

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

# Adaptive Alpine Exam Guide

Certification & Accreditation

# PSIA-E/AASI ADAPTIVE ALPINE EXAM GUIDE

## TABLE OF CONTENTS

Introduction .....	1
Evaluating your Knowledge - Preparing for Certification .....	3
What Are the National Standards? .....	3
Exam Preparation.....	5
Trail Designations.....	6
Candidates with a Disability.....	7
Adaptive Membership Levels and Certification Standards (Outcomes)	
Adaptive Alpine.....	8
Certified Level I Adaptive Alpine .....	11
Certified Level II & III – Adaptive Accreditation.....	17
Certified Level II Adaptive Alpine.....	22
Certified Level III Adaptive Alpine .....	28
PSIA/AASI Teaching Cycle (Adaptive Modifications) .....	34
Adaptive Student Evaluation .....	36
Adaptive Recommended Reading List .....	37

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## INTRODUCTION

The world of adaptive sports especially snowsports is growing and changing. Decades ago society segregated people with disabilities from the mainstream. After passage of the Americans with Disability Act (ADA) in 1990 people with disabilities began to claim their rightful place in American society. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the public.

The demand for adaptive snowsports lessons has grown through the years especially with the significant increase of the number of people diagnosed on the autism spectrum. Friends and family of people with disabilities want to ski or ride together. Consequently, the separation between adaptive and non-adaptive lessons is narrowing and this change affects all snowsports instructors. The Eastern Division's Adaptive Educational Staff is responding to instructors' needs.

Beginning with the 2017 – 2018 season, the Adaptive Board of Examiners offers accreditation exams open to all Alpine and Adaptive certified instructors in addition to certifications for Adaptive Alpine Levels II and III. The accreditation options do not yet apply to Adaptive Snowboard certification. The Adaptive Snowboard certification program is still relatively new and evolving with the introduction of Adaptive Snowboard Level III certification coming in the 2018 – 19 season.

The Adaptive Level I exam has not changed; it remains a two-day exam for any one of the three categories of disabilities. The categories are Visual Impairment/Cognitive, 3 Track/4 Track, and Mono-ski/Bi-ski.

The examination process for Levels II and III whether for certification or accreditation involves a one-day exam for each disability module. The candidate must first pass the appropriate Adaptive skiing exam module or hold the Alpine equivalent or higher skiing certification before seeking accreditation or certification for any disability classification.

This new 2017 *Adaptive Alpine Exam Guide* contains information about the Adaptive Alpine Exam process for both Certification and Accreditation of the Eastern Division of Professional Ski Instructors of America. It outlines adaptive alpine certification and accreditation exam procedures, content, and standards.

The basic purpose of the PSIA-E/AASI Adaptive Alpine Certification/Accreditation Program is to evaluate a candidate's knowledge and skills relative to the National Standards of professional adaptive alpine teaching and other related information. PSIA-E/AASI, like other divisions, certifies adaptive alpine teachers in the American Teaching System (ATS), and our National Standards. Candidates are expected to demonstrate a comprehensive, working knowledge of ATS throughout the examination process. Certification is awarded to those who demonstrate the required level of proficiency in skiing, 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-E/AASI Adaptive Alpine accreditation is awarded to those who demonstrate the required level of proficiency of the appropriate level National Standard in skiing, teaching, and professional knowledge during the examination and have met the prerequisite requirements. The certification and accreditation exams are the same events the primary difference is that a candidate can pursue accreditation for any of the six (6) disability classifications. Adaptive Alpine Level II and III certification require the candidate has the appropriate skiing certification and passes all six (6) of the

disability classifications exam modules.

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

As a desirable credential, certification becomes an expressed goal for many adaptive alpine 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, 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 AND ACCREDITATION**

Acquiring skills and knowledge are often accomplished in many ways such as: observing, experiencing, researching/investigating, and discovering. We wittingly 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 career 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 tasks. 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 alpine teaching uses the American Teaching System (ATS) plus more! Alpine-based principles and information are the foundations from which you will expand your knowledge. Adaptive alpine teaching focuses on skill development, regardless of where the movement originates. This takes creativity, skill, and experience. The required information, standards, and exam process all parallel the Alpine sector. In addition to all the knowledge, professional components, and physical requirements of the Alpine certification and accreditation exams, the Adaptive Alpine 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.

Like the Alpine educational system, 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 alpine teaching especially in the disabilities arena. The [\*Adaptive Study Guide\*](#) can only guide you in this search; it will not provide all answers. The new *Adaptive Technical Manual* is now available. Participation in an Adaptive educational event will assist in your adaptive educational development. The adaptive examiners and other educational staff 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 alpine exam.

### **WHAT ARE THE NATIONAL STANDARDS?**

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

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

represent a minimum competency for each level of certification. References to PSIA-AASI manuals and terminology consistent with these manuals are used throughout the National Standards. The National Standards 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 and accreditation are a measure of understanding, levels of certification and accreditation represent stages of that understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

## **PSIA Adaptive Alpine Certification Standards 2014**

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

The five fundamental mechanics of skiing are:

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

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

The [Adaptive Alpine Standards Exam Supplement](#) complements the *2014 Adaptive Alpine Standards* and should be studied in conjunction with the National Standards in preparation for taking certification or accreditation exams. Topics covered in the Adaptive Alpine Standards are further delineated and

Functional Skiing Task Examples are described. Additionally, the Supplement provides extensive descriptions of the Adaptive Alpine Demonstration Equivalencies for candidates using sit-down equipment and/or outriggers.

