Professional Ski Instructors of America

Adaptive Alpine Cognitive & Visually Impaired Certification Pathways

Level I

INTRODUCTION

The PSIA Adaptive Alpine Skiing Technical Skills Performance Guide (PG) is a resource that supports the PSIA National Standards, serving as the connection between the National Standards and certification training and assessment. The performance guide is designed to maintain transparency and assure consistency of all certification standards levels. It exists as a key resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for a certified snowsports professional. The PSIA Adaptive Alpine Skiing Technical Skills Performance Guide (PG) is built to incorporate and expand upon the PSIA Alpine Skiing Technical Skills, People Skills, and Teaching Skills Performance Guides.

Format
The Performance Guide enhances the details of the Assessment Criteria (AC) for each Learning Outcome (LO) in Equipment & Tactics, Diagnoses & Medications, Technical Tactics & Communication, Movement Analysis, and Adaptations of Teaching Skills at each level of certification. Assessment Criteria specify performance details, and to what level the Learning Outcomes have been met. The PG describes the successful and unsuccessful Performance Contributors used to measure and assess an instructor's ability to satisfy the ACs and LO. The Performance Contributors provide details of objective measurements for each AC. In addition, the PG presents assessment activity (AA) descriptions and examples of assessment activities utilized during the assessment process.

Use
Available to all PSIA-AASI members, the PG is a tool for training and certification assessments, to guide clear and transparent feedback during certification preparation and assessment. Instructors preparing for an assessment can use the PG to understand what is expected of them to achieve the Learning Outcomes. The Performance Guide refers to and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, and example assessment activity descriptions and videos. These resources are provided to aid instructors when preparing for an assessment.

Assessment Form
Certification assessments use the same assessment form which directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the ACs. Each AC is measured on a 6-point scale. The score represents an instructor's ability to demonstrate the essential elements, described as successful performance contributors, of the AC. Instructors in an assessment must score the essential elements regularly and at a satisfactory level across all ACs to achieve the LO.

Living and Evolving

Document Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snowsports learning environment.

Learning Outcome: A Level I instructor maintains a professional environment by demonstrating self-awareness and self-management.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Address group and individual safety and physiological needs.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Follows *Your Responsibility Code* creating a safe environment.	Misses components of *Your Responsibility Code* which creates an unsafe environment.
Shows interest and concern for group members' safety.	Creates an environment hostile for group members. *Examples: inappropriate conversations, yelling
Takes care of their own physiological needs.	Fails to address their own physiological needs.
Contributes to conversations and leaves space for others to contribute.	Interrupts, talks over others, monopolizes conversation, or is largely unresponsive to others.
Displays interest, respect, and engagement through their non-verbal behaviors (eye contact, gestures, facial expressions, posture, speech pattern, tone, etc.).	Uses language, tone, or gestures that are interpreted as inappropriate, offensive, or dismissive.

Exhibit positive behavior in response to feedback.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Asks questions to better understand the feedback.	Fails to attempt to clarify the feedback and fails to engage with it further.
Maintains an open line of communication with the other person.	Closes or largely eliminates communication with the other person.
Demonstrates effort in improving performance.	Demonstrates little to no effort to improve performance.
Explains their process for engaging with or responding to feedback received from the examiner.	Refuses to or avoids engaging in dialogue about feedback with examiner.

Learning Outcome: A Level I instructor demonstrates a basic understanding of the components of student assessments, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.

LO is assessed upon the instructor's ability to consistently demonstrate the following lesson components crucial to improving the performance of students with cognitive or vision-related diagnoses through the beginner/novice zone:

Appropriate student assessments.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Use person-first language.	Use inappropriate and disrespectful language.
Ask questions pertinent to students, their situations, and their diagnoses, building trust and rapport.	Fail to address information gathering questions to the person who can provide the most thorough insight.
Gather information on students' cognitive abilities.	Omit questions about behavior, comprehension and understanding, receptive and expressive language, etc. as related to students diagnoses.
Gather information on the students' emotions and desires and how those influence actions or behaviors.	Questions do not include those about students' goals, motivations, attitude, and/or current emotional state.
Gather information on the students' physical abilities.	Gather no information about the student's strengths, capabilities, and constraints.
Gather information on the students' visual abilities and limitations in a variety of environments.	Gather no, or limited, information on students' visual abilities.
Use information and knowledge gathered during the assessment to improve students' learning experiences.	Information on students' visual abilities is limited to one environment. Fails to gather information in a variety of environments such as in full sun compared to shade.
Ask questions to gather information about students and or other group members.	Information gathered through the assessment is not used to build relevant learning experiences.
Use a combination of open-ended and closed questions.	Fail to ask questions that gather information about other people involved in the learning experience.
Accurately describe specific examples of different ways they ask questions to gather information.	Gather mainly superficial information that does not contribute to the learning experience.

