a lens for the examiner to view the candidates’ skiing. Candidates may or may not be asked to do these tasks and may be asked to perform a task that is not on this list. Guided practice of these tasks is likely to enhance the broad and refined skill base necessary to ski at the Level III Alpine Certification Standards, 2014. Refer to the PSIA-E Alpine Exam Guide, The Level III Assessment – What to Expect, for an explanation of each task to help describe or define key aspects of the task and a "What to Look For" (WTLF) description to help clarify the appropriate movements.

Skiing skills are “interdependent” but a candidate can practice each skill separately. Most of these tasks highlight and develop one skill to a greater degree than the others.

✓ Rotary — Turning Skills
✓ Edging Skills
✓ Pressure control/management skills - A Level III candidate should be able to flex and extend the legs at will (independently of where he or she is in the turn) and have the ability to absorb
✓ Balancing - Coordination - Timing Skills

- **Pivot-slips:** Skis are turned from right to left and left to right with leg rotation primarily from the hip socket. Skier stays in fall line.
- **Skate to shape to short turns:** Forward oriented diverging skating blends over distance to short turns.
- **Lane Changes:** A series of short or medium turns interspersed with a lateral shaped sweeping turn across a predetermined portion of the width of the trail. Skiers should strive to enter and leave these lateral sweeps without losing momentum and ski performance.
- **Performance Short Radius Turns:** - Round short turns with a coordinated effort of the legs to stretch out and back while the torso remains stable and disciplined. The skier's body moves down a corridor versus a straight line. The stretching of the legs and the forward movement of the center of mass enables the skier to maintain pressure on the turning edges. This allows the skis to be steered back under the body after the apex of the turn.
- **Simultaneous parallel hop turns:** Short airborne-guided fall line oriented turns. The pivot point of the turning skis is under the feet vs. the tip or tail.
- **Railroad (RR) Tracks:** Equidistant parallel arced tracks through a series of turns.
- **Skiing on one ski:** either through a series of turns or through a portion of a turn, one ski is lifted off the snow.
- **1000 steps:** Diverging forward oriented stepping off an edged and holding outside ski during turns.
- **Leapers:** Forward oriented leg extension originating from the ankles smoothly lifts off and lands the skis. (Medium to long radius task)
- **Tuck turns:** Short or medium turns done from a medium or high tuck. The legs should significantly lengthen and shorten as the "hooked up" skis run away from and back under the skier.
- **Pain in the S:** Short turns on a long turn path. Work to keep the same level of ski design involvement no matter where the turns are in relation to the fall line.
- **Sequential converging hop turns:** The skier hops from outside ski to outside ski. These are speed controlling, fall line oriented, short turns.

These exam tasks as well as differing lines, speeds, terrain and turn sizes make up the Level III Skiing Exam. Terrain and mountain conditions may or may not be suitable for some of these tasks. Some experience in gates and Terrain Park will also enhance your skill base.
CATEGORY A: SKIING DEMONSTRATIONS, SKILLS AND EXAMPLE FUNCTIONAL SKIING MANEUVERS

The instructor will be able to perform the appropriate maneuver in each stage of the progression in his/her personal skiing and in the specified specialties.

The candidate will be able to:

- Demonstrate on any terrain and in most conditions:
  - Use and blend the appropriate skills necessary to ski consistently throughout a series of turns.
  - Demonstrate a balanced stance.
  - Demonstrate steering of inside ski to facilitate matching.
  - Demonstrate matching of skis in a variety of places in the turn (initiation, shaping, and finishing) and the blending of appropriate skills depending on speed, terrain, or intention.
  - Link skidded turns with some anticipation and upper/lower body separation.
  - Maintain a consistent series of spontaneous wedge christies showing appropriate use and blending of all necessary skills.
  - Demonstrate accurate, consistent, open parallel turns throughout a series of 10-15 turns, showing appropriate use and blending of all necessary skills.
  - Demonstrate consistent simultaneous edge change with an effective pole swing that facilitates extension and edge change at turn initiation.
  - Demonstrates active steering of both legs throughout turns resulting in shape and speed control.
- Demonstrate on any groomed or recently groomed black terrain (may not be perfectly smooth):
  - Demonstrate dynamic parallel turns or the equivalent adaptive maneuver (see PSIA Adaptive Alpine Standards Exam Supplement 2014) any place on the mountain in any snow conditions (except the most extreme), showing appropriate skill use and blending in response to speed, turn radius, tactics, conditions, or intent.
  - Link 10-15 dynamic parallel turns with continuous flow, rhythm, and accuracy of movements.
  - Maintain pressure on the outside ski with dynamic balancing movements.
- Bumps: Ski bumps on black terrain.

DISCIPLINE MODULES (VI/COG, 3-4 TRACK AND MONO/BI)

CATEGORY B: TEACHING

General Requirements

Level III certified instructors must demonstrate the ability to synthesize a skier's changing needs as growth, strength, cognition, and skills develop or decline as a result of disability, age or experience. Application of these concepts must produce a safe, clear and concise delivery of information, and an uncomplicated learning environment for Beginner through Advanced Zone lessons.
SPECIFIC SKILL REQUIREMENTS

Awareness, Understanding and Knowledge

The candidate will be able to:

- Create and describe lesson-plan based on accurate assessment of students in all disability categories learning through the Advanced Zone
- Identify the basic elements of multiple intelligence theory and relate those concepts to preferences in communication and information exchange
- Discuss the following elements pertaining to teaching and learning and how each element may affect a student's learning experience: parameters for effective teaching, teaching for transfer, feedback, pacing and lesson content
- Do an in-depth evaluation of any adaptive skier, including an assessment of strength, mobility, range of motion, and his or her communication capabilities.
- Individualize all lessons by utilizing a variety of teaching styles, methodologies, and strategies.
- Use the concept of lateral learning at all class levels and with all disability classifications to enhance skill development and skill applications and to improve performance and versatility.
- Demonstrate the understanding of safety, including Your Responsibility Code and Smart Style, relative to the six defined disabilities

Application

The candidate will be able to:

- Adjust the depth and pacing of information and feedback to address the needs, motivation, and student’s interest level
- Address a variety of learning styles and utilize various feedback systems to facilitate an experiential learning environment
- Conduct an in depth evaluation of any adaptive skier, including an assessment of strength, mobility, range of motion and his her communication capabilities with the ability to adapt or create technical solutions to unforeseen issues.
- Creatively utilize the conditions of the day to ensure safety and create unique experiences for students
- Make technical lesson content decisions based on specific movement analysis observations, as well as non-movement factors (cognitive, emotional, physical)
- Demonstrate the application of safety concepts, including the Responsibility Code, relative to the six defined disabilities

CATEGORY C: PROFESSIONAL KNOWLEDGE

GENERAL REQUIREMENTS

Professional Knowledge for Level III-certified instructors reflects a strong accurate understanding of skiing terminology and concepts beyond the scope of ski teaching manuals. Using related industry sources including medical and rehabilitation communities, ski coaching, and drawing on familiarity with various peripheral resources promotes well-rounded teaching with the capacity to create exceptional experiences for most students, in most conditions on any terrain at most mountains.

