

# Rocky Mountain Children's Trainer (CT)

## Learning Outcomes & Assessment Criteria

### DAY 1

#### MOVEMENT & TECHNICAL ANALYSIS

*Identifies technical knowledge of CAP Model concepts within participants, verifies accuracy, and expands understanding appropriately through the lens of prescriptive analysis and Children's Specialist Learning Objectives.*

##### CAP Model Concepts

Identifies and verifies participants' observations of distinct stages of cognitive, affective and physical growth, including psychomotor development, for children and adults, relative to snowsports.

##### Biomechanics & Fundamental Relationships

Identifies, verifies, and enhances participants' demonstrated understanding of biomechanics, children's equipment options, and ability to link body movements to multiple fundamentals in all turn phases or cross-country skills.

##### Prescriptions

Identifies, verifies, and enhances participants' prescriptions for change, using a clear understanding of the pathway from Real to Ideal.

##### Audience

Scales depth of knowledge appropriately to CT peers through understanding of CS1 and CS2 Learning Objectives.

### DAY 2

#### CLINIC LEADING SKILLS

*Uses information gathered from participants to shape relevant group-focused learning experiences that have developmentally realistic outcomes.*

##### Training Objectives

Identifies and summarizes motivations and expectations of participants to determine common themes.

##### Learning Experiences

Facilitates creative, exploratory, and developmentally appropriate learning experiences focused on training objectives.

##### Diversity of Activities

Demonstrates productive use of discussion, movement, and application time that enhances the participant's learning experience.

##### Terrain & Skill Choices

Chooses appropriate terrain and/or skill for the group based on the focus of the clinic.

##### Physical & Emotional Risk

Manages physical and emotional risk while promoting engagement in the learning environment.

##### Reflect & Review

Reflects with each participant, discusses their outcomes, reviews the learning experience, and plans for future growth.

### DAY 1

#### TECHNICAL DEVELOPMENT & FACILITATION

*Creates and navigates an indoor learning environment wherein participants may effectively develop through engaging, interactive, and collaborative learning experience.*

##### Participant Centered Learning

Facilitates a collaborative indoor learning experience, reflective of participant needs, that elevates understanding of the group as a whole.

##### Resource & Tool Use

Uses educational tools, such as video equipment and handouts, effectively to guide participant performance towards a greater understanding of CAP Model content.

##### Technical Accuracy

Facilitates effective learning through the demonstrated use of accurate and comprehensive CAP Model knowledge.

### DAYS 1 & 2

#### INSTRUCTOR DECISIONS & BEHAVIOR

*Maintains a professional environment by demonstrating self-awareness and self-management. (Continual Assessment)*

##### Needs & Safety

Addresses group and individual safety and physiological needs.

##### Behavior Management

Exhibits positive behavior in response to feedback.

### DAY 2

#### PEOPLE SKILLS

*Engages in developmentally appropriate communication and manages intrapersonal and interpersonal situations to meet each participant's needs and the group's needs.*

##### Cognitive Appropriate Communication

Blend verbal and non-verbal communications to meet the cognitive level of each participant in the group and the group as a whole.

##### Social & Emotional Communication

Blend verbal and non-verbal communications to meet the social and emotional level of each participant in the group and the group as a whole.

##### Emotional Responses

Identifies and responds to participant's emotional responses to events throughout the clinic.

##### Social Interactions

Identifies and responds to participant's social interactions throughout the clinic.