



ROCKY MOUNTAIN DIVISION
Professional Ski Instructors of America
American Association of Snowboard Instructors

PSIA – Rocky Mountain Division – AASI

ADAPTIVE ALPINE PROFESSIONAL DEVELOPMENT LOG FOR INSTRUCTORS NEWER TO THE DISCIPLINE COGNITIVE DIAGNOSES & VISUAL DIAGNOSES

Name: _____

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Instructions: This development log is a tool for you to develop your skiing, teaching, and technical skills in preparation for instructing Adaptive lessons or your Adaptive exam. As you prepare, include comments and notes that you find beneficial, including notes from previous training and clinics. This form is set up so that you may either print it out and fill it in by hand or fill it in electronically and then print it out. Please note that if you fill it in electronically and write more than what is visible on the screen, it will only print what is visible on the screen. There is space at the end to put in additional comments.

Candidates are not required to turn in the development log for examiner's review. Keep this log for review by your school trainer so that you can use it as an ongoing resource.

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 makes no claims, promises, or guarantees about the timeliness, accuracy, completeness, or adequacy of the contents of this guideline, and PSIA-RM assumes no liability or responsibility and expressly disclaims liability for any errors and omissions in its contents

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

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

✓	Adaptive Level 1 & 2 Technical Knowledge (cont.)	Comments/Notes
	<p><i>Your guests expect you to provide them with something they don't have: the technical knowledge needed to improve their skiing performance. Do you understand the technical aspects of skiing well enough to communicate this knowledge to your guests?</i></p>	
	<p>Identify body-parts specific to: Edging Movements Pressuring Movements (fore/aft & foot to foot) Rotational Movements Magnitude of Pressure</p>	
	<p>Understand how skills are blended. <i>How are the skills blended differently for various snow and terrain conditions?</i></p>	
	<p>Read the <i>Alpine Technical Manual</i>. <i>What new ideas can you incorporate in your lessons?</i></p>	

✓	Adaptive Level 1 & 2 Teaching Knowledge	Comments/Notes
<p style="text-align: center;"><i>Your teaching knowledge allows you to effectively translate your technical knowledge to your guests. Are you offering your guests the most positive and safe skiing experience?</i></p>		
	<p>Learn “Your Responsibility Code.” How can you effectively apply this throughout all aspects of your skiing and lessons?</p>	
	<p>Learn the Park SMART Points. <i>When do you use this? How can you get your guests to understand these points? How can you effectively apply this throughout all aspects of your skiing and lessons?</i> http://www.nsaa.org/nsaa/safety/smart%2Dstyle/</p>	
	<p>Understand the Teaching Cycle. <i>How does this relate to a lesson plan?</i></p>	
	<p>Understand the various models for Learning Styles. <i>Which models work best for you? If you typically rely on one model, you may want to explore other models.</i></p>	
	<p>Understand Teaching for Transfer. <i>What movement patterns transfer to skiing from some of the most common experiences/sports/activities?</i></p>	

✓	Adaptive Level 1 & 2 Teaching Knowledge (cont.)	Comments/Notes
<p style="text-align: center;"><i>Your teaching knowledge allows you to effectively translate your technical knowledge to your guests. Are you offering your guests the most positive and safe skiing experience?</i></p>		
	<p>Understand Lateral Learning. <i>You can practice by creating lesson plans with the lateral learning concept. (Hint: this will help with movement analysis.)</i></p>	
	<p>Understand goal setting with guests. <i>Notice that some adaptive guests may not progress as quickly as other guests. Practice setting goals for a variety of guests and respect guest input.</i></p>	
	<p>Observe lessons to practicing using the Movement Analysis model: OBSERVATION: Observe and describe the application of one fundamental in all turn phases. Include the impacts of tactical decisions, equipment choices equipment choices, physical development, terrain, and snow variation. Body Performance and Ski Performance</p> <p>EVALUATION: Evaluate and describe the cause-and-effect relationships of fundamentals relative to the desired outcome. Compare described performance to more ideal performance.</p> <p>PRESCRIPTION: Prescribe a specific change, relative to fundamentals, to achieve the desired outcome.</p>	
	<p>Read <i>Teaching Snowsports Manual and Core Concepts for Snowsports Instructors.</i> <i>What new ideas can you incorporate in your lessons?</i></p>	

✓	Adaptive Specialty: Cognitive Disabilities	Comments/Notes
	Learn to assess the guest's needs and abilities. <i>What adaptations can you make to your teaching style to accommodate your guest's needs and abilities?</i>	
	Learn to identify a guest's preferred communications systems and learning preferences. <i>What are your own preferences in this regard? Avoid the trap of using your own preferred communications systems and learning preferences with all your guests.</i>	
	Understand principles of ski length and shape. <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	Be familiar with and use different adaptive devices such as tip connectors, tail connectors, tethers. <i>What are the benefits and challenges of each device? Under what circumstances would you use each device?</i>	
	Practice various physical assists. <i>You should be able to demonstrate competency in the following assists: two-point holds; palm-on-palm (with you skiing backwards); tip holds. In what situations would you use these assists?</i>	