Candidates will be evaluated on, but not limited to, the criteria, terms, concepts, and models as stated in the Adaptive Alpine Certification Standards 2014. Refer to the Professional Knowledge section of this exam guide for the material to be covered.
SPECIFIC SKILL REQUIREMENTS

Terminology

The candidate will be able to:

● Effectively teach skiers across all adaptive disciplines using appropriate language demonstrating the ability to translate most skiing terminology into layman’s terms
● Relate specific skiing terminology to students through use of simple language and by relating the terminology to sensations and achievable movements
● Discuss several types of medications, their use and potential side effects
● Discuss types and severity of disabilities, including multiple disabilities, and their effect on the student’s performance
● Thoroughly discuss and analyze any disability, including physical, cognitive, communicative, and behavioral

Equipment

The candidate will be able to:

● Describe changing equipment needs as skiers move through the Beginner, Intermediate and Advanced ability zones
● Tailor lesson plans to fit student equipment capabilities
● Serve as an industry ambassador, shop liaison, and general authority for equipment questions and advice
● Describe in detail all adaptive equipment, analyze how each piece of equipment functions, and prescribe appropriate modifications for different disabilities—including multiple disabilities—through the Advanced Zone skier
● Identify equipment needs for skiers through the Beginner/Novice through Advanced Zones in any disability classification
● Explain the basic options and benefits of modern ski designs
● Identify common equipment safety issues

ATS Application to Adaptive Ski Teaching

The candidate will be able to:

● Synthesize appropriate application of the skills concept and the effective movement cues as a tool to communicate, organize, and assist in the teaching of movements through the Advanced Zone
● Apply skill blending to tactical choices in a variety of conditions, types of terrain, and for all adaptive equipment through Advanced Zone skiing
● Describe cause-and-effect relationships specific to each disability classification as they relate to skilled movement development through the Advanced Zone.
● Evaluate the relationship between the characteristic movements for skiers with a variety of disabilities relative to the mechanics of effective skiing

Movement Analysis

The candidate will be able to:

● Incorporate all aspects of student-instructor communication into movement analysis, and play to motivation and emotions as well as actual skiing performance
● Understand the Visual Cues of Effective and Ineffective Skiing relative to Beginner/Novice
through Advanced Zones skiing applications

- Understand cause-and-effect relationships and resulting ski performance in Beginner through Advanced Zone skiing situations
- Utilize informal movement analysis (in addition to formal situations) to constantly monitor all aspects of movement and movement patterns as an ongoing process throughout a lesson
- Evaluate the effectiveness and performance of practice activities, and continuously adjust lesson plans accordingly
- Describe the basic movement patterns in personal skiing and discipline through the Advanced Zone skier
- Describe developmental skill needs, by priority, for each discipline through the Advanced Zone skier
- Prescribe exercises and tasks that target students' needs and which should improve their performance in the discipline
ADAPTIVE MEMBERSHIP LEVELS
AND
CERTIFICATION STANDARDS

ADAPTIVE SNOWBOARD

The premise of the adaptive snowboard certification standards is based upon the concepts of “levels of understanding” that define stages of learning in degrees of understanding. Just as certification is a measure of understanding, levels of certification represent stages of 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.

ADAPTIVE 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 AASI Adaptive Snowboard National Standards 2014 encompass the Adaptive Snowboard disciplines which include:

- Vision related diagnoses
- Intellectual/Cognitive related diagnoses
- Stand-up (instructing, from a snowboard, any rider using outriggers, rider bar, tethers, or other snowboard stand-up equipment including special prosthetics)
- Mono-ski sit down (instructing, from a snowboard, a sit down skier in alpine mono-ski equipment)
- Bi-ski sit down (instructing, from a snowboard, a sit down skier in alpine Bi-ski equipment)

INFORMATION CRITERIA

The AASI Adaptive Snowboard Education/Certification Standards refer to the following manuals. The terminology consistent with these manuals is used throughout this document.

- PSIA/AASI Core Concepts for Snowsports Instructors,
- AASI Snowboard Instructor’s Guide,
- PSIA-AASI Adaptive Snowsports Manual, and

The following information is useful for examination preparation.

- Refer to the AASI Adaptive Snowboard Certification Standards 2014 for exam standards.
- Refer to the AASI Snowboard Standards Exam Supplement 2014 for additional exam standards and information.
- All references to progressions for different disciplines may be found in the PSIA-E/AASI
Adaptive Study Guide.

- All references to skills and skill blending refer to pressure, twisting, tipping, and pivoting movements.
- The variety of turn shapes refers to short, medium and long radius turns.
- References to the Teaching Model refer to the Adaptive Teaching Model in the *PSIA-E/AASI Adaptive Study Guide*.
- All references to "Your Responsibility Code" and Smart Style refer to the National Ski Areas Association’s Safety programs.

These standards provide a training focus, and represent a minimum competency for each level of certification.

The *AASI Adaptive Snowboard Certification Standards 2014* provide a list of the exact things that a candidate is expected to do and know to meet the various certification requirements. The standards have been written so that they give the member a picture of the riding, teaching, and professional knowledge expectations of the examiner(s) conducting the exam. The standards are what examiners use to determine whether or not a candidate meets all criteria for the desired level of certification.

While specific trail difficulty designations are stated in these standards, it is important to note that trail difficulty is often designated relative to the other trails at a given area. Riding activities during certification exams will be performed on terrain that is deemed appropriate for the task being evaluated.

Adaptive snowboard instructors are held to the same AASI riding standards as those teaching able bodied lessons. In addition, adaptive snowboard instructors are expected to perform discipline-specific riding techniques when teaching an adaptive lesson which are listed in the *AASI Adaptive Snowboard Exam Supplement 2014*. Both the *AASI Adaptive Snowboard Certification Standards* and *AASI Adaptive Snowboard Exam Supplement 2014* are available on the PSIA/AASI web site.