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

## EXAM PREPARATION

### Getting Started

You begin the path to certification or accreditation (Level II or III only) 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 your goal. Having an ability to enjoy the journey despite challenges and disappointments will help you stay on your certification or accreditation 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/accreditation path but your development as an adaptive alpine 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 or join prior to a Level I exam.
- The candidate has gained the practical experience necessary to understand and apply the American Teaching System to a variety of disabilities and the required levels of skiing and teaching.
- The candidate has progressed in his/her personal and professional development through educational programs conducted by PSIA/AASI (National or Eastern Division), the Snowsports School or Adaptive Program.
- The candidate demonstrates professionalism and an understanding of what it means to be a professional adaptive alpine teacher.
- The candidate has prepared specifically for the exam through conscientious training that focuses on the required PSIA/AASI National Standards for certification/accreditation.
- 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 snowsports industry recognizes as the top of the profession. PSIA/AASI certified professionals are expected to be able to perform at the

PSIA/AASI National Standards at any ski area in the United States. Variable snow conditions, bumps, and altitude are commonly encountered at many areas. To ski 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 Participant Safety Policy](#) on the Eastern website at [www.psia-e.org](http://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 prior to the exam so that the candidate can perform up to the level of the National Standards.

## Exam Application

Applications for an Adaptive Alpine Certification/Accreditation exam are available in the PSIA-E/AASI newsletter (*The SnowPro*) or are [downloadable](#) at the PSIA-E/AASI website, [www.psia-e.org](http://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.

## TRAIL DESIGNATIONS

Each ski resort determines its own terrain difficulty since there is no standard for trail rating. The levels of all alpine trails are relative to each other. For example, a beginner level trail (green circle) at a steep ski mountain may be markedly more difficult than an intermediate level trail (blue square) at another resort. The exam administrator will select the appropriate trails based on the National Standard and not the trail designations by the resort. Below are very generic trail designations and may vary greatly between resorts.

**Green Circle:** The easiest trails on a mountain, usually groomed, wide and flat, and not a place for experienced skiers as traffic must remain slow.

**Blue Square:** Intermediate trail usually groomed and often the most popular runs.

**Black Diamond:** Expert trail may or may not be groomed, and can vary from the merely tricky to very difficult.

**Double Black Diamond:** These trails are very challenging. Its slopes are exceptionally steep, coupled with other hazards such as strong exposure to winds, narrow terrain, and other difficult conditions. Typically, a double black diamond trail is rated as more than the 40 percent steep grade of the average black diamond trail slope, the trail level before it. This makes the double black diamond slope very steep and difficult to manage.

**Orange Oval:** Designates terrain parks that feature jumps, half-pipes, and other specialty obstacles.

**Note:** Due to variations in trail difficulty designations from one resort to the next, i.e., a Blue Square run at one resort may be designated as a Black Diamond at another resort, it is possible, and probable at some resorts, that the use of ungroomed Blue Square runs may be included in the Level I exam and the use of ungroomed or moguled Black Diamond runs may be included in the Level II exam. The exam administrator will determine if the local trail designations adequately reflect the stated National Standard concerning terrain. If necessary, trails or sections of trails will be selected to keep exams

consistent across the division and the country.

## **CANDIDATES WITH A DISABILITY**

If an adaptive exam candidate has a disability affecting one or more major life functions, his or her capability to demonstrate skills and perform tasks will be evaluated relative to the extent and/or nature of that disability. The exam candidate is expected to demonstrate the appropriate skill elements that are equivalent to an able-bodied skier's demonstration of each specific task or demonstration. Refer to "Adaptive Demonstration Equivalency" in the *PSIA Adaptive Alpine Standards Exam Supplement*. Also refer to the *Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines*. 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.

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 and Accreditation Standards are based on the “Levels of Cognition” from Bloom’s Taxonomy that define stages of learning in degrees of understanding. As certification and accreditation are 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.

The ADA defines a physical impairment 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 (Visually Impaired)
- Intellectual/Cognitive-related diagnoses (Cognitive)
- Three-Track
- Four-Track
- Mono-ski
- Bi-ski

For Level I exam purposes PSIA-E groups 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:

- *Visually Impaired/Cognitive*
- *Three track/Four track*
- *Sit Down* – Mono-ski and bi-ski

## **ADAPTIVE ALPINE SKIING REQUIREMENTS**

Adaptive alpine instructors are held to the similar PSIA Alpine skiing standards as those teaching able-bodied 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*. A candidate with a disability is required to ski at the appropriate level based on the “Adaptive Demonstration Equivalencies” from the *Adaptive Alpine Standards Exam Supplement* and the *Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines*.

To take any Level II or III Adaptive Alpine exam for any of the disability classifications, the candidate must have successfully completed the Adaptive Skiing exam for the appropriate level or have the equivalent or higher Alpine certification. For example, to take an Adaptive Level II disability exam the candidate must pass the Adaptive Level II Skiing module or have passed Part I (Skiing) of the Alpine Level II or higher certification.

