



# *PSIA – Rocky Mountain Division – AASI*

## ADAPTIVE ALPINE LEVEL 1 & 2 PROFESSIONAL DEVELOPMENT LOG

### COGNITIVE & VISUALLY IMPAIRED



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

Revision 09-05-19

*Instructions: This development log is a tool for you to develop your skiing, teaching and technical skills in preparation for your Adaptive exam. As you are preparing for your exam, 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.*

*At the time of your exam, you will be required to turn in the development log for your examiner's review. It will be returned to you after the exam so that you can use it as an ongoing resource. Please note: The outcome of your exam does not depend on how much you write on this log.*

*Note: The Americans with Disabilities Act (ADA) requires that testing entities such as PSIA-RM-AASI make "reasonable accommodations" for qualified candidates with disabilities (whether physical or cognitive) and to the extent that they would not "fundamentally alter" the services being provided. Members with disabilities who are considering applying for an education course or certification exam must contact PSIA-RM-AASI at 970-879-8335 at least four weeks in advance of a scheduled course or exam to provide notice of their requested reasonable accommodation and discuss their situations. This allows PSIA-RM-AASI to assess your request for a reasonable accommodation and to plan for reasonable accommodations, if necessary. Requests for accommodations will be considered on a case-by-case basis.*

*The essential eligibility requirements for each Adaptive Alpine Level 1 & 2 course and exam are presented in the PSIA-RM-AASI Adaptive Alpine Level 1 & 2 Exam Material. The standards are national in scope and their maintenance is necessary in the interests of public safety, effectiveness, value for the consumer, and guest/employer expectations.*

*The ADA does not require reasonable accommodations for a transitory or minor disability. A transitory disability is an impairment with a duration of six months or less, such as one caused by illness or injury. If this applies to you, you may contact the PSIA-RM-AASI office to receive or refund or to transfer to a future clinic or exam.*

*You may refer to the PSIA-RM-AASI Americans with Disabilities Act (ADA) Policy for further information.*

*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.*

✓	<b>Prepare for your Level 1 &amp; 2 Exam</b>
	<b>Become a PSIA-RM-AASI member, if you are not currently a member.</b>
	<b>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, and actual on-hill adaptive teaching.</b>
	<p>Take the <b>Alpine Level 1 E-Learning Course</b>. Note: this course must be taken before the Adaptive Alpine Functional Skiing &amp; Technical Prep clinic. (Highly encouraged but not mandatory for certified Alpine Level 1 and above.)</p> <p>We will be monitoring the completion of the E-Learning Course. It must be completed at least 72 hours before the start of the Functional Skiing &amp; Technical Prep clinic. You do not have to complete it all at once—you can complete sections and save them for later.</p> <p><a href="https://www.psia-rm.org/e-learning-module-lms/">https://www.psia-rm.org/e-learning-module-lms/</a></p>
	<b>Schedule and take Adaptive Alpine Functional Skiing &amp; Technical Prep Clinic.</b> (Highly encouraged but not mandatory for certified Alpine Level 1 and above.)
	<b>Attend and pass the Adaptive Alpine Functional Skiing Exam at a minimum of a Level 1.</b> (If you are already certified PSIA-RM Alpine Level 2 and wish to attain Adaptive Alpine Level 1 certification, you may choose to skip the Exam.)
	<b>Download and complete the PSIA-RM-AASI Adaptive Alpine Level 1 &amp; 2 Workbook for Cognitive &amp; Visually Impaired.</b>
	<b>Register for the Adaptive Alpine Level 1 &amp; 2 On-Hill Exam for Cognitive &amp; Visually Impaired.</b>
	<b>Take the Adaptive Alpine Level 1 &amp; 2 Online Exam for Cognitive &amp; Visually Impaired. at least one week before the On-Hill Exam.</b>
	<b>It is your responsibility to work with your fellow examinees and bring all equipment that is needed for your On-Hill Exam.</b>
	<b>Bring this completed development log with you to the on-hill exam.</b>

✓	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>		
	<p><b>Read the PSIA-RM-AASI <i>Common Gaits in Adaptive Students, PSIA Adaptive Snowsports Instruction Manual, Adaptive Instruction Supplement: Diagnoses and Medications Classifications, and the PSIA-RM-AASI Adaptive Alpine Level 1 &amp; 2 Exam Material.</i> What other references are available?</b></p>	
	<p><b>Study the disabilities that might cause a person to ski with a cognitive diagnosis or a visual impairment, as well as the medications that these individuals might use.</b> <i>The disabilities and medications you are expected to know are listed in the PSIA-RM-AASI Adaptive Alpine Level 1 &amp; 2 Exam Material. 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: Try creating flash cards for studying disabilities and medicines.) You will be tested on disabilities and medications application the exam.</i></p>	
	<p><b>Know basic Disability Etiquette.</b> <i>Incorporate this etiquette into your lessons and interactions with your guests.</i></p>	