**AASI Adaptive Snowboard Definitions**

The following definitions are used within the *AASI Adaptive Snowboard Certification Standards 2014*.

- **Module** is defined as a three-part system for presenting/learning adaptive techniques/skills.
- **Bucketing** is defined as the ability to safely pilot the sit equipment while maintaining speed and directional control with a direct two point hold.
- **Tethering** is defined as the ability to use safety lines to control speed and direction of the sit equipment on appropriate terrain.
- **End-around** is defined as the pivot slip from regular to switch riding to be able to stay downhill of the sit rider at all times on both left and right turns.

**AASI Snowboard Certification Standards**

*AASI Adaptive Snowboard Certification Standards 2014* state that each candidate regardless of the level of certification the candidate is seeking will be evaluated on the following criteria.

**Movement Analysis and Technical Knowledge**

Candidates will be evaluated based on the following criteria, terms, concepts and models:

- AASI Snowboard Teaching System (STS) concepts
  - Teaching concepts
  - Snowboarding concepts
➢ Service concepts

- Performance concepts
- Reference alignments
- Movement analysis process
- Cause-and-effect relationships
- Biomechanics related to adaptive snowsports
- Stance issues related to a rider's ability to flex, extend, and rotate
- Equipment (both snowboard and adaptive)
- Turn type, turn shape, turn phases
- Skill blending
- Feedback: objective versus subjective response
- Approach, Takeoff, Maneuver, and Landing (ATML)
- Safety model
- Smart Style
- Person 1st terminology
- Common issues and medical/medication concerns for the broad spectrum of disabilities encountered in adaptive programs
- Safety information; Responsibility Code
- Cognitive, affective, and physical development (CAP Model)
- Age-related teaching methodologies
- Multiple Intelligence (MI)
- Hands on methodology specific to the discipline being examined (i.e., “end around” for mono, tethering for bi-ski, hand-to-hand dance for stand-up, and others as expected for the discipline.)

- AASI Adaptive Snowboard Exam Supplement 2014

TEACHING

Candidates will be evaluated on their knowledge and application of the following:

- Safety, Your Responsibility Code.
- Use of AASI Snowboard Teaching System (STS) concepts: Teaching, Learning, Riding, and Service concepts
- Awareness of all relevant disabilities, medical precautions, medication contraindications
- Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of each student and relevant to task and desired outcome
- Accurate demonstrations appropriate to the task and skill level of students
- Professionalism at all times
- Use of feedback models that are timely, appropriate, and accurate
- Communication skills
- Group handling appropriate for terrain, task, and skill level of students
- Recognition and appropriate adaptation to ages and stages of development
- Use of appropriate terrain for task and skill level of student
- Pacing of lesson appropriate for student skill level, disability and profile (i.e., kids, adults, beginner, advanced)
- Creativity in handling different types of students in different situations (i.e., class, private, multiday, multi-week)
- Ability to safely educate and utilize volunteers for lift-loading, and any other appropriate uses

- The Adaptive Snowsports Instruction Manual
- The Core Concepts For Snowsports Instructors Manual
- The Snowboard Movement Analysis Handbook
RIDING
Adaptive snowboard instructors are held to the same AASI riding standards as those teaching able-bodied lessons. In addition, instructors are expected to be able to perform discipline-specific riding techniques when teaching an adaptive lesson which are listed in the *AASI Adaptive Snowboard Exam Supplement 2014*.

EVALUATION (*AASI Snowboard Certification Standards 2014*)
Candidate riding will be evaluated on the following variables:

- Turn size
- Turn shape
- Timing, intensity, duration of movements
- Control and performance of the board towards the intended outcome, i.e. tail following the path of the nose.

Candidates will be evaluated on the following movements and coordination:

- Isolated movements or combinations of movements
- Versatility in movements based on terrain or tactics
- Extends to initiate a new turn
- Extends to release the edge
- Flexes to initiate a new turn (creates a movement of the center of mass into the new turn)
- Flexes to release the edge
- Both legs are active
- Applies equal flexion/extension movements from both legs
- Uses a variety of ways to un-weight the board
- Applies independent flexion/extension movements from both legs
- Maintains reference alignments as appropriate to terrain and task
- Demonstrates the ability to intentionally separate the upper and lower body for specific outcomes, i.e. butters or “late” spins
- Applies an active athletic stance
- Utilizes an appropriate range of motion

RIDING: APPLIED MOVEMENTS
Movements and coordination will be assessed based on the definitions of “initial,” "elementary," and "mature," as defined in *PSIA/AASI Core Concepts for Snowsports Instructors* (PSIA/AASI, 2001), pg. 20.

The "initial" movement stage occurs when a rider is unfamiliar with a movement and relies on sensory input and coaching to learn. At this stage the rider's movements are often very sequential and each part of the movement is performed individually. The rider may periodically, but not consistently, show signs of a movement pattern.

The "elementary" stage denotes riders who can perform movements without looking at a particular body part involved in the movement, yet still need to think it through and concentrate on each of the move's components. While movements are sequential, the rider will link them together in a more fluid manner. The rider in the elementary stage will be able to consistently demonstrate a movement pattern.
but may not be able to apply it in all situations. The "mature" stage is characterized by smooth, fluid, and automatic movements without showing obvious, conscious thought reflected in the rider's actions. The rider can also repeat and apply movements across a wide spectrum of situations. A rider possessing the ability to perform mature movements and the coordination of those movements can smoothly blend them for a specific outcome and be able to readily change or adapt movements to different terrain situations and snow conditions.

HALFPipe
HALFPipe: Applied Movements

The movements necessary to ride a halfpipe include the ability to manage pressure and terrain changes in a manner such that the rider can change edges and direction at will, regardless of whether he or she is moving up or down the snow's surface. The un-weighting of the board can be accomplished with a retraction movement in which the feet are pulled up (i.e., away from the snow surface), or with a terrain un-weighting movement (e.g., riding off of the wall) into the air. Additionally, the rider will manage pressure using an extension on the down-slope to increase pressure and generate momentum. On the up-slope the rider can maintain momentum with a slight extension of the legs to avoid absorbing momentum and pressure. The edge change occurs in the air coinciding with a purposeful direction change (i.e., a 90-degree change in the direction of travel).