## **CATEGORY A: SKIING**

### **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 B: TEACHING**

There are General Requirements per certification level as well as Specific Skill Requirements for each certification level.

## **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 skiing
- Equipment knowledge; alpine and adaptive
- Safety Information; Your 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 (Cognitive – Affective – Physical)
- Multiple Intelligence (MI)
- Age-related teaching methodologies
- *PSIA Adaptive Alpine Standards Exam Supplement 2014*

### **INFORMATION CRITERIA**

All references to ATS refer to *PSIA Alpine Technical Manual, Skiing and Teaching Skills, 2<sup>nd</sup> Edition* and the *PSIA/AASI Core Concepts for Snowsports Instructors*. PSIA published the *2015 Alpine Technical Manual* which is another resource for exam preparation. The new *Adaptive Technical Manual* is available now.

# 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 as attested to by the Snowsports School Director, program, or agency director.
- Successfully score 70% on the online exam.
- Pass the PSIA-E Level I Adaptive Alpine certification examination as stated in the *PSIA Adaptive Alpine Certification Standards, 2014* for two of the Adaptive Disability Classifications of VI/Cognitive, Three Track & Four Track; or Sit Down (Mono-ski/Bi-Ski).

## LEVEL I ADAPTIVE WORKBOOK

The *Level I Adaptive Workbook* introduces candidates to the profession of teaching adaptive snowsports. The *Workbook* acquaints you to PSIA/AASI models and concepts instructors use to teach adaptive students. It includes the background of PSIA/AASI to help candidates learn about the organization's fundamental beliefs on snowsports instruction. The information in the *Workbook* will be the basis of exam discussions especially elements of professional knowledge.

Each Level I Adaptive Alpine exam candidate must complete the entire *Workbook*, think about the questions in the *Workbook*, make notes and come to the Level I Adaptive Alpine certification exam prepared to discuss the material. **Bring your copy of the *Level I Adaptive Workbook* to the exam.**

## EXAM PROCESS

The Level I Adaptive Alpine Exam is a two- day event consisting of a combination of training and evaluation event. Candidates **must** attend **both** days for Adaptive Alpine Level I Certification. The Level I exam 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. Candidates will be tested on medications knowledge; knowledge of guest services, safety, and risk management; and various guest populations such as children, seniors, and adults.

### *Exam Scoring*

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.

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

Each Level I candidate must choose a specialty category in which to be tested. The categories are:

Visually Impaired/Cognitive Disability (VI/Cog), Three Track/Four Track, or Sit Down (Mono-ski/Bi-ski).

### *Special Requirements*

There are special requirements for certain specialty categories.

- *Sit Down (Mono/Bi) Exam* - Candidates are expected to tether a bi-ski with fixed outriggers on groomed green terrain. Candidates are not expected to ski proficiently in a mono-ski.
- *Three Track/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. Exam candidates are also expected to tether a Snow Slider and/or assist a Four Track skier using reins attached to the ski tips.
- *Visual Impairment/Cognitive* – Candidates are expected to tether a stand-up skier using reins attached to the ski tips. The candidates will be tested on guiding a visually impaired student on green or easy blue trails.

### **Online Exams**

Each candidate must take and pass the appropriate online exam for the specialty categories Sit Down, Three Track/Four Track, or Visual Impairment/Cognitive before taking the on-snow portion of the exam. The online exam consists of twenty (20) multiple choice questions. The first ten (10) questions are on Alpine skill development, movement patterns, mechanics, PSIA history and organizational structure, the snowsports industry and safety. Additionally, there will be ten (10) questions on the candidate's chosen specialty category five (5) questions for each discipline). The online exam portion of the adaptive alpine exam is designed to increase the awareness of candidates to written materials and other information available to adaptive snowsports instructors. 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 on the appropriate online exam. **Candidates will have two attempts per season to pass the online exam. If the exam candidate does not achieve 70% or higher at either attempt, the exam candidate will not be eligible to attempt the exam until the following season.**

### *Exam Results*

At the end of the two-day exam period, results will be announced. Successful candidates will receive their certificate and certified 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 adaptive alpine 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. 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 the Level I exam 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 examiner will evaluate exam activities based on 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 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:*

- 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 consistent 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 Appendix A of the *PSIA Adaptive Alpine Standards Exam Supplement 2014* and *Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines*) showing appropriate skill use and blending in response to speed, turn radius, tactics, conditions, or intent.

## **CATEGORY B: TEACHING**

### **GENERAL REQUIREMENTS**

Certified 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 (CAP Model) 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 Your Responsibility Code.
- Understanding differing needs of two of the six defined disability categories through a spectrum of students of varying age and ability.
- Describe specific needs of a student with each of the two of the defined disability categories 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 Your 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, 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 2015 *Alpine Technical Manual* and the *Adaptive Snowsports Instruction Manual (PSIA 2003)* or the new *Adaptive Technical Manual*.
- Identify and explain the skills concept.
- Identify the three phases of a turn and effective movements associated with each phase.
- Define and explain basic terminology commonly associated with adaptive ski teaching (including medical terminology regarding physical variations related to adaptive abilities) in the selected 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 disability categories 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 spontaneous (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 disability categories.
- 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.

