



Physical Impairments Sit-Down PSIA-RM ADAPTIVE SNOWBOARD CERTIFICATION II TAKE HOME WORKBOOK

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. _____ Autonomic Dysreflexia | A. A neuromuscular disorder due to damage of brain centers before or during birth. |
| 2. _____ Huddle | B. Students ride to instructor one at a time |
| 3. _____ Cerebral Palsy | C. Getting on your knees to talk to a mono skier |
| 4. _____ Guest centered | D. A very specific assigned activity |
| 5. _____ Command | E. Repeating a key word out loud for students as they ride. |
| 6. _____ Cueing | F. How many attachments are needed to create redundancy when tethering a student who can not self arrest ? |
| 7. _____ Auditory Learner | G. A one or more point system that is required on all sit-down equipment. |
| 8. _____ Intrinsic Feedback | H. Guide to creating valid lesson content and presenting information in a style tailored to students needs. |
| 9. _____ Motivation | I. Needs words and language, describing a new skill |
| 10. _____ two points min. | J. Teaching style where the instructor tells what, where, when , how and why to do a movement. |
| 11. _____ Call down | K. Hypertensive crisis produced by the bodies' inability to sense /react to stimuli. |
| 12. _____ Learning Styles | L. Class arrangement with students in a loose semi-circle around the instructor. |
| 13. _____ Evacuation Strap | M. Different ways of processing new information |
| 14. _____ Task | N. A person's sensations and perceptions about his/her riding. |
| 15. _____ Teaching Cycle | O. The need or desire that inspires a person to act |

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| 16. _____ Anti-cholinergics | A. Movements that creates pressure on the tip or tail or the board/ski |
| 17. _____ Anti-depressant | B. The blending of pressure, edging and Pivoting to create a smooth turn |
| 18. _____ Acute Mountain Sickness | C. A malformation of the spinal cord during fetal development. |
| 19. _____ Canting | D. Temporary condition that can manifest as fatigue, weakness, headache, loss of appetite |
| 20. _____ Banking | E. Paralysis or paresis of the lower limbs |
| 21. _____ Platform | F. Prozac and Zoloft. |
| 22. _____ Dysarthria | G. Creating a base of support for movements such as hopping. |
| 23. _____ Braking | H. Temporary garbled speech, due to language-producing muscles not working. |
| 24. _____ Muscular Dystrophy | I. Rotation about an axis that extends upward from the snow. |
| 25. _____ Paraplegia | J. Leaning to the inside of the turn. |
| 26. _____ Leverage | K. Any action that slows or stops forward motion |
| 27. _____ Pivot | L. Disorder causing progressive and irreversible wasting of muscle tissue. |
| 28. _____ Post Polio | M. Ditropan and Di-Spaz |
| 29. _____ Spinal Bifida | N. After effects of poliomyelitis causing severe weakness or paralysis of muscles and joints |
| 30. _____ Steering | O. Adjustments done to ride/ski equipment In order to enhance optimal alignment. |

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

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| T | F | 1. "Bottoming out" is a sign that the tension of the suspension system in a Mono or Bi-Ski is too 'tight'. |
| T | F | 2. Students with double leg amputations can stand to ride |
| T | F | 3. Explaining, demonstrating and practicing are ways to check for understanding. |
| T | F | 4. Dowel testing is only for Mono-skiers. |
| T | F | 5. It is important that the students focus on the correct aspect of a demonstration. |
| T | F | 6. There are many possible progressions used to teach beginning turns |
| T | F | 7. If the instructor has ridden with a student with muscular dystrophy before it is not necessary to do an assessment. |
| T | F | 8. When teaching a lesson, feedback can make the learning experience positive or negative. |
| T | F | 9. Putting a student in a situation where he/she feels unsafe is the first step towards generating a feeling of accomplishment. |
| T | F | 10. If a student arrives in a wheelchair he/she will be riding in a bi-ski |
| T | F | 11. A bi-skier using fixed outriggers may ski independent of a tetherer. |
| T | F | 12. A straight run is part of a bi-ski progression. |
| T | F | 13. Exertion and fatigue can increase spasticity in some CP Riders/skiers. |
| T | F | 14. Beginning turns in a mono-ski should happen on a flat ski. |
| T | F | 15. All BK Amputees with long enough residual limbs can side standing up |
| T | F | 16. It is not necessary for a full-tethered bi-skier to develop balance skills. |
| T | F | 17. It is necessary to consider weight compensation if prosthetics are removed from a sit down rider/skier. |
| T | F | 18. Those individuals who learn and teach by finding minute similarities are called "matchers". |
| T | F | 19. Tethers are rarely used with a mono-skier, they can impede balance. |
| T | F | 20. Hand held outriggers can not be used when fixed outriggers are attached to the Bi-ski. |