JUMPS
JUMPS: Applied Movements

The movements necessary to perform a jump include the ability to manage pressure and terrain changes in order that the rider will approach, takeoff, conduct the maneuver, and land in a balanced manner. The feature will determine whether the rider "pops" off the jump or rides off of it. Additionally, the rider will manage pressure on the landing in such a way that he or she will ride away from the jump rather than allowing the hands or other parts of the body to touch the snow prior to riding away. Any spins or grabs are done intentionally and completed before landing.

Certified Level I Adaptive Snowboard
(Based on AASI Adaptive Snowboard Certification Standards 2014, AASI Snowboard Certification Standards 2014, and AASI Adaptive Snowboard Standards Exam Supplement 2014)

Candidate Prerequisites

A candidate for Level I – Adaptive Snowboard Certification must:

- Be a PSIA-E/AASI member or become one by paying current dues at the time of application;
- Be at least 16 years of age;
- Be an employee or volunteer of a recognized snowsports school, agency or adaptive program and have completed a minimum of 50 hours of combined in-house training and actual on-hill adaptive teaching, as attested to by the snowsports school director, program or agency director
- Successfully score 70% on the written exam.
- Pass the AASI-E Level I Adaptive Snowboard certification examination as stated in the AASI Adaptive Snowboard Certification Standards, 2012 and AASI Snowboard Certification Standards 2012 for riding for one of the adaptive snowboard modules (Sit-down, Stand-up or VI/Cognitive).
EXAM PROCESS

The Level I Adaptive Snowboard Exam is a two-day program consisting of a combination of training and evaluation event. Candidates must attend both days for Level I Certification. It is designed to be a learning/sharing experience for all candidate as well as an assessment and verification of the candidate’s skills and knowledge.

The candidate will be with two examiners (one AASI and one ABOE) for both days. The examiners will coach and test a candidate's personal riding skills, teaching skills and professional knowledge. The examiners will give a pass or fail score in 1) Personal Riding, 2) Teaching for each discipline and 3) Professional Knowledge for each discipline. The candidate must receive a passing evaluation from both examiners in Personal Riding, Teaching and Professional Knowledge components to become a Level I Adaptive Snowboard member.

The examination of the candidate’s knowledge encompasses technical, mechanical, disability understanding including causes and effects and use of adaptive equipment. The candidate must also exhibit knowledge of medications, guest services, safety and risk management, and various guest populations such as children, seniors and adults.

Each Adaptive Snowboard Level I candidate must choose a module in which to be tested. The modules, based on the disability classification categories, are:

- “Sit-down” - Any rider using a piece of “sit-down” equipment
- “Standing” - Any rider using outriggers, rider bar, tethers or other stand up equipment
- “Visually Impaired/Cognitive” - Any rider with a visual or cognitive impairment

The adaptive snowboard modules are similar to the adaptive alpine specialty categories as outlined in the PSIA-E/AASI Adaptive Study Guide.

- Sit-down module encompasses the disabilities associated with Sit-down Skiing;
- Standing module encompasses the disabilities associated with Three/Four Track; and
- Visually Impaired/Cognitive encompasses the disabilities associated with Two Track Skiing also referred to as Visual Impairment/Cognitive Disabilities.

There are special requirements for certain specialty categories.

- **Sit Down Exam** - Candidates are expected to tether the bi-ski with fixed outriggers on groomed green terrain. Candidates are not expected to ski proficiently in a mono-ski.
- **Stand-up Track Exam** – Candidates should make every attempt to bring their own outriggers to the Exam.
- **Visually Impaired/Cognitive** – Candidates are expected to tether a student using reins.

*If the candidate fails any component of each module (Written Exam, Riding, Teaching and Professional Knowledge), the candidate must retake the entire failed module.*

**Written Exam**

There is a closed book written exam for each module. First, the exam has 10 questions relative to riding skill development and STS, movement patterns, mechanics, PSIA history and organizational structure, the snow sports industry and safety. Additionally, there will be 10 questions on the candidate’s chosen module. The written portion of the adaptive exam is designed to increase the awareness of candidates to written materials and information available to adaptive snowsports instructors.
Time will be allocated during the first day for the groups to complete the written exam. The time when the exam is given will depend upon the weather, snow conditions or other factors.

The candidate must successfully score 70% or greater on the written exam.

**Exam Application**

Applications for the Level I Adaptive Snowboard Certification exam are available in the PSIA-E/AASI newsletter (*The SnowPro*) or are downloadable at the PSIA-E/AASI website. Completed applications (including Director’s Signature) must be postmarked at least three weeks prior to the start date of the exam.

**Registration**

Registration begins at 8:00 am at the host area. The on snow portion will begin as soon as possible after the lifts open and registration is complete.

**Exam Results**

At the end of the two-day exam period, results will be announced. Successful candidates will receive their certificate and Level I Adaptive Snowboard pin. All candidates will receive a written evaluation and examiners will be available to discuss the results.

**THE LEVEL I ASSESSMENT - WHAT TO EXPECT**

**RIDING**

Adaptive snowboard instructors are held to the same AASI riding standards as those teaching able bodied lessons. In addition adaptive snowboard instructors are expected to perform Disability Classification Specific Techniques.

**EVALUATION**

Successful Level I candidates will demonstrate the ability to comfortably ride the following terrain at the host mountain:

- All green terrain
- Blue terrain, including off-piste conditions and small bumps
- Groomed black trails
- Small freestyle features

At a minimum, the successful Level I Rider will be able to perform:

- One-footed maneuvers including skating, straight run, and toe/heel turns on a beginner area
- Garlands
- Falling leaf exercises
- Basic skidded medium-radius turns on green terrain
- Switch, basic medium-radius turns on green terrains
- Dynamic skidded medium-radius turns on blue terrain
- Basic carved large-radius turns on green terrain
- Basic freestyle elements, including straight airs over small natural or man-made features, ollies, flatland 180s and 360s, nose and tail rolls
- On transitional freestyle elements including halfpipes, quarterpipes, steeper spine / hip jumps or
similar natural terrain, demonstrate the ability to make an edge change with the turn apex at the
top of the transition zone.

APPLIED MOVEMENTS

 Movements to be applied at Level I include flexion, extension, and rotation, and these will affect
the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked
to demonstrate flexion, extension, and rotational movements separately and in a blended fashion
when performing the outcomes listed previously.

At a minimum, the candidate must demonstrate up unweighting and terrain unweighting.
The candidate must also be able to perform at a mature level the purposeful movement of
the COM across the board by extending the legs at the initiation of the new turn, resulting in
dge change and facilitating edge engagement.

