

## ADAPTIVE ALPINE LEVEL 1 & LEVEL 2 STUDY GUIDE COGNITIVE DIAGNOSES & VISUAL IMPAIRMENTS

Name: \_\_\_\_\_

This study guide is a valuable learning resource for instructors who desire to increase their knowledge of teaching adapted alpine skiing to guests with stand-up physical diagnoses (3-Track, 4-Track, or Slider ski disciplines) and prospective candidates for certification in the Stand-up Physical Diagnoses Module. Candidates must take the Adaptive Alpine Level 1 online exam for Stand-up Physical Diagnoses (3-Track, 4-Track & Slider) at least one week before the on-hill exam.

See the PSIA-RM-AASI ADA Policy [Here](#) to learn more about “reasonable accommodations” in assessments.

You can fill out this form by hand (print and write in answers) or electronically (save the document then insert responses).

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

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

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

All answers can be found in the following resources:

PSIA-RM-AASI

Adaptive Alpine Assessment Support Material

3-Track & 4-Track Adaptive Teaching Guide

Slider Adaptive Teaching Guide

Free download <https://www.psia-rm.org/education>

American Snowsports Education Association, Inc.

*Adaptive Alpine Technical Manual, 2017*

*Adaptive Instruction Supplement: Diagnoses and Medication Classifications, 2019*

*Alpine Technical Manual, 2014*

*Teaching Snowsports Manual, 2018*

*Core Concepts for Snowsports Instructors*

[Digital manuals for every discipline](#)

## Teaching Section

**Matching:** Match the following words with their definition. Each definition is used only once.

*Source: Teaching Snowsports, PSIA-RM Adaptive Alpine Assessment Support Material, Core Concepts*

- |     |                      |   |
|-----|----------------------|---|
| 1.  | Progression          | A. Simplifying a question or situation into manageable steps to help students develop their performance and understanding                               |
| 2.  | Pacing               | B. Piaget's stage of development from age two to six  |
| 3.  | Feedback             | C. Maslow's defined need to be valued and feel a sense of worth   |
| 4.  | Pre-operations       | D. Sequence of acts, movements, or events oriented toward meeting an educational objective or goal  |
| 5.  | Lesson planning      | E. The instructor's process of establishing the lesson structure  |
| 6.  | Spatial intelligence | F. Information students receive about their performance that helps clarify what action they need to take to achieve a desired result.                   |
| 7.  | Scaffolding          | G. A sensory preference in which the student emphasizes auditory cues in learning   |
| 8.  | Reciprocal           | H. Learning domain related to feelings, emotions, values  |
| 9.  | Self-esteem          | I. According to Jung's functioning type, this type of person is energized by the outer world  |
| 10. | Affective domain     | J. Question that elicits a limited response.  |
| 11. | Auditory             | K. Teaching style in which pairs or groups are established and the roles of "doer" and "watcher" are clearly defined.                                   |
| 12. | Extroverted          | L. Orchestration of activities that make up a lesson – the intensity of the practice period, its duration, and the frequency of repeating practice      |
| 13. | Assessing            | M. The process of evaluating student characteristics to determine how to structure individualized, effective lessons                                    |
| 14. | Closed question      | N. Process of rewarding students for appropriate performance  |
| 15. | Reinforcement        | O. Person who has an active imagination, is adept at manipulating shapes and objects in space, and who likes to design, draw, organize, and do puzzles. |

**Fill-in-the-blank: Fill the blank with the appropriate terminology.**

Source: *Teaching Snowsports Manual, Adaptive Alpine Assessment Support Material, Core Concepts*