PSIA/AASI - Eastern Division  
Adaptive Level I Exam Score Card  
Event # \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Home Area: \_\_\_\_\_ Exam Area: \_\_\_\_\_  
Discipline: \_\_\_\_\_ Examiner: \_\_\_\_\_

Skiing/Riding Score: 1 2 3 4 5 6  
Comments: \_\_\_\_\_

Discipline Teaching Score: 1 2 3 4 5 6  
Comments: \_\_\_\_\_

Discipline Teaching Score: 1 2 3 4 5 6  
Comments: \_\_\_\_\_

Professional Knowledge Score: 1 2 3 4 5 6  
Comments: \_\_\_\_\_

Professional Knowledge Score: 1 2 3 4 5 6  
Comments: \_\_\_\_\_

\*Candidates need score of 40 in Skiing or Riding  
for a total score of 70 or more and  
70% or above all the written tests to pass Level I

Written Exam Score: \_\_\_\_\_  
Total Score: \_\_\_\_\_

Does Not Meet Level I Standards  Meets Level I Standards

Scoring:  
6 Outstanding - Significantly Above the Standard  
5 Excellent - Above the Standard  
4 Satisfactory - Meets the Standard  
3 Needs Improvement - Not quite at the Standard  
2 Unsatisfactory - Below the Standard  
1 Significant lack of Understanding

# **CERTIFIED LEVEL II AND III ADAPTIVE ALPINE EXAMS**

**(Based on PSIA Adaptive Alpine Certification Standards 2014)**

## **Adaptive Accreditation Program**

### **Associate or Full Accreditation**

#### **INTRODUCTION TO ACCREDITATION**

Beginning with the 2017-18 season, in addition to the path to Adaptive Alpine Level II and III certification, PSIA-E offers a program for the conferring an Accreditation status for alpine and adaptive alpine instructors by passing an upper level exam for any one of the six (6) disability modules. All upper level candidates must pass the Adaptive Skiing Fundamentals module or hold an equivalent Alpine certification before proceeding towards accreditation or certification in the disability classifications. The candidate's Skiing Fundamentals score determines whether they are pursuing Associate or Full Accreditation status. See **SCORING AND PROFICIENCY** section for scoring details.

The Accreditation Program enables the membership to receive verification that their teaching and professional knowledge skills meet the Adaptive Alpine National Standards for Level II or III. For Level I and II certified adaptive alpine instructors, the adaptive accreditation program provides a specialist track for those adaptive instructors interested in attaining accreditation in one or more of the adaptive classifications. For alpine instructors, the adaptive accreditation program enables them to pursue additional adaptive education without the need to commit to attaining Level II or III adaptive alpine certification. The Accreditation Program allows for vertical advancement within all the specific classifications, thus giving adaptive instructors, who specialize in a certain discipline, a way to be recognized for their competency level in their area(s) of expertise. Through the new Accreditation Program these people can continue their education, growth, and development in the specialty(ies) of their choice. **Certification** requires the instructor to achieve the National Standard for Level II or Level III for all six disciplines plus the Skiing Fundamentals module.

To attain an accreditation the instructor takes the same exam as a member seeking certification. The examiner will grade each participant in the exam in the same manner. If successful in passing the upper level module, the candidate is granted an Accreditation in the appropriate level based upon their level of skiing certification or passage of the Adaptive Alpine Skiing Fundamentals module. Once an instructor has achieved accreditation status in all six (6) disability classifications the instructor will be a certified Adaptive Alpine Level II or III instructor. An instructor with at least all Associate accreditations has achieved Adaptive Alpine Level II certification. To become a certified Level III Adaptive Alpine instructor, the candidate must achieve Full accreditation status for all six (6) disability classification plus the Level III Adaptive Alpine Skiing Fundamentals module.

#### **ACCREDITATIONS AND EXAMS**

With the development of the Accreditation Program there are no longer separate Level II and Level III exams but rather "Alpine Adaptive Accreditations and Exams." The accreditation and certification processes both start with the candidate's Skiing Fundamentals score. If the candidate scores in the Associate range (4 – 7) they will be granted Associate accreditation for meeting the Level II National Standards. When the candidate scores between 8 and 10 they earn the Full accreditation for meeting the Level III National Standards for skiing.

Once a person achieves Associate accreditation for skiing, they will earn Associate accreditation for

any disability module when they receive a score of 4 or higher. If their score is 8 or higher they can bank their higher score until they achieve a skiing score between 8 and 10 or Full accreditation for Skiing Fundamentals. The candidate does not have to retake the module(s) where they scored 8 or higher.

If the candidate has Alpine Level II or III certification, their certification level determines which Accreditation level will be awarded for the disability modules. An Alpine Level II instructor receives Associate accreditation for any module with a score of 4 or higher. Again, the member banks the module with the higher score until they successfully score 8 or higher on the Skiing Fundamentals exam.

### SCORING AND PROFICIENCY

All candidates will be scored according to their proficiency on a scale of 1 – 10 whether seeking certification or an accreditation designation. Candidates scoring 1 – 3 have maintained Adaptive Alpine Level I National Standard; a score of 4 – 7 attains the Adaptive Alpine Level II National Standard (Associate Accreditation); and a score of 8 – 10 meets the Adaptive Alpine Level III National Standard (Full Accreditation).