In addition, at the request of the examiner the rider will demonstrate: 1) equal and/or independent
extension and flexion of both legs, 2) appropriate timing, intensity, and duration of movements relative
to the desired outcome, and 3) “an ability to move from and regain a neutral/reference alignment in all
conditions and terrain” listed previously (with the exception of freestyle outcomes). While riding, the
candidate must demonstrate safety awareness through line choice, behavior, and the negotiation of
traffic patterns on the hill.

DISABILITY CLASSIFICATIONS SPECIFIC TECHNIQUES

Important to teaching all students is the ability to ride safely when teaching or assisting students. The
following section applies to safe riding techniques used when working with students with specific
disabilities.

Sit-Down Classification

- Safely load and unload relevant sit equipment on a variety of lifts that access green terrain
  (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Safely “bucket” and “tether” appropriate sit equipment with handheld or fixed riggers on green
terrain and be able to fluidly move between the two modes
- Perform the “end-around” on green terrain (see definition)
- Perform an emergency stop on command

Standing Classification

- Safely load and unload riders using a “two point hold” on a variety of lifts that access green
  terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Safely load and unload riders using snowboard tethers on a variety of lifts that access green
terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Be able to safely tether snowboarders on green terrain
- Demonstrate the basic guiding techniques (behind, in front, alongside) and safe lift
  loading/unloading procedures used with available stand up snowboard equipment on green
terrain (rider bar, snow-wing, snowboard tethers, stand up riggers, etc.)

Visually Impaired/Cognitive Classification

- Safely load and unload riders using a “two point hold” on a variety of lifts that access green
terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Safely load and unload riders using snowboard tethers on a variety of lifts that access green
terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)

- Be able to safely tether snowboarders on green terrain
- Demonstrate the basic guiding techniques for the visually impaired from lesson start point through the lift line and down the slopes including commands for left, right, slow, stop, emergency stop etc. and able to guide from in front, behind or alongside the rider on green terrain

HALFPipe

*Applied Movements*

The movements necessary to ride a halfpipe include the ability to manage pressure and terrain changes in a manner such that the rider can change edges and direction at will, regardless of whether he or she is moving up or down the snow’s surface. The un-weighting of the board can be accomplished with a retraction movement in which the feet are pulled up (i.e., away from the snow surface), or with a terrain un-weighting movement (e.g., riding off of the wall) into the air. Additionally, the rider will manage pressure using an extension on the down-slope to increase pressure and generate momentum. On the up-slope the rider can maintain momentum with a slight extension of the legs to avoid absorbing momentum and pressure. The edge change occurs in the air coinciding with a purposeful direction change (i.e., a 90-degree change in the direction of travel).

The Level I candidate/rider will demonstrate the appropriate timing, pressure, alignment, timing and tilt through reasonable transition zones that go to vertical encountered in the general ski area environment, including but not limited to side hills, up-hill areas along cat tracks, natural terrain features, halfpipes and quarterpipes (if available). Pressure will be managed, allowing the rider to maintain momentum on the up slope and generate momentum on the down slope. The edge change will occur at the apex (i.e., the highest point) reached on the "wall" before the rider comes down.

JUMPS

*Applied Movements*

The movements necessary to perform a jump include the ability to manage pressure and terrain changes in order that the rider will approach, takeoff, conduct the maneuver, and land in a balanced manner. The feature will determine whether the rider “pops” off the jump or rides off of it. Additionally, the rider will manage pressure on the landing in such a way that he or she will ride away from the jump rather than allowing the hands or other parts of the body to touch the snow prior to riding away. Any spins or grabs are done intentionally and completed before landing.

CERTIFICATION LEVEL

The Level I successful rider will demonstrate an understanding of the Approach, Takeoff, Maneuver, Landing (A.T.M.L.™) model, and will demonstrate the skill and confidence to use the A.T.M.L.™ model on a small terrain park jump.

- **Approach:** Judge the necessary speed for the approach to a feature of particular size in order to land in the designated landing zone. Maintain a flat board during the in-run as well as on the ride into the takeoff zone.
- **Take off:** Balance and stability through a smooth takeoff.
- **Maneuver:** Balance and control of body while in flight.
- **Landing:** Keep the feet under the torso (i.e., for a simple straight air), align to the landing zone, ride a flat board away with confidence and control.
MOVEMENT ANALYSIS AND TECHNICAL KNOWLEDGE

The successful Level I candidate will demonstrate the knowledge and comprehension of the PSIA/AASI adaptive and snowboard technical terms, concepts, and models listed below.

The adaptive snowboard candidate will:

- Be able to give a thorough student assessment that includes safety precautions, disability knowledge, medication information, equipment choices and any other pertinent concerns in discipline(s) being examined.
- Demonstrate the ability to recognize movement patterns in riders that are learning and riding all green terrain and groomed blue terrain.
- Show a general knowledge of snowboard design advancements, bindings, their set-up, and their appropriateness for a particular student.
- Show sufficient knowledge of the disabilities, medical information, adaptive equipment and safe lift loading procedures pertaining to at least one disability category (Sit-down, Standing, VI/Cognitive)
- Be able to formulate and present a lesson plan and appropriate progressions for an adaptive client on green terrain

TEACHING

Certification Level I

The adaptive snowboard candidate will:

- Be able to develop a safe lesson plan and effective skill progression that demonstrates the knowledge and comprehension of technical terms, concepts and models in the Snowboard Instructor’s Guide, Adaptive Snowsports Instruction Manual as well as those listed below for the applicable module.
- Perform movement analysis on a student and while focusing on one performance concept, create an appropriate lesson progression to improve their skills.
- Be able to assess relevant safety concerns for the student, their disability, their medication, their equipment, the lift, the mountain, and the environment.
- Demonstrate the ability to teach to a spectrum of riders of various ages and various pertinent disabilities on appropriate green terrain.
- Demonstrate the appropriate riding/lifting loading/unloading techniques on green terrain (adaptive candidates must be able to communicate the concepts if unable to demonstrate them)

CERTIFIED LEVEL II ADAPTIVE SNOWBOARD

(Based on AASI Adaptive Snowboard Certification Standards 2014, AASI Adaptive Snowboard Standards Exam Supplement 2014, and AASI Snowboard Certification Standards 2014)

CANDIDATE PREREQUISITEST

A candidate for Level II – Adaptive Snowboard Certification must:

- Be a Certified Level I Adaptive Snowboard AASI member;
- Be at least 18 years of age;
- Be an employee or volunteer of a recognized snowsports school, agency or adaptive program and have completed a minimum of 150 hours of Adaptive Snowboard teaching, as attested to by the snowsports school director, program or agency director
Successfully score 70% or greater on each of the exams for each module of the Adaptive Snowboard certification exam requirements.