Treat all individuals with respect.	Inaccurately, or cannot, describe their use of questions and/or how they used different types of questions.
Create opportunities for students to interact with each other.	Discriminate against individuals or exhibits animosity, indifference, inconsiderateness, passive aggressiveness, or other inappropriate behaviors toward individuals.
Promote a supportive environment by interacting equitably with others.	Interaction is self-centered.
Attempt to learn the names of all students and succeed in remembering most.	Engage with a minority of students.
Identify actions used to support students.	Fail to put forth effort to learn and/or use names of students.
Use situational factors to identify likely safety and physiological needs of others.	Actions used to support students are not identified.
Initiate interactions to build group dynamics.	Make assumptions of students' needs without considering situational factors (weather, crowds, terrain, snow conditions, group dynamics, etc.).
Ask questions to learn about others.	Information about students' motivations is not gathered.
Identify the motivations and emotions of students.	Miss obvious emotional cues.
Discover the expressed motivations of students.	Miss obvious impacts of weather or the environment on students' motivations and emotions.
Gather information to deduce the likely emotions of students.	
Consider situational factors (weather, crowds, terrain, snow conditions, group dynamics, etc.) and their impact on students' motivations and emotions.	

Assistive equipment choices.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Choose appropriate and relevant assistive devices, maneuvers, and strategies.	Use assistive devices, maneuvers, and strategies to the detriment of students' development of fundamental based movements, learning experiences, and independence.

Select assistive devices, maneuvers, and strategies to enhance students' success and learning.	Assistive devices, maneuvers, and strategies necessary, based on the initial and ongoing assessment of individual students, are not used.
Use assistive devices, maneuvers, and strategies, as appropriate, to provide kinesthetic support when teaching skills.	Allow students to become dependent on assistive devices, maneuvers, and strategies for speed control.
Discuss pros and cons of various assistive devices, maneuvers, and strategies and justify their choices with regard to students.	Neglect industry best practices when using assistive devices, maneuvers, and strategies.
Discuss potential assistive devices, maneuvers, and strategies and how and when to implement their use.	
Choice of assistive devices, maneuvers, and strategies encourages students' development of fundamental based movements, skill acquisition, and independence.	

Assistive equipment set-up.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Set up assistive devices, maneuvers, and strategies in a safe manner that enhance students' development of fundamental based movements, skill acquisition, and independence.	Set up assistive devices, maneuvers, and strategies in a way that creates an unsafe situation.
	Set up assistive devices, maneuvers, and strategies in a way that detracts from students' performance and/or skill acquisition.

Assistive technique and tactical choices.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Use assistive devices, maneuvers, and strategies to safely enhance students' fundamental based movements, skill acquisition, and independence.	Neglect environmental considerations, such as crowds, that cause distraction or over-stimulation.

Use assistive devices, maneuvers, and strategies to achieve desired outcome.	Introduce assistive devices, maneuvers, and strategies that detract from students' performance, skill acquisition, and/or desired outcome.
	Assistive devices, maneuvers, and strategies used based on personal preference rather than to enhance students' development of fundamental based movements, skill acquisition, and independence.

Guiding method choices.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Select a guiding method that compliments students' diagnoses, abilities, and/or needs.	Select guiding method without applying knowledge of students' visual abilities and limitations.
Consider external factors within the mountain environment when selecting the guiding method.	Use a guiding method based on personal preference rather than students' needs, desires, and goals.
Blend guiding methods as appropriate to enhance student success and learning.	Select a guiding method without accounting for terrain, weather, and other external factors within the mountain environment.
Select a guiding method that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding method options as presented in PSIA-AASI's *Adaptive Alpine Technical Manual*.

Guiding position choices.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Select a guiding position that compliments students' diagnoses, abilities, and/or needs.	Disregard knowledge of students' visual abilities and limitations when selecting guiding positions.
Consider external factors within the mountain environment when selecting the guiding position.	Select a guiding position based on personal preference rather than students' needs, desires, and goals.
Blend guiding positions as appropriate to enhance student success and learning.	Guiding position(s) does not account for terrain, weather, and other factors within the mountain environment.
Select a guiding position that allows for helping students develop independence, rhythm, and flow.	Little working knowledge of guiding position options as presented in PSIA-AASI's *Adaptive Alpine Technical Manual*.

Guiding position supports selected guiding method(s).	

Assessment Statement
Assessment, Equipment, & Tactics assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis.

Candidates will demonstrate and/or discuss cognitive, affective, and physical assessments, including sensory functioning when applicable. Demonstrations and discussions may include but are not limited to, ways of assessing:

- Cognitive abilities;
- Affective state; and
- Physical abilities.