The scoring system as stated above:

<b>Score</b>	<b>National Standard</b>
1 – 3	Maintained Level I
4 – 7	Maintained or Attained Level II Adaptive Alpine National Standard Associate Accreditation
8 – 10	Attained Level III Adaptive Alpine National Standard Full Accreditation



**PSIA-E - Adaptive Alpine Skiing Module Score Card**

Candidate: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Examiner: \_\_\_\_\_ Date: \_\_\_\_\_  
 Written Score: \_\_\_\_\_

**Skiing Fundamentals**

*Proficiency in each element is scored using the following scale:*

1: No effort given	5: Appears at satisfactory level
2: Elements not observed or present	7: Element appears regularly
3: Element is beginning to appear	8: Element appears consistently
4: Appears but with variable consistency	9: Exactly as directed, no errors
5: Appears with some room for refinement	10: Outstanding in all aspects

**Proficiency:** The appropriate term is conditions for assessment level, relative to the skill development needs for skis and accuracy. The degree of competence and consistency in application of fundamentals relative to desired ski performance. **Goal:** The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration.

Selected Skiing Tests	Level 1 Standards	Level 2 Standards (Associate Accreditation)	Level 3 Standards (Full Accreditation)
1	1 2 3	4 5 6 7 8 9	10
2	1 2 3	4 5 6 7 8 9	10
3	1 2 3	4 5 6 7 8 9	10
4	1 2 3	4 5 6 7 8 9	10
5	1 2 3	4 5 6 7 8 9	10
6	1 2 3	4 5 6 7 8 9	10

Level 2 (Associate Accred.) - Must Score 4 or Higher in All Tests and Combined Score of 28 or Higher  
 Level 3 (Full Accred.) - Must Score 7 or Higher in All Tests and Combined Score of 48 or Higher

**Skiing Score**

Short Professional Knowledge Scenarios	Level 1 Standards	Level 2 Standards (Associate Accreditation)	Level 3 Standards (Full Accreditation)
Technical Understanding is Accurate	1 2 3	4 5 6 7 8 9	10
Sound Description	1 2 3	4 5 6 7 8 9	10
Connection Between Scenarios and Description	1 2 3	4 5 6 7 8 9	10

Level 2 (Associate Accred.) - Must Score 4 or Higher in All Categories and Combined Score of 14 or Higher  
 Level 3 (Full Accred.) - Must Score 7 or Higher in All Categories and Combined Score of 23 or Higher

**Professional Knowledge Score**

Fundamental Mechanics/Teaching Scenarios	Level 1 Standards	Level 2 Standards (Associate Accreditation)	Level 3 Standards (Full Accreditation)
Movement Analysis to Describe Movement Patterns	1 2 3	4 5 6 7 8 9	10
Diagnose Cause and Effect Relationship	1 2 3	4 5 6 7 8 9	10
Concepts & Terminology	1 2 3	4 5 6 7 8 9	10
Provide Rationale for Technical Decisions	1 2 3	4 5 6 7 8 9	10

Level 2 (Associate Accred.) - Must Score 4 or Higher in All Categories and Combined Score of 19 or Higher  
 Level 3 (Full Accred.) - Must Score 7 or Higher in All Categories and Combined Score of 31 or Higher

**Teaching Score**

Level 2 (Associate Accreditation)	Level 3 (Full Accreditation)
Attained Not Attained	Attained Not Attained

Level 2 (Associate Accred.) - Total Combined Score must be 61 or higher along with a passing skiing score.  
 Level 3 (Full Accred.) - Total Combined Score must be 100 or higher along with a passing skiing score.

**Total Combined Score**



**PSIA-E - Adaptive Alpine Teaching & Professional Knowledge Module Score Card**

Candidate: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Examiner: \_\_\_\_\_ Date: \_\_\_\_\_  
 Written Score: \_\_\_\_\_

**Proficiency in each element is scored using the following scale:**

1: No effort given	5: Appears at satisfactory level
2: Elements not observed or present	7: Element appears regularly
3: Element is beginning to appear	8: Element appears consistently
4: Appears but with variable consistency	9: Exactly as directed, no errors
5: Appears with some room for refinement	10: Outstanding in all aspects

**Professional Knowledge**

Professional Knowledge	Level 1 Standards	Level 2 Standards (Associate Accreditation)	Level 3 Standards (Full Accreditation)
Movement Concepts	1 2 3	4 5 6 7 8 9	10
Biomechanics	1 2 3	4 5 6 7 8 9	10
Cause & Effect Relationships	1 2 3	4 5 6 7 8 9	10
Teaching & Learning Concepts	1 2 3	4 5 6 7 8 9	10
Disability Understanding	1 2 3	4 5 6 7 8 9	10
Lesson Content	1 2 3	4 5 6 7 8 9	10
Equipment Use and Set-Up	1 2 3	4 5 6 7 8 9	10

Level 2 (Associate Accred.) - Must Score 4 or Higher in All Categories and Combined Score of 33 or Higher  
 Level 3 (Full Accred.) - Must Score 7 or Higher in All Categories and Combined Score of 53 or Higher