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

1. When riding in deep snow the instructor should:
 - A. Always ride first to show the student where to go
 - B. Ignore a student's fear.
 - C. Ride last to give the skier/rider a chance to ride untracked snow and to help those who fall.
 - D. Realize not everyone loves powder, make the student comfortable first.
 - E. C and D

2. A continuous way to teach students "*Your Responsibility Code*" is to:
 - A. Hand everyone a map and read aloud about safety.
 - B. Model safe behavior, point out safety while traveling around the mountain.
 - C. Have the Ski Patrol drop by your class and talk to the group.
 - D. Wait until someone in the class makes a mistake and point it out to everyone.

3. Every Mono & Bi-ski lesson should include the following assessments:
 - A. Mobility, weight & arm length of rider
 - B. Motivation, goals, previous level of rider
 - C. Balance, strength, range of motion
 - D. Ability to tell jokes and pushing the student over
 - E. A, B and C

4. The Teaching Model states that instructor behavior and student behavior come together to:
 - A. Form a pre-set lesson
 - B. Create the Learning partnership
 - C. Because they are matched very carefully beforehand to insure a successful lesson
 - D. None of the above

5. When taking an intermediate mono skier and putting a snowboard under their rig, on packed, groomed snow, which of the following are true:
 - A. It is easier to set an edge.
 - B. The need to exaggerate the lateral move, to set the board on edge.
 - C. The need for more rotary skills to turn the board
 - D. B and C

6. A rider sitting down can use outrigger for:
 - A. Assisting moving balance
 - B. Initiating turns
 - C. Breaking or slowing down
 - D. A and B
 - E. All of the above

7. Appropriate terrain choice for learning a new maneuver is:
- A. Just slightly above the students comfort level
 - B. Varying terrain to allow for a wider variety of exploration
 - C. At or slightly below the students comfort level
 - D. As flat as possible to avoid injury to the student
 - E. Green terrain, no matter what the maneuver is.
8. Which of the following should not happen linked turns
- A. An edge change.
 - B. An active guidance of both feet/outriggers
 - C. A traverse
 - D. Weight shift to outside ski/outrigger
9. A fan progression is a series of:
- A. Slides directly down the fall line.
 - B. Direction changes that crosses the fall line
 - C. Traverses engaging the edge
 - D. Traverses where each subsequent traverse aims further down the fall Line and then back up the hill
10. While riding the chair lift, students in sit-down equipment should:
- A. Position themselves so the chair stays balanced
 - B. Keep head and shoulders back towards chair
 - C. Flip the outriggers down to prepare for unload
 - D. All of the above
11. What factor(s) would not be considered when helping a Bi or Mono-skier get up after a fall:
- A. Safety of the rider/skier
 - B. Safety of the instructor
 - C. Pitch of the hill
 - D. Type of equipment.
 - E. Length of the bi or mono ski.
12. Preferred terrain for a Level 2 student is:
- A. Intermediate so they can tour the mountain.
 - B. Advanced beginner terrain so they can be challenged.
 - C. Catwalks
 - D. Shallow enough so the student will not lose control, even if relying on outrigger braking.
 - E. Very flat.