Other demonstrations and discussions will involve various assistive devices, maneuvers, and strategies:

- Their implementation in direct correlation to information gathered through students' assessments.
- Their advantages and disadvantages.
- Identify and describe how to appropriately set up various assistive devices for simulated or real student profiles.
- Identify and describe various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more.
- Guiding methods* include, but are not limited to:
    - Guiding with visual cues;
    - Guiding with auditory cues;
    - Guiding with kinesthetic cues; and
    - Guiding skiers who are skiing independently of cues.
- Guiding positions* include, but are not limited to:
    - Guiding from the front while skiing backward;
    - Guiding from the front while skiing forward;
    - Guiding from the back; and
    - Guiding from the side.

*See PSIA-AASI *Adaptive Alpine Technical Manual* for more details.

Learning Outcome: A Level I instructor demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the beginner/novice zone.

LO is assessed upon the instructor's ability to consistently show a general knowledge of the following for students with cognitive or vision-related diagnoses:

Prevalent diagnoses.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Share a basic knowledge of the attributes of cognitive and vision-related diagnoses throughout lessons, presentations, and/or discussions.	Lessons, presentations, and/or discussions do not accommodate for students' diagnoses and adapt as their needs evolve.
Modify and apply knowledge of diagnoses throughout presentations to meet the needs of the students' diagnoses.	Unable to provide information about common cognitive and vision-related diagnoses.
Ask questions to gather information about students, their abilities, needs, and diagnosis through student/caregiver interviews.	Demonstrate no knowledge of, or where to find, accurate information about diagnoses.
Share several pieces of information about common cognitive and vision-related diagnoses.	Individualized information about students is not gathered from students/caregivers.
Adapt communication, pace, and all components of the experience to generalized behavioral and physical needs of common cognitive diagnoses.	Communication, pace, and all components of the experience do not meet the needs of students and their abilities, needs, and diagnoses.
Describe specific examples of different ways to ask questions to learn a variety of information.	Knowledge of cognitive and vision-related diagnosis is not applied throughout the lesson experience.
Apply information and knowledge gathered during the initial and ongoing assessments to improve students' learning experiences.	Cannot, or inaccurately, describes the use of different types of questions.
Apply pertinent information and knowledge gathered during the initial and ongoing assessments, PSIA materials, and/or reputable resources to improve students' learning experiences.	Information gathered through initial and ongoing assessments is not applied to build relevant learning experiences.
	Gather mainly superficial information.

	Little working knowledge of PSIA and/or reputable resources.

Common associated medication classifications and potential side effects.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Share a basic knowledge of the medication classifications associated with common cognitive and vision-related diagnoses.	Lessons, presentations, and/or discussions do not accommodate for students' medications.
Modify and apply knowledge of medication classifications and potential side effects throughout presentations to meet the individual needs of students.	Unable to provide information about common medication classifications associated with cognitive and vision-related diagnoses.
Ask questions to gather information about students' medications through student/caregiver interviews.	Demonstrate no knowledge of or where to find accurate information about medications and/or classifications.
Share several pieces of information about medication classifications and potential side effects.	Individualized information about students is not gathered from students/caregivers.
Describe specific examples of different ways to ask questions to learn a variety information.	Information gathered through initial and ongoing assessments is not applied to build relevant learning experiences.
Apply pertinent information and knowledge gathered during the initial and ongoing assessments, PSIA materials, and/or reputable resources to improve students' learning experiences.	Individualized information about students is not gathered from students/caregivers.
Apply information and knowledge gathered during the initial and ongoing assessments to improve students' learning experiences.	Gather mainly superficial information.
	Little working knowledge of PSIA and/or reputable resources.

Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**

Present lesson plans, pace, timing, and all other components of the experience in relevance to students' diagnoses, medications, abilities, and/or needs.	Unaware of safety precautions to be taken and/or something happens and doesn't know what to do. (i.e., autonomic dysreflexia, seizure, hyper-/hypoglycemia)
Demonstrate a basic knowledge of corollary effects of students' diagnoses, medications, and/or medical devices throughout the lesson experience.	Diagnoses, medications, and/or medical devices are not accounted for.
Speak to common corollary effects of students' diagnoses and medications throughout presentations.	Information gathered through initial and ongoing assessments is not applied to build relevant learning experiences.
Apply pertinent information and knowledge gathered during the initial and ongoing assessments, PSIA materials, and/or reputable resources to improve students' learning experiences.	Little working knowledge of PSIA and/or reputable resources.
Use information and knowledge gathered during the initial and ongoing assessments to improve students' learning experiences.	
Describe specific examples of different ways knowledge of corollary effects of common cognitive and vision-related diagnoses and medications were applied throughout the experience.	

Assessment Statement

Diagnoses and Medication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis. Demonstrations and discussions may include but are not limited to, common diagnoses, applicable medication classifications and potential side effects, and the corollary effects either or both may have on students' learning experiences, fundamental/skill acquisition, and overall safety.