1. Feedback should be \_\_\_\_\_(judgmental/objective).
2. List the two of the five basic teaching styles:  
\_\_\_\_\_  
\_\_\_\_\_
3. Practice is integral to the learning process. More than 300 \_\_\_\_\_  
of a new movement are typically required for true learning to occur.
4. In Piaget's theory of cognitive development, the \_\_\_\_\_stage  
is the time during which abstract thinking develops.
5. List Howard Gardner's original seven categories of intelligence that are described in his theory of  
multiple intelligences:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Students who have a heightened awareness of their bodies and how things feel are called  
\_\_\_\_\_learners. They learn best by doing.
7. Issues such as hunger, pain, cold and fatigue fall in the level of \_\_\_\_\_  
needs in Maslow's pyramid.
8. Expanding and strengthening a student's ability in a particular area before beginning a new  
concept is called \_\_\_\_\_. When using this teaching technique,  
an instructor creates progressions which vary the movement focus, yet still develop the same  
movement.
9. With the \_\_\_\_\_teaching style, the instructor poses a  
problem to the students, setting a framework, time limit and work area for generating their own  
ideas and finding an answer.
10. In Kolb's classification of the four basic types of learners, \_\_\_\_\_  
learners are sensory, tending to jump right into a situation and try intuitive solutions. They  
ask the question "What if?"

**Multiple Choice: Mark the answer that best completes the statement or question.**

*Source: Teaching Snowsports Manual, Teaching Children Snowsports, Core Concepts*

1. Which of the following stages are included in Benjamin Bloom's learning activities?
  - A. Knowledge
  - B. Kinesiology
  - C. Comprehension
  - D. Synthesis
  - E. Analysis
  
2. Which of the following are self-esteem needs as defined by Maslow's Hierarchy of Needs?
  - A. Sense of worth
  - B. Achievement
  - C. Confidence
  - D. Recognition of competence
  - E. Respect by others
  
3. According to Jung's Functioning Types, an extroverted person
  - A. Is energized by the outer world
  - B. Should not be overwhelmed with questions
  - C. Is tuned into their own inner world
  - D. Should be allowed to think out loud.
  - E. A and D
  
4. Using pairs in a group lesson requires what special considerations?
  - A. How to group them (e.g., similar speed capabilities or pairing a stronger performer with someone who is struggling)
  - B. How to give a framework for feedback so the focus stays positive and productive
  - C. How to pair them up if you have an odd number of students
  - D. A and C
  - E. A, B and C
  
5. The three basic types of question are:
  - A. Closed, open and generative
  - B. Closed, open and inaugural
  - C. Imperative, cognitive, and relational
  - D. Visual, auditory, and kinesthetic

6. In terms of emotional and social development, children learn to develop key relationships with adults:
- A. From age 7 to the onset of adolescent years
  - B. From age 3 to about age 6
  - C. In adulthood
  - D. During the adolescent years
7. A way to gauge the athletic abilities of new students is by asking them:
- A. Their names
  - B. Where they live
  - C. What sports they enjoy watching
  - D. In which sports they participate and at what level of play
  - E. B and C
8. Which of the following are characteristics of visual learners?
- A. They store information in the brain as a picture
  - B. They depend strongly on visual input
  - C. They may ask and answer questions in their own brains as they learn
  - D. They may talk fast
9. Which of the following are types of fun?
- A. Easy fun
  - B. Cognitive fun
  - C. Hard fun
  - D. Serious fun
  - E. People fun
10. When learning new movements, a student who can perform the movement without looking at the involved body part but who stills needs to think it though and concentrate on the parts is in which stage of development?
- A. Initial Stage
  - B. Elementary Stage
  - C. Mature Stage

**Multiple Choice: Mark the answer that best completes the statement or question.**

*Source: Teaching Snowsports Manual, Alpine Technical Manual, Adaptive Alpine Assessment Support Material*

1. The Teaching/Learning Cycle has several components that:
  - A. Should be used in a linear presentation
  - B. Should be used in a circular pattern
  - C. May be revisited on a continual basis, due to changes such as the energy levels, attitudes, and confidence levels of your students
  - D. B and C
  
2. Which of the following are exemplify teaching for transfer:
  - A. Applying familiar skills to a new sport
  - B. Changing the trail you are using for the lesson
  - C. Traversing the hill on a blue slope
  - D. Exchanging rotary skills with edging skills
  - E. Instructor telling students what to do.
  