**Professional Knowledge Score**

**Teaching Concepts**

Teaching Concepts	Level 1 Standards	Level 2 Standards (Associate Accreditation)	Level 3 Standards (Full Accreditation)
Rehabilitation	1 2 3	4 5 6 7 8 9	10
Creates Positive Learning Environment	1 2 3	4 5 6 7 8 9	10
Communicate Ideas and Concepts Clearly	1 2 3	4 5 6 7 8 9	10
Presents Scenarios in a Logical Sequence	1 2 3	4 5 6 7 8 9	10
Organizes Group/Keeps Group on Track	1 2 3	4 5 6 7 8 9	10
Demonstrates Different Forms of Feedback	1 2 3	4 5 6 7 8 9	10
Provides Safe Activities	1 2 3	4 5 6 7 8 9	10

Level 2 (Associate Accred.) - Must Score 4 or Higher in All Categories and Combined Score of 33 or Higher  
 Level 3 (Full Accred.) - Must Score 7 or Higher in All Categories and Combined Score of 53 or Higher

**Teaching Score**

**Disability**

Disability	Level 1 Standards	Level 2 Standards (Associate Accreditation)	Level 3 Standards (Full Accreditation)
Group Student Safety	1 2 3	4 5 6 7 8 9	10
Lift Loading/Unloading	1 2 3	4 5 6 7 8 9	10
Tethering/Outrigger	1 2 3	4 5 6 7 8 9	10

Level 2 (Associate Accred.) - Must Score 4 or Higher in All Categories and Combined Score of 14 or Higher  
 Level 3 (Full Accred.) - Must Score 7 or Higher in All Categories and Combined Score of 23 or Higher

**Safety Score**

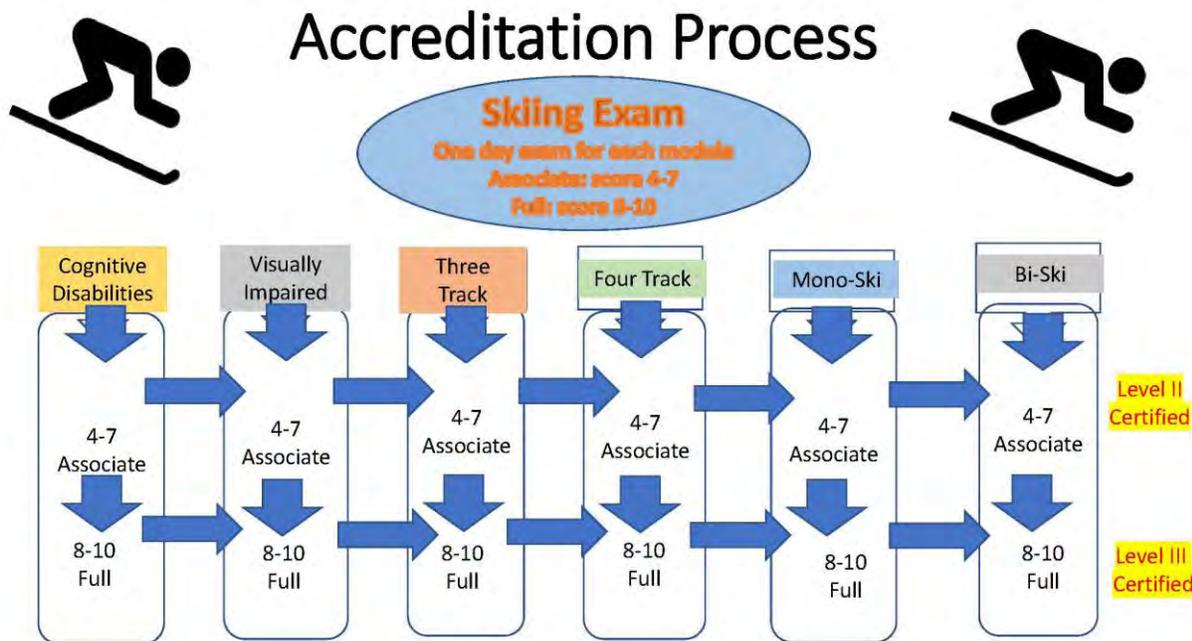
**Fundamental Mechanics/Teaching Concepts**

Level 2 (Associate Accreditation)	Level 3 (Full Accreditation)
Attained Not Attained	Attained Not Attained

Level 2 (Associate Accred.) - Total Combined Score must be 78 or higher along with a passing skiing score.  
 Level 3 (Full Accred.) - Total Combined Score must be 129 or higher along with a passing skiing score.

**Total Combined Score**

Disruption (please circle):	Visual Impairment	Cognitive	Memo Skill	Bl Skill	3 Track	4 Track
Level 2 (Associate Accreditation)	Attained Not Attained					



### ***Scoring Considerations***

When a candidate attains Level II Adaptive National Standard for the Skiing Fundamentals module they receive an Associate accreditation for any disability modules when they receive a score of 4 or above. If the candidate scores an 8 or above in any disability module, they will be awarded the Associate Accreditation for that module. Although they scored at the Full accreditation level for the disability module since they have not achieved Full accreditation for Skiing Fundamentals they cannot receive a Full accreditation. However, the candidate can bank the score and Full Accreditation for that module as long as they maintain their PSIA/AASI membership. The same consideration applies to a candidate who is a certified Alpine Level II instructor.