✓	Adaptive Specialty: Cognitive Disabilities (cont.)	Comments/Notes
	Tether a skier with a cognitive diagnosis (Practice with a colleague first). <i>Can you safely tether? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	Practice loads/unloads and safety protocols. <i>What additional safety concerns should you address with a cognitively disabled guest? Visually impaired guest?</i>	
	Read the PSIA-RM-AASI Adaptive Alpine Teaching Guide: Cognitive Diagnoses. How can you use the skill development outcomes to help your guests improve their skiing?	
	Audit an experienced instructor in a lesson for a guest with a cognitive disability lesson. <i>What did you learn that you can use in your own lessons in this discipline?</i>	
	Write out lesson plans for guests with cognitive diagnoses. <i>Create sample scenarios and then write out sample lesson plans to fit your scenarios. Try thinking of unique scenarios! How might lesson plans in this discipline differ from other stand-up lesson plans? How can you help your guest gain greater independence?</i>	

✓	Adaptive Specialty: Visually Impaired	Comments/Notes
	Learn to assess the guest's vision. <i>How do you assess for acuity, depth perception, color perception, field of vision?</i>	
	Learn about and practice different guiding systems. <i>Which systems work best and why? Explore VAK guiding systems.</i>	
	Practice communication techniques. <i>Become comfortable with giving directional cues – are <u>you</u> comfortable using LEFT and RIGHT cues?. Practice verbal descriptions of everything a VI guest might encounter, like chairlifts and varying terrain.</i>	
	Understand principles of ski length and shape. <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	Be familiar with and use different adaptive devices such as tip connectors, tail connectors, tethers, long horizontal pole. <i>What are the benefits and challenges of each device? Under what circumstances would you use each device? When should you not use each device?</i>	
	Practice various physical assists. <i>You should be able to demonstrate competency in the following assists: two-point holds; hand-in-hand (with you skiing either at the guest's side or backwards); tip holds. In what situations would you use these assists?</i>	

✓	Adaptive Specialty: Visually Impaired (cont.)	Comments/Notes
	Practice tethering a skier with a visual impairment. <i>Can you safely tether? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	Practice loads/unloads and safety protocols. <i>What additional safety concerns should you address with a visually impaired guest?</i>	
	Learn to be guided. <i>One of the best ways to understand what it is like to ski visually impaired is to have another instructor guide you. What is it like to depend on another person in this manner? Do NOT try to ski with a blindfold or with your eyes closed because you do not have ownership of the compensatory senses that are developed by a person with a visual impairment.</i>	
	Read the PSIA-RM-AASI Adaptive Alpine Teaching Guide: Visual Impairments. <i>How can you use the skill development outcomes to help your guests improve their skiing?</i>	
	Audit an experienced instructor giving a lesson to a guest with vision diagnosis. <i>What did you learn that you can use in your own lessons?</i>	
	Write out lesson plans for guests with visual impairments. <i>Create sample scenarios and then write out sample lesson plans to fit your scenarios. Try thinking of unique scenarios! How do plans and activities for guests with vision impairments differ from other stand-up guests? How can you give your guest greater independence?</i>	

✓	Disability Awareness	Comments/Notes
<i>As an adaptive ski instructor, you are expected to understand the concepts of alpine skiing and be aware of the disabilities that might affect your guests.</i>		
	Read the <i>PSIA Adaptive Alpine technical Manual, Adaptive Instruction Supplement: Diagnoses and Medications Classifications, and the PSIA-RM-AASI Adaptive Alpine Teaching Guides</i>. What other references are available?	
	Learn about cognitive and visual diagnoses as well as the medications that these individuals might use. Talk to individuals with these diagnoses to learn more! Do you understand the symptoms and the special considerations for each disability? For each class of medication, do you know its purpose and common side effects? (Hint: Create paper or electronic flash cards for studying disabilities and medications.)	
	Know basic Disability Etiquette. Incorporate this etiquette into your lessons and interactions with your guests.	
✓	Prepare for your Level 1 Adaptive Certification	Comments/Notes
	Become a PSIA member if you are not currently a member.	
	Be an employee or volunteer of a recognized ski school or adaptive ski program and complete a minimum of ten hours of in-house and on-hill training, provide actual on-hill adaptive lessons to guests with cognitive diagnoses and visual diagnoses.	
	Schedule and pass Alpine Level 1 Certification Assessment	
	Audit lessons for guests with cognitive diagnoses and lessons for guests with visual diagnoses. Ask your trainer or experienced adaptive instructor to observe your lessons in this discipline and provide feedback.	
	Put genuine time and effort into studying materials and engaging in activities referenced in this log prior to your exam.	
	Register for the Adaptive Alpine Level 1 On-Hill Assessment for the Cognitive/Visually Impaired module.	
	Take the Adaptive Alpine Level 1 online assessments for Cognitive and Visual Impairments at least one week before the on-hill assessment.	
	It is your responsibility to bring all adaptive equipment that is needed for your on-hill exam. Work with your fellow examinees to get the appropriate amounts and types of equipment to the exam.	

Additional Notes

Empty box for additional notes.