Cognitive-Related Diagnoses

- Acquired brain injury (traumatic)
- Alzheimer's disease
- Attention deficit/hyperactivity disorder
- Autism spectrum disorder

Medication Classifications

- Anti-anxiety
- Anticonvulsants
- Antidepressants
- Antipsychotics

- Cerebral palsy
- Cerebrovascular accident
- Down syndrome
- Epilepsy
- Fetal alcohol syndrome
- Fragile X syndrome
- Intellectual disability
- Neurocognitive disorder
- Neurodevelopmental disorder
- Post-traumatic stress disorder

- Antispasmodics
- Antispastics
- Psychostimulants
- Sedatives

Vision-Related Diagnoses

- Cataracts
- Diabetic retinopathy
- Glaucoma
- Macular degeneration
- Myopia
- Retinal detachment
- Retinitis pigmentosa
- Strabismus

Medication Classifications

- Analgesics
- Anti-inflammatory
- Antidiabetics
- Antihypertensives

Learning Outcome: A Level I instructor demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice-zone students in the mountain environment.

LO is assessed upon the instructor's ability to consistently demonstrate their ability to work with students with cognitive or vision-related diagnoses in the beginner/novice zone by:

Accurately demonstrating procedures for safely navigating the mountain environment.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Demonstrations consistent with Level I Standards.	Does not follow *Your Responsibility Code* and/or *Park Smart*.
Perform technical skills consistent with Level I Standards.	Not able to speak to or demonstrate the Level I Standards.
Demonstrate versatility by varying turn shape, turn size, and line through intermediate zone terrain.	Assistive devices, maneuvers, and strategies inappropriately applied and/or unsafely.
Turn shape, size, and line change in response to the terrain and conditions.	Struggles to alter turn shape, size, or line either at will or in response to changing terrain.
Show differing turn shape, sizes, and lines as prescribed.	Turn shape is inconsistent and speed increases.
Use round turn shape for speed control.	Abrupt direction changes and/or high edge angles at turn finish to slow down.
Apply two or more fundamentals to achieve the prescribed outcome.	Necessary application of fundamentals to achieve a prescribed outcome does not occur.
Integrate two or more of the fundamentals through all turn phases to achieve prescribed ski performance.	Control of the fundamentals break down in specific phases of the turn.
Demonstrate prescribed ski performance in all turn phases.	Prescribed ski performance ceases in specific phases of the turn.
Use individual fundamentals as prescribed to safely navigate the mountain environment.	Unable to show prescribed outcome and/or do so safely.
Use fundamentals to achieve a specific outcome safely within the beginner zone.	Cannot adjust movements for a given fundamental to achieve a predetermined outcome.
Adjust personal performance to maintain a safe and supportive communication/connection with students.	Deficiency in one fundamental affects the use of other fundamentals.

Adjust personal performance to maintain desired safe and effective position while using assistive devices, maneuvers, and strategies.	Over reliance in one fundamental affects the use of other fundamentals which may influence safe navigation of the mountain environment.
Show consistent speed and turn shape while guiding and/or using assistive devices, maneuvers, and strategies adjusting the blend of fundamentals based on students' abilities, needs, and desired outcomes.	Control of the fundamentals breaks down in specific phases of the turn which may influence safe navigation of the mountain environment.
Vary speed and turn shape while guiding and/or using assistive devices, maneuvers, and strategies to adjust for students' changing needs and evolving terrain, traffic, tasks, timing, and snow conditions.	
Adjust personal performance to maintain desired safe and effective guiding position.	
Adjust personal performance to support a safe and effective guiding method.	

Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Identify the purpose of any assistive devices, maneuvers, and strategies used during the lesson.	Introduce assistive devices, maneuvers, and strategies that do not provide a direct, and positive, impact on students' performance, development of fundamental based movements, skill acquisition, and/or desired outcomes.
Use assistive devices, maneuvers, and strategies as necessary to enhance the development of fundamental based movements.	Unable to explain or inappropriate justification for use of assistive devices, maneuvers, and strategies.
Recognize and communicate basic biomechanics in skiing and how certain diagnoses may influence those movements.	Cannot describe basic biomechanics.
Recognize and communicate basic physics principles in skiing and how a certain diagnosis may influence the principles.	Cannot describe basic physics principles in skiing.

Identify and adapt guiding method(s) and position(s) and/or use of assistive devices, maneuvers, and strategies to direct student development of fundamental based movements and performance through the changing mountain environment.	Inability to adjust personal performance to maintain a consistent, safe position with students.
Adjust personal performance to maintain desired safe and effective position while using assistive devices, maneuvers, and strategies.	Inability to adjust personal performance to maintain a consistent, safe guiding position with students.
Blend guiding method(s) and position(s) to enhance student performance.	Adjust speed and turn shape inaccurately while guiding preventing the ability to adapt to students' changing needs and evolving terrain, traffic, tasks, timing, and snow conditions.
Adjust personal performance to match students' needs, accounting for guiding methods and positions, that contribute to their performance.	Break guiding connection with students.
	Give too little, too much, or inaccurate information while guiding.
	Guiding methods, positions, techniques, and/or tactics detract from students' performance, skill acquisition, development of fundamental based movements, and/or desired outcome.