Once the candidate meets the Adaptive Alpine Level III National Standard for skiing, they will be awarded the Full Accreditation for the banked module. The candidate does not need to retake that specific module.

### **Certification**

To achieve Adaptive Alpine Level II certification the instructor must receive a score of 4 or higher in all seven (7) of the adaptive exam modules. For Level III certification, the instructor must receive a score of 8 or higher for all modules.

## **Banking Exam Credits**

A candidate's score will be recognized as meeting the appropriate Adaptive Alpine National Standard. When the score exceeds the level of accreditation or certification the candidate is pursuing, the score is recorded in the candidate's personal record and banked for the life of their continuous PSIA/AASI membership. Therefore, after passing the Adaptive Alpine Level II Skiing Fundamentals exam and the candidate completes all six (6) disciplines with a score of 4 or higher, they have attained Adaptive Alpine Level II certification.

If the Level II candidate achieved a module score of 8 to 10, they will receive Associate Accreditation and bank the Full Accreditation score as long as they remain a PSIA/AASI member in good standing. Once they pass the Adaptive Alpine Level III Skiing Fundamentals module or Alpine Level III Skiing Exam they will also be awarded Full Accreditation for the module with the score of 8 or above.

## **EXAM PREREQUISITES**

### **Adaptive Alpine Level I Certification**

Every candidate for Adaptive Alpine Level II or III certification or Associate/Full accreditation **must be a certified Adaptive Alpine Level I instructor**. The Adaptive Alpine Level I certification can be for any of the three (3) disability categories: Visually Impaired/Cognitive (Blind/ Developmental Disabilities), 3 Track/4 Track, or Sit Down (mono-ski and bi-ski). Refer to the Certified Level I Adaptive Alpine section of this Exam Guide for complete information on meeting this prerequisite.

### **Skiing Fundamentals Module**

All accreditation and certification candidates must take and pass the Skiing Fundamentals module before taking any of the disability discipline modules. However, if the candidate is a certified Alpine Level II or III they do not have to take the Skiing Fundamentals to begin the Accreditation process.

#### *Alpine Certification Exemption*

If the exam candidate has passed Part I Skiing for Alpine Level II or III OR is a certified Alpine Level II or III instructor, then he/she does not need to take the Adaptive Alpine Level II Skiing module. Any candidate who has passed Part I Skiing Exam for Alpine Level III OR is a certified Alpine Level III instructor is also excused from the Adaptive Alpine Skiing Fundamentals module.

### **Online Exams**

Each candidate must take and pass an online exam for each of the adaptive exam modules before taking the on-snow portion of that module. The Skiing Fundamentals module has an online exam covering various aspects of the American Teaching System. If the candidate is exempt from taking the Skiing Fundamentals module due to Alpine certification, the person does not need to take the online ATS exam.

For Adaptive Alpine Level II (Associate) and III (Full) accreditation or certification candidates, there is one Teaching and Professional Knowledge exam module for each disability classification and the skiing module. Each online exam consists of twenty (20) multiple choice and true/false questions. A score of 70 – 85% means the candidate attained Level II Adaptive Alpine National Standard or Associate accreditation. If the candidate's score is 86-100% they attained Level III Adaptive Alpine National Standard or Full accreditation.

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 online exam. **Candidates will have two attempts per season. If the exam candidate does not achieve 70% or higher at either attempt, the exam candidate will not be eligible to attempt the exam until the following season.**

## EXAM PROCESS

Beginning with the 2017 – 18 season the number of exam modules increased to seven (7). Each disability classification now has a one (1) day exam instead of the previously combined disability categories modules. The candidates will have one (1) examiner for each module.

The seven modules are:

1. Skiing Fundamentals - Personal skiing competence and knowledge of ATS principles (subject to Alpine exemption);
2. Visual Impairment (Blind)- Teaching and professional knowledge in visual impairments;
3. Cognitive Disabilities (Developmental Disabilities) - Teaching and professional knowledge in cognitive disabilities;
4. Three Track - Teaching and professional knowledge in three track;
5. Four Track - Teaching and professional knowledge in four track;
6. Mono-Ski - Teaching and professional knowledge in mono-ski; and
7. Bi-Ski - Teaching and professional knowledge in bi-ski.

Accreditation candidates participate in the same exams as certification candidates.

Candidates can take one module a day. One examiner will evaluate the candidate for each exam module. Candidates will receive a score card completed by the examiner for each module taken.

The dates for each exam module are listed in 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 or any combination of modules you wish however you must score appropriately on the Skiing Fundamentals module (or Alpine exemption) before taking any disability modules.

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 module group except for the Skiing Fundamentals module. Exam group activities 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 alpine education. Candidates are encouraged to communicate and actively participate during this process because often testing is 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 pins will be awarded on the day of the successful completion of the final module.

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

# CERTIFIED LEVEL II ADAPTIVE ALPINE EXAM

(Based on PSIA Adaptive Alpine Certification Standards 2014)

**Whether seeking certification or accreditation, this section details the expectations of the National Standards for Adaptive Alpine Level II.**

## 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 Snowsports school, agency or adaptive program and have a minimum of 150 hours of adaptive ski teaching, as attested to by the snowsports 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.