3. The methods, models and philosophy of teaching skiing as collected, developed, and disseminated by PSIA is called:
  - A. Graduated Length Method (GLM)
  - B. American Teaching System (ATS)
  - C. American Training Method (ATM)
  - D. Accessible Ski Instruction (ASI)
  
4. Which of the following are effective ways to respond to the needs of individual students?
  - A. Avoid overloading. Check in and learn to recognize what is too much or too little.
  - B. Do not adjust the pacing of information to the student's capacity, since doing so will make the student self-conscious.
  - C. Remain flexible to adjust the lesson to specific situations.
  - D. Tell the student how to perform a specific drill instead of demonstrating the drill, since your demonstration will emphasize the gap between your skills and those of the student.
  - E. Create a learning partnership with each student.

5. Which of the following are components of the Teaching/Learning Cycle?
- A. Assess students
  - B. Determine goals and plan experiences
  - C. Synthesize the information
  - D. Create experiences for learning
  - E. Guide practice

### Technical Section

**Matching:** Match the following words with their definition. Each definition is used only once.

Source: *Alpine Technical Manual*

- |     |                       |  |
|-----|-----------------------|--|
| 1.  | Dynamic parallel turn | A. Steering the skis toward a parallel position from either a convergent or divergent position   |
| 2.  | Flexion               | B. To bend the ski enough that the camber is momentarily gone, such as results from flexing the ski during a turn  |
| 3.  | Skidding              | C. The process of assessing a student's ability and identifying the cause- and-effect relationships  |
| 4.  | Retraction            | D. A position in which the skis are converging so that the tips are closer together than the tails and the skis are on opposing edges. Also, an alternative steppingstone for getting students to parallel |
| 5.  | Edging                | E. Movements that originate in the feet, ankles and lower legs and continue up through knees and hips as necessary to control edge angle   |
| 6.  | Tipping               | F. Twisting the upper body in one direction and the lower body in another direction at the same time   |
| 7.  | Movement analysis     | G. The path which a ball would take if you let it roll down the slope  |
| 8.  | Canting               | H. Directed or proceeding toward the side, away from the middle of an object   |
| 9.  | Park SMART            | I. Skill that is generated from tipping movements  |
| 10. | Wedge                 | J. Concepts developed to make it easier for people to understand and respect what's going on in the park and pipe  |
| 11. | Counter-rotation      | K. Any movement that decreases the angle at a joint  |
| 12. | Matching              | L. A combination of sliding and slipping as the skis move forward through a turn   |
| 13. | Fall line             | M. Turns with more carving than skidding   |
| 14. | Lateral               | N. Pulling the legs up under the body or allowing the terrain to push the legs up under the body   |
| 15. | Decamber              | O. The process of making lateral adjustments to skis, bindings, or boots for optimal alignment and effective edging  |

**Fill-in-the-blank: Fill the blank with the appropriate terminology.**

Source: *Alpine Technical Manual, Adaptive Alpine Technical Manual, Adaptive Instruction Supplement: Diagnoses and Medication Classifications, Teaching Children Snowsports*

1. Name the three types of muscle contractions:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Development of the muscular system as humans grow from infants to children to adolescents proceeds in three directions. Name them.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_ is a physical condition that may occur at altitudes above 6,000 feet. It is caused by lack of oxygen, which injures body cells directly because it interferes with oxygen-requiring chemical reactions.
4. A cold injury in which only the outer skin layer is frozen, is characterized by pain, and blanching of the skin is called \_\_\_\_\_.
5. The joint that gives the skier the greatest range of motion in the lower half of the body is the \_\_\_\_\_ joint, a ball and socket joint.
6. A condition in the brain in which electrical impulses between neurons are disrupted is called \_\_\_\_\_ or \_\_\_\_\_.
7. The neurological disorder in which sensory information results in inappropriate responses and can hypo or hyper-responsiveness within any sensory system is called \_\_\_\_\_.
8. Anticonvulsant medications treat \_\_\_\_\_ and some of the side effects can include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
9. The majority of people with intellectual disabilities are classified as being in the \_\_\_\_\_ category of severity.
10. Cite three people or resources, besides the guest, who could provide insight into the guests' diagnosis and how it affects their participation in school, work, or self-care: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.