Understanding the impact of verbal and nonverbal two-way communication.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Word choice and phrasing clearly convey messages in a way students can understand as applicable to their ages, stages, and diagnoses.	Word choice or phrasing are confusing or lead to misunderstanding.
Nonverbal communication supports and conveys information in a way students can understand as applicable to their ages, stages, and diagnoses.	Non-verbal communication makes messages more difficult to interpret and/or understand.
Combine verbal and nonverbal communication to strengthen messages.	Over dependent on either verbal or nonverbal communication.

Guiding cues accurately convey message.	Communication does not match the needs of the students' individual needs, ages, stages, and diagnoses.
Instruction occurs at a time that does not overwhelm or impact students' personal performance and/or their ability to process any guiding.	Communication is above or below individual students' cognitive ability.
Coaching and feedback timing does not conflict or interfere with guiding of the student.	Knowledge gained from students' initial and ongoing assessments does not enhance communication with them. (Ex: a student is 30 years old, but their comprehension is closer to that of a 5-year-old; fails to use communication devices students are already using, etc.)
	Provide coaching while guiding detracting from student performance and creating an unsafe environment.

Assessment Statement
Technical Tactics and Communication assessment criteria may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, teaching segments, and video analysis.

The above assessment criterion may be demonstrated in assessment activities that require a candidate to:
- Highlight a specific fundamental.
- Manage turn shape, size, and line.
- Identify how the skiing activity requires at least 2 fundamentals.
- Identify which 2 fundamentals that will be observed during the activity.
- Describe how the fundamentals should impact ski performance.
- Perform the activity, achieving the desired outcome a majority of the time.

Identifying and describing various assistive devices appropriate to individual students' needs. Assistive devices may include but are not limited to bamboo poles/hoops, bibs, harnesses and other seat retention devices, picture-based communication systems, personal communication systems, ski connectors, tethers, visual schedules, and more. Demonstrations and discussions will involve various assistive devices, maneuvers, and/or strategies:
- The advantages and disadvantages.
- Where, when, why, and how to properly implement various assistive devices, maneuvers, or strategies.

- When an assistive device, maneuver, or strategy is inhibiting performance or growth and is no longer contributing to the development of fundamental based movements, skill acquisition, and/or independence.

These observations will be made both by looking at the candidate as an individual and also as a part of the instructor/student partnership. Below are some examples of when and how these activities will be observed:

- Assistive equipment, maneuvers, and strategies include, but are not limited to:
  - Application of assistive devices, maneuvers, and strategies (Ex: stuffed animals, harness, seizure belt, communication devices, etc.)
  - Bamboo pole/hoop
  - Hand in hand
  - Horse and buggy
  - Ski tip connectors
  - Spreader bar
  - Tip hold
  - Two-point hold
- Guiding methods include, but are not limited to:
  - Guiding with visual cues;
  - Guiding with auditory cues;
  - Guiding with kinesthetic cues; and
  - Guiding skiers who are skiing independently of cues.
- Guiding positions include, but are not limited to:
  - Guiding from the front while skiing backward;
  - Guiding from the front while skiing forward;
  - Guiding from the back; and
  - Guiding from the side.

Assessment activities will include demonstrating and/or speaking to stand-up tethering. Assessment activities require a candidate to:

- Follow industry best practices with regards to tether attachment and usage.
- Control speed by utilizing the slope and through turn shape.
- Maintain consistent flow and turn shape from turn to turn.
- Maintain consistent position of power and athletic stance.
- Maintain consistent and appropriate position in relation to the student.

- Maintain consistent contact with students to avoid negatively influencing their performance.
- Maintain a consistent hand and arm position.
- Stop in case of an emergency.
- Assist with turns and turn shape through active tethering in different phases of the turn.
- Positively influence students' performance, fundamental based movements, and skill acquisition, which complement the desired outcomes.
- Blend personal fundamentals and tactics to support students' performance, skill development, and safety.

Learning Outcome: A Level I instructor articulates an accurate cause-and-effect relationship between body and ski performance within any single Alpine Skiing Fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone in the respective adaptive discipline(s).

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria with students with cognitive or vision-related diagnoses by:

Describing ski and body performance in any single Alpine Skiing Fundamental through one phase of the turn.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Identify a fundamental contributing to students' performance.	Fundamental presented was not accurate.
Describe one fundamental through the prescribed phase.	Information presented was not relevant to the student and/or the phase of the turn.
Describe how students' individual diagnoses impact ski and/or body performance.	Fundamental and/or phase of the turn are not correctly described.

Linking ski and body performance to describe cause-and-effect relationships in one Alpine Skiing Fundamental in one phase of the turn.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Describe body performance.	Inaccurately, or incompletely, describe ski and/or body performance.
Address how students' individual diagnoses impact body performance.	Incorrectly describe, or fails to address, how students' individual diagnoses influence ski and/or body performance.
Relate the correct ski performance to the body performance description.	Use of terms is inaccurate or uses contradictory terms.

