



Cognitive / Visual Impairments & Hard of Hearing PSIA-RM ADAPTIVE SNOWBOARD CERTIFICATION II TAKE HOME WORKBOOK

This is an open book Study Guide/Exam. Needs to be completed and turned in at the beginning of day one of the Cog/VI Exam Prep. The grade does go towards your Exam grade.

Matching: Match the following words with their definition. Each definition is used only once.
(Match the terms with the explanations that are listed on this page)

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| 1. _____ Affective Domain | A. Learning area related to thinking, analyzing and speaking |
| 2. _____ Closed questions | B. The desired lesson outcomes |
| 3. _____ Cognitive Domain | C. Relating to a direction/trail as numbers on a clock |
| 4. _____ Extrinsic Feedback | D. Loss of peripheral vision, problems with night vision |
| 5. _____ Feedback | E. Instructors process based on the students goals. |
| 6. _____ Retinal Detachment | F. Information students receive about performance that helps clarify the actions needed to achieve the desired result |
| 7. _____ Goals | G. Blurred vision, blind spots and loss of central vision |
| 8. _____ Clock System | H. The learning realm related to feelings, emotions, values |
| 9. _____ Lesson Planning | I. Sensations and perceptions about performance that are provided by an outside source |
| 10. _____ Grid System | J. Elicit a limited response |
| 11. _____ Retinitis Pigmentosa | K. Pairing up students to watch each other's performance |
| 12. _____ Psychomotor/Sensorimotor Domain | L. Describing the trail by dividing it into imaginary units |
| 13. _____ Spatial Intelligence | M. Movement and performance related to learning |
| 14. _____ Reciprocal | N. Rewarding students for appropriate performance |
| 15. _____ Reinforcement | O. Picture smart |

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(Match the terms with the explanations listed on this page only)

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|---|---|
| 16. _____ Stance Angle | A. The area one can see when looking straight ahead. |
| 17. _____ Psychostimulants | B. The length of the edge that has contact with the snow. |
| 18. _____ Eccentric Contraction | C. The inability to understand and utilize words and their meanings. |
| 19. _____ Glaucoma | D. Starts with blurred or double vision and sensitivity to light. |
| 20. _____ Static Exercise | E. Starts with loss of peripheral rather than central vision. |
| 21. _____ Effective Edge | F. Directional relationship between the boots and the toe edge of the deck |
| 22. _____ Progressive disease | G. Performance of the muscle while the muscle gets longer. |
| 23. _____ Cataracts | H. Collection of behaviors characterized by severe communication and behavior problems. |
| 24. _____ Field of vision | I. Medication used to increase attention span |
| 25. _____ Aphasia | J. A condition that gets worse over time. |
| 26. _____ Carbonic Anhydrase Inhibitors | K. Developing learning partnership between student and teacher |
| 27. _____ Rapport | L. Medication used to manage intraocular pressure. |
| 28. _____ Reference Alignment | M. Guiding students to a predetermined answer with helpful hints |
| 29. _____ Guided Discovery | N. Specific positions of the body relative to itself, the snow and the board. |
| 30. _____ Autism | O. A maneuver performed while standing still. |