Pass the AASI-E Level II Adaptive Snowboard certification examination as stated in the AASI Snowboard Certification Standards 2014 for riding and AASI Adaptive Snowboard Certification Standards 2014 and AASI Adaptive Snowboard Standards Exam Supplement 2014 for all of the adaptive snowboard classification categories modules (Sit-down, Standing or VI/Cognitive).

EXAM PROCESS
There are 4 one-day modules in the Level II Adaptive Snowboard examination and certification process. These modules are:

1. Personal riding competence and knowledge of Snowboard Teaching System principles (AASI Level II Snowboard Certification Standards)
2. Teaching and professional knowledge in Visually Impaired/Cognitive category and disabilities;
3. Teaching and professional knowledge in Standing category and disabilities; and
4. Teaching and professional knowledge in Sit-down (mono-ski/bi-ski) category and disabilities.

Candidates take one module per day.

Personal Riding Module
The Personal Riding Module will be conducted by an AASI-E Examiner. This will be a full day with a written exam.

AASI Certification Exception
If an exam candidate has passed the AASI Level II or III Exam then he/she does not need to take the Adaptive Snowboard Level II Personal Riding Competence module if:

- The candidate passes the other three adaptive snowboard modules within four seasons, AND
- The passing of the AASI Level II or Level III exam was within the preceding six years of passing the final adaptive snowboard module.

The AASI Level II exam pass will apply towards the Adaptive Level II Personal Riding Exam module. The AASI Level III exam pass will apply towards the Adaptive Level II or III Personal Riding Exam module.

Teaching and Professional Knowledge Modules
Each of the three Teaching and Professional Knowledge Modules (Sit-down, Standing and VI/Cognitive) will be conducted by both an AASI Examiner and Adaptive Examiner. Each module will be a full day examination with both examiners for the full day. The two examiners will prepare one (combined) score card for each candidate for each module. Each Teaching and Professional module has a written exam.

General Information
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 snow sport 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.

If the candidate is taking more than one module during the same exam event, results from the first day and/or any subsequent days, will be announced on the afternoon of the last day the candidate is taking an exam module. Certificates and pin will be awarded on the day of the successful completion of the fourth module. Candidates must successfully complete all four Level II modules before testing for any Level III specialty.

The candidate has three seasons, from the season of his/her first passed module, in which to pass all four modules to complete the Level II Adaptive Snowboard certification process.

*If the candidate fails any component of each module (Written Exam, Riding, Teaching and Professional Knowledge), the candidate must retake the entire failed module.*

**Written Exam**

A written exam consisting of at least twenty (20) questions will be given for each module. For the Personal Riding module the questions are based on the AASI Level II Riding certification standards. For the three disability modules there will be ten (10) questions on each of the two (2) disabilities pursuant to the exam be given that day. The candidate must have a score of 70% or higher to pass the written exam.

**Written Retake**

A candidate can retake the written portion of the Level II exam modules as often as necessary to achieve a passing grade. All written retake reservations and details must be arranged through the PSIA-E/AASI office with approximately three (3) week notice. On an exception basis, written retakes may, if it is possible to be arranged, take place at another scheduled event or at the PSIA-E/AASI office. A small fee for a retake may be necessary based on the final agreed exam location and if there is a cost to PSIA-E/AASI (i.e., travel for the staff member, etc.). While retaking the written exam, the candidate must remain as a member in good standing and must fulfill the educational credit requirements of membership. If the candidate’s membership lapses at any time prior to passing all required portions of any certification level, the member must begin the certification process from its beginning, including fulfilling prerequisites. Taking or passing a written retake does not count as an educational credit.

**Exam Application**

Applications for each module of the Level II Adaptive Snowboard Certification exams are available in the PSIA-E/AASI newsletter (*The SnowPro*) or are downloadable at the PSIA-E/AASI website. Completed applications (including Director’s Signature) must be postmarked or submitted at least three (3) weeks prior to the start date of the exam.

**Registration**

Registration begins at 8:00 am at the host area. The on-snow portion will begin as soon as possible after the lifts open and registration is complete.

**THE LEVEL II ASSESSMENT - WHAT TO EXPECT**

**RIDING**

Adaptive snowboard instructors are held to the same AASI riding standards as those teaching able
bodied lessons. In addition adaptive snowboard instructors are expected to perform Disability Classification Specific Techniques.

**EVALUATION**

Successful Level II candidates will demonstrate the ability to comfortably ride the following terrain at the host mountain:

- All green terrain
- All blue terrain, including variable off-piste conditions and bumps
- Groomed and smooth off-piste black terrain
- Small-to-medium freestyle features

At a minimum, the rider will be able to perform:

- Basic skidded medium radius turns on blue terrain
- Dynamic skidded medium turns on black terrain
- Dynamic skidded small turns on blue terrain
- Switch dynamic skidded medium turns on blue terrain
- Skidded small and medium radius turns in blue bumps
- Skidded, medium radius turns on off-piste blue terrain
- Carved large-radius turns on blue terrain
- Dynamic carve medium-radius turns on blue terrains
- Switch basic carved large-radius turns on green terrain
- Freestyle elements, including straight airs with a grab over small, man-made features, 180 airs, 50/50 over small boxes and rails, and flatland butter 180s and 360s
- On transitional freestyle elements including halfpipes, quarterpipes, steeper spine/hip jumps or similar natural terrain, demonstrate ability to ride above the transition zone into the more vertical zone of the feature consistently, both toe-side and heel-side, making an edge change with the turn apex at the more vertical zone

**LEVEL II: APPLIED MOVEMENTS**

Movements to be applied at Level II include flexion, extension, and rotation in order to affect the performance outcomes of twist, tilt, pivot, and pressure control. The candidate will be asked to demonstrate flexion, extension, and rotational movements individually and in a blended fashion when performing the outcomes listed previously.