Evaluating described performance and comparing it to more ideal performance.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**

Communicate or show the role of one fundamental to describe an ideal outcome.	Inaccurately describe fundamental.
Communicate or show an ideal outcome through all turn phases.	Inaccurately describe an ideal outcome.
Communicate or show an outcome that is attainable for individual students based on their individual diagnoses.	Describe incorrectly how the fundamental described is connected to the outcome.

Prescribing a specific change in one Alpine Skiing Fundamental.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Articulate a clear understanding and description of a more effective ski and body performance to create the outcome for one fundamental in one phase of the turn.	Demonstration and/or description of ski and body performance is incomplete and/or inaccurate.
Describe a change in ski and body performance.	Does not accommodate, relate, and/or speak to how information attained through the student assessment influences the prescription for change.
Prescribe an outcome that is attainable for individual students based on their individual diagnoses.	

Observing and describing how equipment choices, techniques, and tactics affect performance and safety.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Communicate basic observations about the students' equipment and potential performance implications of: - Equipment type - Assistive devices, maneuvers, and/or strategies - Guiding method and/or position - Safety - Terrain conditions - Equipment size	Observation and description neglect the impact assistive devices, maneuvers, and strategies have on students' performance, fundamental based movement development, and independence.
Communicate observations about the student/instructor partnership and possible implications of instructor behavior	Unable to describe the impact assistive devices, maneuvers, and strategies have on students' safety and performance.

and/or performance on students' safety, fundamental/skill acquisition, and learning.	

Assessment Statement

Movement Analysis assessment criteria may be demonstrated and assessed through observations of the public, peer-to-peer activities, and video analysis. Candidates can expect to provide information and answer questions for each assessment criterion in reference to the skier being analyzed or to the desired outcome in the beginner/novice zone.

Movement Analysis (MA) assessment criterion may be demonstrated and assessed in various on-snow and/or off-snow assessment activities, including group discussions, Q&A sessions, E-Learning courses, online assessments, peer-to-peer activities, teaching segments, video analysis, individual or group interviews with the examiner(s), simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.

Candidates will review MA concepts and, either on- or off-snow, observe beginner skiers classified within the assessment module. Candidates are expected to present an organized and detailed description of beginner skiers' movements, identify deficiencies, determine cause-and-effect relationships based on the beginner progression and skiers' abilities, and relate them to exercises within level 1-4 progression to improve their skiing.

As an example, candidates need to identify beginner movements, identify deficiencies, note if they are related to students' diagnoses, such as autism, Down syndrome, diabetic retinopathy, or macular degeneration, and apply specific exercises within the level 1-4 progression to meet students' abilities, ages, and stages that promote their fundamental/skill development.

Learning Outcome: A Level I instructor demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria with students with cognitive or vision-related diagnoses by:

Assessing students to identify motivations, behaviors, performance, and understanding.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Question students, in a manner appropriate to their ages, stages, and diagnoses, and/or caregivers to determine underlying motivations for learning.	Learn insufficient or non-pertinent information about students' cognitive abilities, motivations, and physical abilities and needs.
Assess key performance (body movement and ski/snowboard action).	Make assumptions about students' abilities and performance without asking and/or observing them.
Ask students, in a manner appropriate to their ages, stages, and diagnoses, and/or caregivers about students' understanding of their performance.	Make assumptions about what students understand without asking them.
Assess how assistive devices, maneuvers, and strategies implemented impact students' performance.	Lack tactics to adapt lesson experience for students' accounting for the ages, stages, and diagnoses.
Adapt to the needs of students, including their individual ages, stages, behaviors, understanding, and/or diagnoses.	Assessment and teaching do not accommodate for students' ages, stages, behaviors, understanding, physical abilities, and/or diagnoses.
Gather information on the students' visual abilities and limitations in a variety of environments.	Talk to students in a manner that disregards their cognitive abilities.

Collaborating with students to select a basic progression with clear direction and focus.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Plan a basic progression of activities that are appropriately aligned with students' motivations, physical abilities,	Organize a progression that is not appropriate for students' motivations, physical abilities, performance, understanding, ages, stages, and/or diagnoses.

performance, understanding, ages, stages, and/or diagnoses.	
Describe a big-picture overview of the lesson for students.	Begin the implementation of the lesson without sharing the plan.
Explain a clear plan of action to the group, or to the examiner in a discussion about your plan.	Unclear direction within lesson.
Facilitate progression activities and coaching that provide a clear path for student learning and skill development.	Progression fails to address or achieve intended outcome.
Progression aligns with students' abilities, ages, stages, and diagnoses.	Progression does not align to individual students' ages, stages, and diagnoses
Guiding methods and positions compliment the progression and it's direction, focus, and intended outcome.	