True and False: Mark each statement as either True or False

- T F 1. Cognitively disabled students should be treated according to their chronological age.
- T F 2. Bouncing and hopping are good balance exercises for all visually impaired riders regardless of age or athletic ability.
- T F 3. Blind and visually impaired riders should always be guided from the front.
- T F 4. The only time to introduce the concept of the fall-line is while teaching straight run.
- T F 5. The clock system always has the student facing the 12:00 position and can be used on the slope, in lift lines and in the lodge.
- T F 6. For an adolescent (age 13-18) it is more important to gain approval from authority figures than from one's peers.
- T F 7. When students are ready to change from one movement to another they should generally go to new terrain.
- T F 8. When giving feedback it is important to target the behavior and not the person.
- T F 9. All ten year olds will be at the same physical and cognitive developmental stages.
- T F 10. Concrete visual aids, such as cones or signs on the hill, help to outline the parameters of a task.
- T F 11. Severe hyperglycemia and diabetic coma are two names for the same condition.
- T F 12. Developmental disabilities encompass both physical abnormalities and cognitive processing difficulties which become evident during the developmental period of life.
- T F 13. A crouched riding stance should always be taught to cognitively impaired riders.
- T F 14. Non-insulin diabetes mellitus (NIDDM), type II diabetes and adult onset diabetes are all names for the same condition.
- T F 15. In deep powder it is essential to move one's balance onto the tail of the board.
- T F 16. Matchers teach and learn by finding similarities.
- T F 17. The degrees of mental retardation are: mild, moderate, severe and profound.
- T F 18. An 'emergency term' for an immediate stop is only for beginners
- T F 19. A Visual assessment is needed only at the beginning of the lesson, of the first day.
- T F 20. A person is considered legally blind if they have a visual acuity of 20/200 or less with corrective lenses OR if their field of vision in the good eye is less than 20 degrees.

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

1. The Adaptive Teaching Cycle has several components that:
 - A. Should be used in a linear presentation
 - B. Should be presented in order to avoid confusing students.
 - C. Have some order but remain flexible to meet customer needs.
 - D. Can be used in random order
 - E. A and B

2. When teaching an individual with a brain injury to ride it is important to remember to:
 - A. Rely on the use of memory aids when learning
 - B. Teach in areas where outside distraction is minimal
 - C. Don't get upset when they do not laugh at your jokes
 - D. B and C
 - E. A, B, and C

3. While guiding, the term 'hold' or 'holding' means:
 - A. To go straight down the hill
 - B. Staying to either left or right turns only
 - C. For the team to hold hands
 - D. Keeps the rider moving in the direction & position currently in

4. The four (4) steps in "the Four step plan to success" are:
 - A. Still, Moving, Linked, Riding
 - B. Static, Simple, Complex, Free Ride
 - C. Equipment, Walking, Moving, Riding
 - D. Easy, Complex, Linked, Free Ride
 - E. Simple, Complex, Free ride, Terrain Park

5. Lateral learning is effective only:
 - A. At the beginning levels of riding
 - B. After the instructor has had the student for a length of time
 - C. In the upper levels of riding
 - D. At the beginning of a lesson
 - E. At all levels of riding

6. What are the Four board performance characteristic's:
 - A. Flexion, Extension, Pressure, Edging
 - B. Turning, Twisting, Pivoting, Edging
 - C. Tilting, Twisting, Extension, Pressure
 - D. Pivoting, Pressure, Tilting, Twisting
 - E. Tipping, Turning, Pressure, Edging

7. Which teaching style(s) would be LEAST effective with a cognitively impaired rider?
 - A. Guided Discovery
 - B. Task
 - C. Command
 - D. A and B
 - E. A and C

8. What tool(s) will help a visually Impaired student 'know where they are in space':
 - A. Radio
 - B. Bamboo Pole
 - C. Ski Pole
 - D. B and C
 - E. All of the above

9. While teaching someone who has short-term memory loss, which would be most effective:
 - A. Do not take any breaks
 - B. Remind them how to ride the chair lift
 - C. Find out what they do remember
 - D. Ride different trails

10. Children learn the most by the instructor using:
 - A. Visual demonstrations only
 - B. Good technical descriptions and mileage
 - C. A variety of techniques utilizing visual, auditory and kinesthetic stimulation disguised as fun.
 - D. Constant movement.
 - E. Kinesthetic awareness exercises only.