At a minimum, the candidate must demonstrate up-unweighting, down-unweighting, and terrain unweighting. At this level the candidate will also demonstrate at a mature level as the purposeful movement of the center of mass across the board by extending the legs at the initiation of the new turn, resulting in edge change and facilitating edge engagement. **At this level the candidate will also demonstrate the ability to perform purposeful flexion** of the legs to bring the board under the center of mass through the completion and into the initiation of the turn (resulting in edge change and edge engagement) and extension of the legs to direct the board out from under the center of mass (resulting in increased edge angle, or tilt, and an intentional increase in pressure during the control/shaping phase of the turn).

At the request of the examiner, the rider will also demonstrate: 1) equal and/or independent extension and flexion of both legs, 2) appropriate timing, intensity, and duration of movements relative to the desired outcome, and 3) “an ability to move from and regain a neutral/reference alignment in all conditions and terrain listed previously.” While riding, the candidate must demonstrate safety awareness—through line choice, behavior, and ways of negotiation of traffic patterns on the hill.
DISABILITY CLASSIFICATIONS SPECIFIC TECHNIQUES – LEVEL II

Important to teaching all students is the ability to ride safely when teaching or assisting students. The following section applies to safe riding techniques used when working with students with specific disabilities.

**Sit-Down Classification**

- Safely load and unload relevant sit equipment on a variety of lifts that access blue terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Safely "bucket" and "tether" appropriate sit-down equipment with handheld or fixed riggers on blue terrain and small freestyle features and be able to fluidly move between the two modes
- Perform the "end-around" on blue terrain
- Perform an emergency stop on command

**Standing Classification**

- Safely load and unload riders using a “two point hold” on a variety of lifts that access blue terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Safely load and unload riders using snowboard tethers on a variety of lifts that access blue terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Be able to safely tether snowboarders on blue terrain and small freestyle features
- Demonstrate the basic guiding techniques (behind, in front, alongside) and safe lift loading/unloading procedures used with available stand up snowboard equipment on blue terrain (rider bar, snow-wing, snowboard tethers, stand up riggers, etc.)

**Visually Impaired/Cognitive Classification**

- Safely load and unload riders using a "two point hold" on a variety of lifts that access blue terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Safely load and unload riders using snowboard tethers on a variety of lifts that access blue terrain (magic carpets, surface lifts, detachable and fixed grip chairlifts, and gondolas)
- Be able to safely tether snowboarders on blue terrain
- Demonstrate the basic guiding techniques for the visually impaired from lesson start point through the lift line and down the slopes including commands for left, right, slow, stop, emergency stop, etc. and able to guide from in front, behind or alongside the rider on blue terrain and small freestyle features

**HALFPIPE**

**Applied Movements**

The movements necessary to ride a halfpipe include the ability to manage pressure and terrain changes in a manner such that the rider can change edges and direction at will, regardless of whether he or she is moving up or down the snow's surface. The un-weighting of the board can be accomplished with a retraction movement in which the feet are pulled up (i.e., away from the snow surface), or with a terrain un-weighting movement (e.g., riding off of the wall) into the air. Additionally, the rider will manage pressure using an extension on the down-slope to increase pressure and generate momentum. On the up-slope the rider can maintain momentum with a slight extension of the legs to avoid absorbing momentum and pressure. The edge change occurs in the air coinciding with a purposeful direction change (i.e., a 90-degree change in the direction of travel).
Level II

The rider will demonstrate the ability to manage timing, pressure, alignment, and tilt relative to the snow's surface through most transition zones encountered in the general snowsports area, including but not limited to side hills, the interior sections of cat tracks, natural terrain features, halfpipes, and quarterpipes (if available). The rider will manage pressure in order to maintain momentum on the up slope to the "vertical" section of the wall without leaving the snow, and will generate momentum on the down slope. At a minimum, the edge change will occur at the top of the transition zone (i.e., the highest point) before the rider comes down.

JUMPS

Applied Movements

The movements necessary to perform a jump include the ability to manage pressure and terrain changes in order that the rider will approach, takeoff, conduct the maneuver, and land in a balanced manner. The feature will determine whether the rider "pops" off the jump or rides off of it. Additionally, the rider will manage pressure on the landing in such a way that he or she will ride away from the jump rather than allowing the hands or other parts of the body to touch the snow prior to riding away. Any spins or grabs are done intentionally and completed before landing.

Level II

The successful rider will demonstrate an understanding of the A.T.M.L™ model, and will demonstrate the skill and confidence to use the A.T.M.L.™ model on different small park features. The rider may perform jumps of different sizes and styles, including such jumps as spines, step-ups, and step-downs. The rider will demonstrate basic 180 spins in or out of the park.

- **Approach:** Judge the necessary speed for the approach to a feature of particular size in order to land in the designated landing zone. Maintain a flat board during the in-run as well as on the ride into the take-off zone.
- **Take off:** Balance and stability through a smooth takeoff using jump shape or a "pop" technique as the feature requires.
- **Maneuver:** Balance and control of body while in flight demonstrating a basic grab of the board, or 180 spin without a grab.
- **Landing:** Keep the feet under the torso (i.e., for a simple straight air), align to the landing zone, ride a flat board away with confidence and control, and without performing additional spins or reverts.

MOVEMENT ANALYSIS AND TECHNICAL KNOWLEDGE

The successful candidate will demonstrate the application and analysis of the PSIA-AASI adaptive and snowboard technical terms, concepts, and models listed below.

Additionally, the adaptive snowboard instructor will:

- Be able to give a thorough student assessment that covers safety precautions, disability knowledge, medication information, equipment choices and any other pertinent concerns in any disability category
- Demonstrate the ability to recognize movement patterns in riders that are learning and riding all terrain up to and including groomed black runs and small freestyle features
- Show a general knowledge of snowboard design advancements, bindings, their set-up, and their appropriateness for a particular student
● Show sufficient knowledge of the disabilities, medical information, adaptive equipment and safe lift loading pertaining to all five disciplines
● Be able to formulate and present a lesson plan and appropriate progressions for any adaptive client on blue terrain

TEACHING

● Be able to develop a safe lesson plan and effective skill progression that demonstrates the application and analysis of the technical terms, concepts and models in the Snowboard Instructor’s Guide, as well as those listed below for the applicable module
● Perform movement analysis on a student and while focusing on one performance concept, create an appropriate lesson progression to improve their skills
● Be able to assess relevant safety concerns for the student, their disability, their medication, their equipment, the lift, the mountain, and the environment
● Demonstrate the ability to teach to a spectrum of riders of various ages and various pertinent disabilities on appropriate blue terrain and small freestyle features
● Demonstrate the appropriate riding/lift loading/unloading techniques on blue terrain and small freestyle features

CERTIFIED LEVEL III ADAPTIVE SNOWBOARD

Under development
PSIA/AASI ADAPTIVE TEACHING MODEL

INTRODUCTION AND EVALUATION The instructor should:

1. Create a supportive environment with the adaptive student.
2. Do a thorough evaluation of the adaptive student’s disability (including strength, coordination, cognitive ability, adaptive equipment, medications, potential medical problems, and other sports or physical activities).
3. Explain to the student what will happen in the lesson.