✓	<b>Adaptive Level 1 &amp; 2 Technical Knowledge</b>	<b>Comments/Notes</b>
<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><b>Identify, describe and relate the Skills Concept to the Five Fundamentals of Alpine Skiing.</b> <i>How are they used in various skiing conditions? How are they used in the adaptive environment? Discuss similarities and differences in skill usage as the skier progresses from level 1 to 6. Identify situational variations of skill application.</i></p>	
	<p><b>Understand and use Movement Analysis.</b> <i>You can practice on your peers or by watching videos. (YouTube.com and vimeo.com have some adaptive skiing videos.)</i></p>	
	<p><b>Understand Cause and Effect relationships.</b> <i>How is this used in movement analysis? Can you use this in your lessons?</i></p>	
	<p><b>Identify body-part specific Rotary Movements.</b></p>	

✓	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><b>Identify body-part specific Pressure Control Movements.</b></p> <ul style="list-style-type: none"> <li>• Fore/aft pressure</li> <li>• Foot to foot</li> <li>• Magnitude of pressure</li> </ul>	
	<p><b>Identify body-part specific Edging Movements.</b></p>	
	<p><b>Understand how skills are blended.</b> <i>How are the skills blended differently for various snow and terrain conditions?</i></p>	
	<p><b>Read the <i>Alpine Technical Manual</i>.</b> <i>What new ideas can you incorporate in your lessons?</i></p>	

✓	Adaptive Level 1 & 2 Teaching Knowledge	Comments/Notes
<p><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><b>Learn to recite “Your Responsibility Code.”</b> How can you effectively apply this throughout all aspects of your skiing and lessons?</p>	
	<p><b>Learn to recite the Park Smart points.</b> <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>  <a href="http://www.nsaa.org/nsaa/safety/smart%2Dstyle/">http://www.nsaa.org/nsaa/safety/smart%2Dstyle/</a></p>	
	<p><b>Understand the Teaching/Learning Cycle.</b> <i>How does this relate to a lesson plan?</i></p>	
	<p><b>Understand the various models for Learning Styles.</b> <i>Which models work best for you? If you typically rely on one model, you may want to explore other models.</i></p>	
	<p><b>Understand Teaching for Transfer.</b> <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><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><b>Understand Lateral Learning.</b> <i>You can practice by creating lesson plans with the lateral learning concept. (Hint: this will help with movement analysis.)</i></p>	
	<p><b>Understand goal setting for guests.</b> <i>Notice that some adaptive guests may not progress as quickly as other guests. Practice setting goals for a variety of guests.</i></p>	
	<p><b>Learn to use the Guest Centered Teaching model.</b> <i>You can find the GCT Planning Worksheet in the PSIA-RM-AASI Adaptive Alpine Level 1 &amp; 2 Exam Material.</i></p>	
	<p><b>Read Teaching Snowsports Manual and Core Concepts for Snowsports Instructors.</b> <i>What new ideas can you incorporate in your lessons?</i></p>	

✓	<b>Adaptive Specialty: Cognitive Disabilities</b>	<b>Comments/Notes</b>
	<b>Learn to assess the guest's needs and abilities.</b> <i>What adaptations can you make to your teaching style to accommodate your guest's needs and abilities?</i>	
	<b>Learn to identify a guest's preferred communications systems and learning preferences.</b> <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>	
	<b>Understand principles of ski length and shape.</b> <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	<b>Be familiar with and use different adaptive devices.</b> <i>What are the strengths and challenges of each device? Under what circumstances would you use each device?</i>	
	<b>Practice various physical assists.</b> <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); arm-in-arm; tip holds. In what situations would you use these assists?</i>	



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

✓	<b>Adaptive Specialty: Visually Impaired</b>	<b>Comments/Notes</b>
	<b>Learn to assess the guest's vision.</b> <i>How do you test for acuity, depth perception, color blindness &amp; angle of vision?</i>	
	<b>Learn about and practice different guiding systems.</b> <i>Which systems work best and why?</i>	
	<b>Practice communication techniques.</b> <i>Become comfortable with directional commands &amp; verbal commands. Practice verbal descriptions of everything a VI guest might encounter, like chairlifts and varying terrain.</i>	
	<b>Understand principles of ski length and shape.</b> <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	<b>Be familiar with and use different adaptive devices.</b> <i>What are the strengths and challenges of each device? Under what circumstances would you use each device?</i>	
	<b>Practice various physical assists.</b> <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); arm-in-arm; tip holds. In what situations would you use these assists?</i>	

✓	<b>Adaptive Specialty: Visually Impaired (cont.)</b>	<b>Comments/Notes</b>
	<b>Practice tethering a skier with a visual impairment.</b> <i>Can you safely tether? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	<b>Practice loads/unloads and safety protocols.</b> <i>What additional safety concerns should you address with a visually impaired guest?</i>	
	<b>Learn to be guided.</b> <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 have not developed the compensatory senses that are developed by a person with a visual impairment.</i>	
	<b>Read the PSIA-RM-AASI Adaptive Information Guide for Visually Impaired.</b> <i>How can you use the progressions to help your guests improve their skiing?</i>	
	<b>Audit an experienced instructor in a visually impaired ski lesson.</b> <i>What did you learn that you can use in your own visually impaired lessons?</i>	
	<b>Write out visually impaired progressions.</b> <i>Create sample scenarios and then write out sample progressions to fit your scenarios. Try thinking of unique scenarios! How do visually impaired progressions differ from other stand-up progressions? <b>How can you give your guest greater independence?</b></i>	

**Additional Notes**

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