Planning lessons that involve productive use of movement, practice time, terrain, and applicable behavior management strategies.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Plan a progression of activities that keeps students active and moving.	Plan a lesson environment that does not keep students active and moving.
Plan time for practice.	Leave no room within the progression for practice time.
Plan appropriate terrain for activity.	Planned terrain is inappropriate for students' skill level.
Engage students through open-ended questions.	Keep students in the same place throughout the lesson.
Engage students through demonstrations and activities.	Fail to engage students in the lesson.
Incorporate behavior management strategies known to help students have success in learning as necessary.	Fail to apply knowledge learned from students and/or caregivers for behavior management strategies that are supportive for their learning.
Accommodate for students' physical abilities based on initial and ongoing assessments within lesson plan and experience.	Create an unfriendly or unfavorable environment blocking learning and sense of belonging.
Select and implement guiding methods and/or positions to enhance students' movements.	Demonstrate a limited variety of feedback.

Organizing the learning environment and adapting teaching strategies to align with the initial assessment.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Use terrain in a way that is appropriate for students' needs.	Use terrain that negatively impacts the learning environment (too steep, too flat, high traffic, no natural run-out, etc.).
Select a speed and distance of travel that are appropriate for students' needs.	Select speed and distance of travel that are inappropriate for the group (too fast, too much travel, too slow, or not enough travel).
Organize activities that are at the appropriate level of challenge for students.	Activities are overly challenging or not challenging enough for the needs of students.
Use learning environments and experiences to compliment the information learned about students through the assessment process.	Disregard verbal and/or non-verbal cues from students indicating their level of comfort and/or engagement.
Adjust the learning environment and teaching strategies to encourage learning, development of Fundamentals, and independence.	Neglect cues indicating activities should be modified or progressed (i.e., adjust speed and distance of travel for timid or aggressive students).
Adapt use of assistive devices, maneuvers, and strategies to promote short- and long-term goals and skill acquisition.	Information gathered through the initial and ongoing assessments, including information about students' abilities, needs, and/or diagnoses, is not incorporated.
Learning environment and experiences create a pathway aligning with students' abilities, ages, stages, and diagnoses.	Use assistive devices, maneuvers, or strategies do not provide merit or enhance the development of fundamental based movements, skill acquisition, or independence.
Adapt guiding methods and positions to align with initial assessment and the changing needs of students.	Introduce assistive devices, maneuvers, or strategies hinder students' ability to progress.
	Lack a plan in place to move beyond introduced assistive devices, maneuvers, or strategies.
	Use assistive devices, maneuvers, or strategies in place of teaching skill acquisition.
	Teaches to the assistive devices, maneuvers, or strategies rather than teaching to students.

	Teaches to the assistive devices, maneuvers, and strategies rather than teaching students fundamental based movements.

Giving relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Provide basic information that is clear and relevant to students' outcomes, performance, and needs.	Provide information that is not clear nor relevant to students' outcomes, performance, needs, ages, stages, and/or diagnosis.
Target skill development through the technical fundamentals.	Lack connection between lesson content to fundamentals.
Deliver information at an appropriate rate to students.	Provide too much or too little information to students.
Provide information in a way that is easy to understand.	Provide information that is overly technical and/or complex.
Provide demonstrations that match descriptions and are easily viewed.	Provide inaccurate demonstrations and/or demonstrations that are not easily viewed.
Feedback helps students understand their performance and achieve outcomes and is given in a manner applicable to students' cognitive abilities, ages, stages, and diagnoses.	Provide inaccurate, insufficient, confusing, or irrelevant feedback.
Information flows to develop the outcome.	Information delivery is not presented in a clear, concise, and/or understandable manner.
Use language that is person-first, etc. to create an open, inclusive, and safe learning environment.	

Managing physical and emotional risk to maintain engagement in the learning environment.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Recognize and convey *Your Responsibility Code* in the learning environment.	Not model or convey *Your Responsibility Code*.
Identify and manage physical risk.	Fail to manage physical risk.
Provide a level of challenge that minimizes risk of injury.	Choose levels of challenge that are too advanced to perform safely.