SET GOALS FOR THE LESSON The instructor should:

1. Understand the student’s expectations for the lesson.
2. Set lesson goals based on the student’s potential, disabilities, and expectations.
3. Assess the student’s level of skiing or riding ability.

PLANNING THE LESSON The instructor should:

1. Select and fit appropriate adaptive equipment.
2. Select appropriate terrain and snow conditions.
3. Present a logical progression of the adaptive technique specific to the student’s needs.
4. Determine the pacing of information and practice.

PRESENTING INFORMATION The instructor should:

1. Teach clearly and simply.
2. Recognize the student’s learning style and teach in the appropriate teaching style for that student and disability.

DEMONSTRATIONS The instructor should:

1. Demonstrate the appropriate adaptive technique and skill level for the student.
2. Focus the student’s attention on the appropriate area of the demonstration.
3. Convey the appropriate skill development utilizing visual, kinesthetic, and verbal or hands on teaching.

PRACTICE The instructor should:

1. Set the task to be practiced.
2. Allow sufficient time for practice.
3. Facilitate practice with appropriate guiding, tethering, and hands on assistance, feedback, as necessary for adaptive technique.
4. Reinforce success and correct problems.

CHECK FOR UNDERSTANDING The instructor should:

1. Check student’s understanding based on how the skier is skiing or riding.
2. Check student’s understanding based on verbal communication.

SUMMARIZING THE LESSON The instructor should:

1. Review goals and achievements in the lesson.
2. Outline what the next lesson will cover.
3. Outline what the student should practice after the lesson.
ADAPTIVE STUDENT EVALUATION

I. MEDICAL INFORMATION
- General physical condition
- Fitness level
- Medications
- Extent and effect(s) of disability
- Mental/Emotional/Learning preference

II. BODY FUNCTION
- 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.

III. EQUIPMENT NEEDS
- Mono-Ski, Bi-Ski, two skis, one ski
- Board selection (alpine, freestyle, racing/carving)
- Outriggers
- Ski Bra/Tip stability device, reins/tethers
- Board clamps and reins/tethers
- Poles
- Ski/Snowboard Boot(s)
- Boot modifications (cants, wedges, etc.)
- Adaptation needed for orthotic or prosthetic devices.

IV. 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.

V. IMPORTANT TO EMPHASIZE AT ALL LEVELS
- Safety – Your Responsibility Code and Smart Style.
- Fun
- Success
- Mileage (practice)
ADAPTIVE RECOMMENDED RESOURCES

AVAILABLE FROM PSIA/AASI NATIONAL OFFICE WEB SITE (http://www.thesnowpros.org/)

OR

AVAILABLE FROM PSIA/AASI EASTERN DIVISION WEB SITE

PSIA-AASI National Standards

PSIA Adaptive Alpine Certification Standards 2014
PSIA Adaptive Alpine Standards Exam Supplement (June 2014)
AASI Adaptive Snowboard Certification Standards 2014
AASI Adaptive Snowboard Standards Exam Supplement (June 2014)
PSIA Alpine Certification Standards 2014
AASI Certification Standards 2014
PSIA-AASI Children’s Specialist Standards 2014
PSIA-AASI Freestyle Specialist Standards 2014

Books and Other Publications

ADAPTIVE

Adaptive Snowboard Guide, AASI, 2013, PDF (download)
Adaptive Snowsports Instruction, PSIA/AASI, 2003, PDF (download).
Coaching Fundamentals for Adaptive Skiers (DVD), PSIA-E, 2013. PSIA-E Bookstore

ALPINE

Alpine Technical Manual, PSIA, 2014 (New)
Visual Cues to Effective/Ineffective Skiing, 2nd ed., PSIA, 2010
Adult Alpine Teaching Handbook, PSIA, 2011
Alpine Stepping Stones Pocket Guide, 2005
Tactics for All-Mountain Skiing 2006
A Ski Instructor’s Guide to the Physics and Biomechanics of Skiing, 1995

SNOWBOARD

Snowboard Teaching Handbook, AASI, 2012
Snowboard Technical Manual, AASI, 2014 (New)
Snowboard Instructor’s Guide, AASI, 2007
Focus on Riding, AASI, (DVD), 2005
The Pathway to Superior Snowboard Lessons: The “Tiny Bubbles” Approach, PDF (download)

CHILDREN

PSIA Children’s Alpine Teaching Handbook, 2010
Children’s Ski and Snowboard Movement Guide, 2005

Revised – September 2014

OTHER PUBLICATIONS

Core Concepts for Snowsports Instructors, PSIA/AASI, 2008
Cues to Effective/Ineffective Teaching, PSIA/AASI, 2008
Park and Pipe Instructor’s Guide, PSIA/AASI, 2005
Movement Matrix (web-based), PSIA/AASI

32 Degrees – The Journal of Professional Snowsports Instruction

AVAILABLE FROM PSIA/AASI EASTERN DIVISION WEB SITE

Alpine Study Guide, 2013
AASI Level I Exam Guide, 2010
AASI Level II & III Exam Guide, 2010
PSIA-E Alpine Standards DVD, 2010
Snow Pro PSIA-E/AASI newsletter

ADDITIONAL READING & RESOURCES

AVAILABLE ELSEWHERE

Skiing and the Art of Carving, Ellen Post Foster, Turning Point Ski Foundation, 1998
Technical Skills for Alpine Skiing, Ellen Post Foster, Turning Point Ski Foundation, 1995
Total Skiing, Chris Fellows, Human Kinetics, 2011
Adapted Physical Education and Recreation (3rd ed.), Sherrill, Claudine, Time Mirror Higher Education Group, 1986

VIDEOS

Alpine Exam Tasks, Video produced by David Capron, 2010
Images and Concepts Going South, video produced by Sean Warman
Blind Skier’s Edge, Serac Adventure Films, 2009
Heroes of the Slopes, One Track Productions, a film by Mark Romero, 2007