11. A way to gauge the athletic abilities of a new student is by asking them:
 - A. Their name
 - B. Where they live
 - C. What sports they enjoy watching
 - D. What sports they enjoy participating in
 - E. B and C

12. While riding with someone who is totally blind, the instructor should:
 - A. Always be talking
 - B. Always tell the student when and how to turn
 - C. Be aware of safety concerns
 - D. Never go on black terrain

13. Warm-up is important because it helps to:
 - A. Prevent injuries
 - B. Introduce the instructor
 - C. Get students to know one another
 - D. Establish goals and objectives

14. When setting goals for the students:
 - A. The instructor is the professional and knows best what is needed
 - B. Make sure the students have signed up for the right class
 - C. Make them high so the students do not get bored with the class
 15. All of the above
 15. None of the above

15. Verbal commands and physical molding of the student by the instructor can enhance the learning of:
 - A. Ankle flex
 - B. Knee flex
 - C. Waist flex
 - D. Hand position
 - E. All of the above

16. The following are TRUE about 7-12 year olds:
- A. Can not separate reality from imagination
 - B. Self worth is tied to accomplishments
 - C. Developing fine muscle coordination
 - D. B and C
 - E. All of the above
17. Active steering involves:
- A. Rotary skills
 - B. Edging skills
 - C. Pressure control skills
 - D. A and C
 - E. A, B and C
18. Behaviors associated with autism are:
- A. Non-conventional ways of relating to people/objects/events
 - B. Poor vision
 - C. Abnormal responses to internal and external stimuli
 - D. A and C
 - E. A,B and C
19. A stiff lead leg can be manifestation of:
- A. Over pressuring one leg
 - B. Fear
 - C. Over rotation of the upper body, hip and feet
 - D. A and C
 - E. A, B and C
20. What are the three phases that turns can be broken down into?
- A. Anticipation, Control, Finish
 - B. Preparation, Initiation, Control
 - C. Initiation, Shaping, Finish
 - D. Beginning, Middle, End
21. First aid on the hill for hypoglycemia includes:
- A. Giving sugar/snack
 - B. Withholding sugar
 - C. Resting until the condition passes
 - E. Panic
22. During a Student's assessment, the instructor should determine:
- A. The student's strengths and weaknesses
 - B. Share lesson plan with the student
 - C. Nature of the student's disability
 - D. A and C
23. To determine the student's stance (Regular or Goofy), the instructor should:
- A. Transfer previous sports experiences
 - B. Ask multiple questions and transfer principles
 - C. Observing which foot the student steps forward to regain balance
 - D. Push the student and watch how he recovers
 - E. A, B and C
 - F. All of the above

24. Switch turns should be avoided because they
- A. Could confuse the student
 - B. Do not help their riding skills
 - C. Are not easy to do
 - D. A and C
 - E. None of the above
25. Which of the following can help initiate the toe to heel turn more efficiently:
- A. Lower the heel on the front foot
 - B. Weight on the back leg
 - C. Engaging the heel edge before the fall line
 - D. Look at the instructor
26. A beginner VI student is having difficulty releasing the edge and moving into the new turn. What 'tool(s)' could you use to help with speed control:
- A. Bamboo or ski pole
 - B. Tethering the board
 - C. Tandem board
 - D. A and C
 - E. A,B and C
27. A tall stance with a natural flex in the ankles, knees and hips is desirable because it:
- A. Is the least fatiguing stance for the rider
 - B. Aids the rider in staying centered over the board
 - C. Allows for effective blending of skill movements
 - D. A and B
 - E. A, B and C
28. Basic/Introduction to carved turns should be
- A. Started on Day 3 of riding
 - B. Started on groomed terrain
 - C. On lateral slippage
 - D. B and C
29. Autism affects which three categories:
- A. Socialization, Communication, and interests
 - B. Intelligence, Community, and Physical abilities
 - C. Needs, Abilities and Desires
 - D. Thinking, Desires and Communication
30. Gentle flexing and extending movements can help the rider to:
- A. Link Turns
 - B. Prevent edge catches
 - C. Make smaller turns
 - D. Create Rhythm
 - E. All of the above