Recognize and react to increased risk due to traffic, terrain, conditions, and tasks.	Disregard risks accounting for traffic, terrain, conditions, and tasks.
Create a safe learning environment, assistive devices, maneuvers, and strategies as necessary, to support students who lack situational awareness within the mountain environment.	Does not help students understand the consequences of their actions.
Use *Your Responsibility Code* as the foundation of the mountain experiences and always models its use.	Fail to support students at their individual level/needs to create a safe learning environment and their interaction within the mountain environment.
Use appropriate terrain, task, speed, and/or conditions to maintain engagement in the learning environment.	Introduce a plethora of assistive devices, maneuvers, and strategies to the detriment of students' experiences, independence, and/or safety.
Select tasks that accommodate for people who have physical limitations such as injuries, lack of conditioning, visual impairments, and any other limitations as discovered through the initial and ongoing assessments.	Create unnecessary risk.
Provide demonstrations that maintain students' engagement in the learning environment.	Choice of terrain, task, speed, and/or conditions negatively affect learning.
Communicate in a way that instills confidence and helps to promote self-esteem.	Fail to select tasks that accommodate people who have physical limitations.
Respond when activities effect levels of comfort and confidence.	Demonstrations and actions over-challenge or under-challenge students, diminishing engagement and learning.
Accommodate for students' fears, anxieties, and other emotions, including their level of comfort.	Communicate in a way that contributes to worry and self-doubt.
Adapt to the changing emotional needs of students to allow them to remain in a state where they are willing and able to learn.	Not react when activities and environment cause discomfort and apprehension
Select tasks that accommodate for students' ages, stages, and diagnoses.	Disregard information about students' affective state (current and historical) learned during the initial and ongoing assessment processes. (Ex: the student had a bad experience on ice historically and you do not help him/her develop an understanding of edges, ways to overcome, etc.)

Selects tasks, guiding methods, and guiding positions that accommodate for students' current emotional state, including their level of comfort.	Choice of guiding method and/or position and implementation creates anxiety and/or fear within students.

Pacing a clear progression that allows students to move toward agreed-upon outcomes while accommodating for any corollary effects of students' diagnoses and medications.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
A clear progression of activities leads students toward desired motivations and outcomes.	No progression or a progression that does not align with desired motivations and outcomes.
Provide opportunities for students to reflect on their understanding and performance during the lesson.	Only provide opportunities for students to reflect on their understanding and performance at the end of the lesson.
Provide ample opportunities for students to explore activities and consider their experience and sensations.	Move from activity to activity without allowing opportunities for students to consider their personal performance.
Introduce new activities based on student readiness.	Move to the next activity before students are ready, or not move on when students are ready.
Pace the novice lesson environment in a manner that keeps students active, engaged, and thoughtful, without overtiring.	Disengagement in the learning environment by too little activity creating boredom or too much activity creating undue fatigue.
Structure exploration that encourages reflection on changes in performance.	Activities are repeated without purpose.
Present activities that meet the needs of any corollary effects of students' diagnoses and medications.	Use a pace that fails to account for the ages, stages, diagnoses, and learning style leading students to disengage from the lesson.
Align activities with students' abilities and accommodates for any corollary effects of students' diagnoses and medications.	Create unsafe or dangerous situations with progressions because students' athletic ability, fitness level, acclimation to the environment, fear, emotional state, psychological needs, etc. (CAP) are not accounted for.
Align progression pace with students' goals, abilities, and accommodates for any corollary effects of students' diagnoses and medications.	Activities or levels are not adjusted to accommodate for corollary effects of students' diagnoses and medications.

	Disregard verbal and/or non-verbal cues from students that indicate their level of comfort and/or engagement to speed up or slow down pace and/or activities.

Communicating changes in performance.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Describe movements and actions that are necessary to achieve goal.	Neglect to describe movements and actions that are necessary to achieve goal.
Check that basic understanding of new learning is accurate.	Ignore misunderstanding of new learning.
Describe changes in movements, actions, and outcomes.	Unaware or not express that learning has occurred.
Watch and communicate change in performance throughout the lesson experience.	Ignore performance as an indicator of understanding or misunderstanding.
Provide communication about changes in performance at a time where it does not negatively impact student performance or their ability to focus on guiding cues.	Movements and actions students must do to achieve their goals to are not adapted to individual students' ages, stages, and diagnoses.

Relating changes in performance to lesson outcomes.	
Successful Performance Contributors	**Unsuccessful Performance Contributors**
Vary terrain, turn size, and/or turn shape and discuss learning relative to lesson outcomes.	Does not alter terrain, turn size, or turn shape or not relate the change to lesson outcomes.
Vary task and discusses how students will apply learning.	Does not alter the task; or alter the task but not relate change to lesson outcomes.
Vary speed or tempo and discusses how it affects performance.	Does not vary speed or tempo, or not discuss how change relates to lesson outcomes.
Discuss next steps to apply learning.	Does not discuss next steps.
Discuss any possible evolutions to the assistive devices, maneuvers, and strategies to support student success.	Neglect to communicate in a manner appropriate for the audience. (Ex: speaking to caregivers versus students' and adapting to their individual ages, stages, and diagnoses.)

Assessment Statement

Adaptations of Teaching Skills assessment criteria are assessed primarily while candidates share progressions relative to novice students, but with real-time interaction with peers. Teaching activities are based on the needs, motivations, and skiing performance of novice students with cognitive and vision-related diagnoses. Candidates can expect group and individual discussions with the examiner before, during, and/or after teaching segments. The behavior of candidates will also be observed throughout the exam environment. Adaptations of Teaching Skills assessment criteria may also be demonstrated and assessed in various on-snow and/or off-snow activities, including group discussions, Q&A sessions, E-Learning courses, written tests, peer-to-peer activities, and video analysis.