**Matching: Match the following words with their definition. Each definition is used only once.**

*Source: Adaptive Alpine Technical Manual, Adaptive Instruction Supplement: Diagnoses and Medication Classifications*

- |     |                          |  |
|-----|--------------------------|--|
| 1.  | Nystagmus                | A. Chromosomal abnormality exhibiting intellectual disabilities in combination with other birth defects.   |
| 2.  | Psychostimulants         | B. Behavioral changes in a person's response to events or stimuli that occur.  |
| 3.  | Edgie wedgie             | C. Inability to understand or utilize words and their meanings.  |
| 4.  | Glaucoma                 | D. The use of some system of reward or punishment to change undesirable behavior.  |
| 5.  | Operant conditioning     | E. Condition that interrupts or delays normal growth or development, having onset before age 18, and of indefinite duration.                             |
| 6.  | Clock system             | F. Increased intraocular (inside-the-eye) pressure, which may result in impaired vision or blindness.  |
| 7.  | PTSD                     | G. Helping a student generate movement, or control speed or turning by physically maneuvering the skier's equipment or guiding the skier's body.         |
| 8.  | Developmental disability | H. Spectrum of neurological disorders defined by symptoms that include problems with communication and behavior.   |
| 9.  | Physical Assists         | I. Medications used for behavioral control.  |
| 10. | Aphasia                  | J. Type of anxiety disorder that occurs after a person has seen or experienced a traumatic event.  |
| 11. | Antidepressants          | K. Brain damage affecting the ability to process information and/or to coordinate and control the body or its movement. Such damage arises after age 18. |
| 12. | Behavior modification    | L. Medications used to treat depression.   |
| 13. | Down syndrome            | M. Relating position on the hill to numbers on a clock face.   |
| 14. | Cognitive disability     | N. Rapid, involuntary oscillation of the eyeballs.   |
| 15. | Autism                   | O. Lightweight piece of rubber tubing with a small clamp and a thumb screw at each end.  |

**Fill-in-the-blank: Fill the blank with the appropriate terminology.**

Source: *Adaptive Alpine Manual, PSIA-RM Adaptive Alpine Assessment Support Material, Cognitive Diagnoses Adaptive Teaching Guide, Visual Impairments Adaptive Teaching Guide*

1. When riding a chairlift with a student who has an uncontrolled seizure disorder, the instructor should use a \_\_\_\_\_.
2. \_\_\_\_\_ is a progressive disease that affects the macula, resulting in loss of vision in the center of the field of view.
3. Pervasive developmental disorder (PDD) and Asperger's Syndrome are disorders included in the diagnosis \_\_\_\_\_.
4. A student with spina bifida or hydrocephalus may have a surgically implanted shunt. Explain the purpose of the shunt: \_\_\_\_\_.
5. The class of medications that help control high blood pressure is called \_\_\_\_\_.
6. A disorder found in infants of alcoholic mothers is called \_\_\_\_\_ and impacts \_\_\_\_\_ and \_\_\_\_\_ development.
7. Low blood sugar can be called insulin shock or \_\_\_\_\_.
8. Psychostimulants are a class of medications used to treat \_\_\_\_\_.
9. The legal definition of blindness is a corrected visual acuity of \_\_\_\_\_ or less or a peripheral field restriction to a diameter of \_\_\_\_\_ degrees or less, in the better eye.
10. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, are five characteristics of vision that should be assessed in a lesson guest with a visual diagnosis.
11. Explain two different methods for guiding a person with no vision when loading, riding, and unloading a lift. Consider lift line, loading deck, chair, riding, unloading. How would this change on surface lifts?
12. Cite three categories of guiding cues: \_\_\_\_\_.