## 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*.

### **Additional Requirements**

Effective with the 2016-2017 season, the Skiing Fundamentals exam module includes three (3) sections that will assess your skiing strengths and abilities, your technical knowledge, and how you are able to describe and integrate the five (5) fundamental mechanics into your skiing and teaching. The first section addresses Skiing – Fundamentals and Skiing Demonstrations, Skills and Example Functional Skiing Maneuvers as described in this manual.

The second component of the Skiing Fundamentals exam module is short professional knowledge scenarios. Using the *Alpine Technical Manual (2015)* Glossary as a guide, candidates will draw 1-3 cards. The candidate's task is to define and teach this concept to the group.

The third, and final component is a teaching segment. During this segment candidates use the tasks from the morning as a vehicle for delivering one of the five (5) fundamental mechanics of skiing. Candidates will teach the fundamental mechanic through the task to the group.

### ***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 show 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. Tasks 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 tasks and maneuvers 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 (Lane should be the 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 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 skis 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**

## **(Visual Impairments, Cognitive Disabilities, 3 Track, 4 Track, Mono-ski, and Bi-ski)**

### **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 the ability/disability and cognitive, affective, and physical development of the student).

#### **SPECIFIC SKILL REQUIREMENTS**

##### ***Awareness, Understanding and Knowledge***

*The candidate will be able to:*

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

##### ***Application***

*The candidate will be able to:*

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

## **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:*

- Analyze terminology as described in *Core Concepts for Snowsports Instructors*, PSIA's *Alpine Technical Manual: Skiing and Teaching Skills, 2<sup>nd</sup> Ed.* and the *Adaptive Snowsports Instruction Manual (2003)*, and the *Children's Instruction Manual (2<sup>nd</sup> ed.)*
- Communicate *what, why, and how* the American Teaching System and skills concepts pertain to Beginner/Novice and Intermediate ability zones 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)

**Whether seeking certification or accreditation, this section details the expectations and National Standards for Adaptive Alpine Level III.**

### **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 85% 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.

### **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* (available on PSIA-E [web site](#)), 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 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**

### **(Visual Impairments, Cognitive Disabilities, 3 Track, 4 Track, Mono-ski, and Bi-ski)**

#### **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

# **PSIA/AASI TEACHING CYCLE**

## *With Adaptive Modifications*

### **INTRODUCE AND DEVELOP TRUST**

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

### **ASSESS STUDENTS AND THEIR MOVEMENTS**

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

### **DETERMINE GOALS AND PLAN EXPERIENCES**

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

### **PRESENT AND SHARE INFORMATION**

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

### **GUIDE PRACTICE**

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

## **CHECK FOR UNDERSTANDING**

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

## **DEBRIEF THE LEARNING EXPERIENCE**

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

# **ADAPTIVE STUDENT EVALUATION**

## **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, Slider
- 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, Updated December 2013, PDF (download)  
[\*Adaptive Snowsports Instruction\*](#), PSIA/AASI, 2003, PDF (download)  
*Coaching Fundamentals for Adaptive Skiers (DVD)*, PSIA-E, 2013. [PSIA-E Bookstore](#)  
[\*Fundamental Mechanics of Alpine Skiing across Adaptive Disciplines\*](#), PSIA 2015, PDF (download)  
*Level I Adaptive Workbook*, PSIA-E, 2017  
NEW! Adaptive Technical Manual, PSIA/AASI, 2017

#### ALPINE

*Alpine Technical Manual*, PSIA, 2014 (New)  
*Alpine Technical Manual: Skiing and Teaching Skills, 2nd ed.*, PSIA, 2007 (Out of print)  
*Visual Cues to Effective/Ineffective Skiing, 2nd ed.*, PSIA, 2010  
*Adult Alpine Teaching Handbook, 2nd ed.*, PSIA, 2015  
*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

#### CHILDREN

*Children's Instruction Manual, 2nd ed.*, PSIA/AASI, 2008  
*PSIA Children's Alpine Teaching Handbook*, 2010  
*Children's Ski and Snowboard Movement Guide*, 2005

***Captain Zembo's Ski & Snowboarding Teaching Guide for Kids, 2nd ed.***, 1996

#### 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

***Level I Workbook***, PSIA-E, 2015.

#### **[32 Degrees – The Journal of Professional Snowsports Instruction](#)**

AVAILABLE FROM PSIA/AASI EASTERN DIVISION **[WEB SITE](#)**

*Adaptive Exam Guide*, 2017

*Adaptive Study Guide*, 2014

*Alpine Exam Guide*, 2015

*Alpine Study Guide*, 2015

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

***Bold Tracks, 3rd ed.***, O'Leary, Hal Colorado, Cordillera Press, 1994. Out of print

***Supporting Individuals with Autism Spectrum Disorder in Recreation***, Phyllis Coyne and Ann Fullerton, Sagamore Publishing, 2004 (ISBN: 1-57167-498-5)

***Ten Things Every Child with Autism Wishes You Knew***, Ellen Notbohm, Future Horizons, Inc., Arlington, TX, 2005

***Adapted Physical Education and Recreation*** (3rd ed.), Sherrill, Claudine, Time Mirror Higher Education Group, 1986

##### VIDEOS

***Alpine Exam Tasks***, Video produced by David Capron, 2014

***Images & Concepts of Skiing 2008***, video produced by Sean Warman (Bootleg Films, 2008)

***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

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