13. A good time to provide students with feedback and reinforcement is:
- A. During or right after practice time.
 - B. During introduction to help with rapport
 - C. At the summary of the days activities
 - D. During presentation, since the instructor is talking anyway
 - E. During the lesson planning segment
14. Wearing a helmet while mono or bi-skiing falls into the _____ level of Maslow's Hierarchy of Needs.
- A. Physiological
 - B. Safety/Security
 - C. Self-esteem.
 - D. Self-actualization.
15. While tethering a beginning Bi-skier with fixed outriggers, which of the following is true:
- A. Student has to be attached to the tetherer with a redundant (min. 2 point) system.
 - B. It is easier to synchronize your skiing/riding
 - C. We do not need to tether a beginner Bi-skier
 - D. The instructor has to have at least two helpers
16. Autonomic dysreflexia may be caused by:
- A. Full stomach
 - B. Bladder distention
 - C. Extreme cold
 - D. A and B
 - E. B and C
17. A kidney belt / elastic retention strap may be used with a bi-skier for:
- F. Upper body stabilization
 - G. Maintaining body temperature
 - H. Restraining a person in the bi-ski
 - I. Keeping snow out
 - J. Aesthetics
18. During the dowel test the student is fitted in his / her sit-down equipment and the balance point is found when the student can:
- A. Lean forward and touch the front of the ski/board to the ground.
 - B. Remain balanced on the dowel, with both the front and back of the ski off the ground, when the outriggers are taken off the ground.
 - C. Slight tilt fore/aft making the tip and tail touch the ground.
 - D. Lean backward and touch the tail of the ski to the ground while using the outriggers for balance.

19. A person with Flaccid Cerebral Palsy has muscles that:
- A. Have jerky, uncontrolled movements.
 - B. Are tense and contracted
 - C. Have reduced & diminished muscle tone
 - D. Have extraneous, uncontrolled movements.
 - E. Are rigid.
20. Having students ride runs that vary from flatter to steeper while maintaining the same speed can help them learn:
- A. To change the shape of their turns
 - B. To focus on the snow right in front of them
 - C. Work on edge locks
 - D. Become faster riders
21. The function of the shock on a mono-ski includes controlling:
- A. Rotation
 - B. Pressure
 - C. Balance
 - D. Steering
 - E. All of the above
22. To help students slow down progressively during the finish of their turns have them:
- A. Use rotary push-off
 - B. Turn across the hill using turn shape to slow down.
 - C. Ski/Ride more squarely to the ski/board
 - D. Assume a more countered stance
 - E. Perform a check maneuver by digging in their uphill edge(s)
23. Compared to short radius turns, in medium radius turns:
- A. Edge angle will increase
 - B. Edge angle will decrease
 - C. Rotary moves will increase
 - D. Speed will increase
24. One way to teach a lateral movement in turns is to have the student imagine there is a small rope between his/her hands and:
- A. Knees
 - B. Foot Platform
 - C. Part of the seat where the hips are
 - D. Shoulders
 - E. Head

25. Why would some students be able to stand up riding in the morning, but need to sit-down in the afternoon.
- A. To be able to see more of the Mountain
 - B. To ride/ski with family members
 - C. Endurance/ fatigue factors
 - D. All of the above
26. What factors determine the position of the foot tray on a mono-ski?
- A. Leg length
 - B. Spasticity
 - C. Comfort
 - D. A and B
 - E. A, B and C
27. Dropping the uphill shoulder and not continuing to lead with the uphill side of the body while traversing is likely to result in:
- A. Loss of edge engagement
 - B. Loss of balance
 - C. Board/ski(s) not holding well, slipping downhill
 - D. All of the above
 - E. None of the above
28. Which body part is used to initiate rotation or pivoting moves in a sit-ski?
- A. The hips
 - B. The feet
 - C. The head
 - D. Any working body part, closest to the board / snow as possible
29. Terrain and snow conditions are a concern:
- A. When teaching beginner students.
 - B. Rarely.
 - C. When teaching higher level riders
 - D. Always
 - E. When introducing a new skill.
30. Your student wants to go into the ½ pipe. How do you react?
- A. Tell them they are not ready, every time they ask.
 - B. You explain the rules of the park to them and make sure they can safely ride the conditions, then pre-ride, re-ride, free-ride.
 - C. Sure, let's go.
 - D. Know, share and respect your programs and the ski areas rules / guidelines.
 - E. B and D