**Multiple Choice: Mark the answer that best completes the statement or question.**

Source: *Alpine Technical Manual, Adaptive Alpine Technical Manual*

1. Angulation is usually associated with:
  - A. Steering movements
  - B. Pressure control movements
  - C. Canting movements
  - D. Edging movements
  - E. Forward movements
  
2. Which of the following are types of rotary movement for stand-up skiers?
  - A. Upper body rotation
  - B. Counter-rotation
  - C. Leg rotation
  - D. Anticipation
  - E. Skidding
  
3. Noticing a student's stance, turn shape and skill application are all examples of which movement analysis step?
  - A. Student profile
  - B. Observation and description
  - C. Evaluation
  - D. Prescription
  - E. Lesson plan
  
4. Which of the following movements can affect balance?
  - A. Changing the width of your stance.
  - B. Increasing and decreasing muscle tension.
  - C. Using fore and aft movements to shift your center of mass.
  - D. Compromised vestibular system.
  - E. Compromised vision.
  
5. Which of the following are points of Your Responsibility Code?
  - A. Always stay in control.
  - B. Stop in a safe place for you and others.
  - C. Look before you leap.
  - D. Whenever starting downhill or merging, look uphill and yield.
  - E. Know how to use the lifts safely.

**Multiple Choice: Mark the answer that best completes the statement or question.**

*Source: Adaptive Alpine Manual, Adaptive Instruction Supplement: Diagnoses and Medications Classifications, PSIA-RM Adaptive Alpine Assessment Support Material, Cognitive Diagnoses Adaptive Teaching Guide, Visual Impairments Adaptive Teaching Guide*

1. Which of the following is not generally considered a Developmental Disability?
  - A. Fragile X Syndrome
  - B. Parkinson's Disease
  - C. Epilepsy
  - D. Autism
  - E. Down Syndrome
  
2. In terms of behavior management, when an activity becomes so stimulating that the student cannot control negative behavior, the act of removing the student from the activity to a predetermined quiet place is called:
  - A. Operant conditioning
  - B. Behaviorism
  - C. Timeout
  - D. Delayed gratification
  - E. Reinforcement
  
3. Medium to short radius turns and feeling carving sensations are two outcomes of which Visually Impaired lesson?
  - A. Three
  - B. Four
  - C. Five
  - D. Six
  - E. Seven
  
4. Which of the following are recognized directional indicators for guiding guests with visual impairments?
  - A. Distance gazing
  - B. Clock system
  - C. Auditory cues
  - D. Verbal cues
  - E. Grid system

5. Expressive aphasia refers to:
- A. The inability to understand words
  - B. The inability to translate an image to the word which represents the image
  - C. The inability to say words formulated in cohesive thought
  - D. The inability to express emotions
  - E. The inability to communicate appropriately in social situations
6. Which of the following are typically included in the level 4 lesson outcomes for guests with cognitive diagnoses?
- A. Develop greater skill blending
  - B. Vary turn shape for the terrain situation
  - C. Explore a variety of snow conditions
  - D. Refine turning and edge control
  - E. Feel carving sensations
7. Which of the following are applicable when teaching pole use to a guest with visual impairment?
- A. Discuss pole use before introducing the pole swing and tap
  - B. Practice the pole swing while stationary
  - C. Emphasize rhythm through counting or singing
  - D. Review the gravity line/fall line concept
  - E. When guiding the skier, use verbal cues that indicate when to swing and touch a pole
8. The progressive hereditary disorder that usually appears in childhood and causes slow degeneration of the light receptors in both eyes is called:
- A. Detached retina
  - B. Cataracts
  - C. Retinitis pigmentosa
  - D. Diabetic retinopathy
  - E. Optic nerve disease

9. Which of the following are common behavior modification tools?
- A. Time-out
  - B. Horse and buggy
  - C. Environmental changes
  - D. Modeling behavior
  - E. Written behavior contracts
10. When assessing a student with low or no vision, which of the following are used to assess the nature and extent of the visual impairment?
- A. Does the student have usable vision?
  - B. Can the student distinguish colors and shapes?
  - C. Can the student use a Bluetooth communication system for auditory cues?
  - D. How near or far can the student see?
  - E. Is the student's vision better inside or outside?