

American Association of Snowboard Instructors



Adaptive Snowboard Certification Standards 2014

National Standards: Level One, Level Two, Level Three

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Please note: These certification standards are reviewed regularly by the PSIA-AASI divisions and other key stakeholders. Updated standards are then approved by the PSIA-AASI Board of Directors.

AASI ADAPTIVE SNOWBOARD CERTIFICATION

April 2014

Introduction

The following are the current (2013-14) AASI Adaptive Snowboard Education/Certification Standards. References to PSIA-AASI's *Core Concepts for Snowsports Instructors, Snowboard Instructor's Guide, Adaptive Snowsports Instruction manual*, and the *Children's Instruction Manual 2nd ed.* are made throughout this document. These standards provide a training focus, and represent a minimum competency for each level of certification.

The premise of the certification standards is based upon the concepts of "levels of understanding" that define stages of learning in degrees of understanding. Just as certification is a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

Adaptive Snowboard disciplines include:

- Vision related diagnoses
- Intellectual/cognitive related diagnoses
- Stand-up (instructing, from a snowboard, any rider using outriggers, rider bar, tethers, or other snowboard stand-up equipment including special prosthetics)
- Mono-ski sit down (instructing, from a snowboard, a sit down skier in alpine mono-ski equipment)
- Bi-ski sit down (instructing, from a snowboard, a sit down skier in alpine Bi-Ski equipment)

NOTE: If an exam candidate has a physical disability affecting one or more major life functions, his or her capacity to demonstrate skills and perform tasks will be evaluated relative to the extent and/or nature of that disability. The exam candidate is expected to demonstrate the appropriate skill elements that are equivalent to an able-bodied rider's demonstration of each specific task or demonstration. Beyond issues related to the physical disabilities, all exam candidates will be required to communicate, analyze, direct, and lead.

Movement Analysis and Technical Knowledge

Candidates will be evaluated based on the following criteria, terms, concepts, and models:

- AASI Snowboard Teaching System (STS) concepts
 - Teaching concepts
 - Snowboarding concepts
 - Service concepts
- Performance concepts
- Reference alignments
- Movement analysis process
- Cause-and-effect relationships
- Biomechanics related to adaptive snowsports
- Stance issues related to a rider's ability to flex, extend, and rotate
- Equipment (both snowboard and adaptive)
- Turn type, turn shape, turn phases
- Skill blending
- Feedback: objective versus subjective response
- Approach, Take off, Maneuver, Landing (A.T.M.L.)
- Safety model
- Smart Style
- Person 1st terminology
- Common issues and medical/medication concerns for the broad spectrum of disabilities encountered in adaptive programs
- Safety Information; Responsibility Code
- Cognitive, affective, and physical development (CAP Model)
- Age-related teaching methodologies
- Multiple Intelligence (MI)
- Hands on methodology specific to the discipline being examined (i.e., “end around” for mono, tethering for bi-ski, hand-to-hand dance for stand-up, and others as expected for the discipline.)
- AASI Adaptive Snowboard Exam Supplement

General Descriptions of AASI Certification Levels

Certification Level	
<p>Level I</p>	<p>The successful Level I candidate will demonstrate the <i>knowledge and comprehension</i>¹ of the PSIA-AASI adaptive and snowboard technical terms, concepts, and models listed below. Additionally, the adaptive snowboard instructor will:</p> <ul style="list-style-type: none"> • Be able to give a thorough student assessment that includes safety precautions, disability knowledge, medication info, equipment choices and any other pertinent concerns in discipline(s) being examined. • Demonstrate the ability to recognize movement patterns in riders that are learning and riding all green terrain and groomed blue terrain. • Show a general knowledge of snowboard design advancements, bindings, their set-up, and their appropriateness for a particular student. • Show sufficient knowledge of the disabilities, medical info, adaptive equipment and safe lift loading procedures pertaining to at least one discipline(s) being examined. • Be able to formulate and present a lesson plan and appropriate progressions for an adaptive student on green terrain.
<p>Level II</p>	<p>The successful candidate will demonstrate the <i>application and analysis</i>² of the PSIA-AASI adaptive and snowboard technical terms, concepts, and models listed below. Additionally, the adaptive snowboard instructor will:</p> <ul style="list-style-type: none"> • Be able to give a thorough student assessment that covers safety precautions, disability knowledge, medication info, equipment choices, and any other pertinent concerns in any disability category. • Demonstrate the ability to recognize movement patterns in riders that are learning and riding all terrain up to and including groomed black runs and small freestyle features. • Show a general knowledge of snowboard design advancements, bindings, their set-up, and their appropriateness for a particular student • Show sufficient knowledge of the disabilities, medical info, adaptive equipment and safe lift loading pertaining to all-five disciplines. • Be able to formulate and present a lesson plan and appropriate progressions for any adaptive student on blue terrain.

¹ Knowledge and Comprehension: Defined as the ability to recall data or information. Understands the meaning and interpretation of instructions and problems. States a problem in one's own words.*

² Application and Analysis: Defined as the ability to apply what was learned in the classroom into novel situations in the work place. Separates material or concepts into component parts so that its organizational structure may be understood.*

<p>Level III</p>	<p>The successful candidate will demonstrate the ability to <i>synthesize and evaluate</i>³ the PSIA-AASI adaptive and snowboard technical terms, concepts, and models listed below. Additionally, the adaptive snowboard instructor will:</p> <ul style="list-style-type: none"> • Be able to give a thorough student assessment that covers safety precautions, disability knowledge, medication info, equipment choices, and any other pertinent concerns in all disability categories. • Demonstrate the ability to recognize movement patterns in riders on all available terrain and snow conditions, and any freestyle features. • Show a thorough knowledge of snowboard design advancements, bindings, their set-up, and their appropriateness for a particular student. • Show extensive knowledge of disabilities, medical info, adaptive equipment and safe lift loading procedures pertaining to all five disciplines. • Be able to formulate and present a lesson plan and appropriate progressions for any adaptive student on any terrain.
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³ Synthesize and Evaluate: Defined as the ability to put parts together to form a whole, with emphasis on creating a new meaning or structure. Make judgments about the value of ideas or materials.*

*Definitions from Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co, Inc.

Teaching

Certification Level	
Level I	<ul style="list-style-type: none"> • Be able to develop a safe lesson plan and effective skill progression that demonstrates the knowledge and comprehension of technical terms, concepts, and models in the <i>Snowboard Instructor's Guide, Adaptive Snowsports Instruction</i> manual, as well as those listed below for the applicable module. • Perform movement analysis on a student, and while focusing on one performance concept, create an appropriate lesson progression to improve their skills. • Be able to assess relevant safety concerns for the student, their disability, their medication, their equipment, the lift, the mountain, and the environment. • Demonstrate the ability to teach to a spectrum of riders of various ages and various pertinent disabilities on appropriate green terrain. • Demonstrate the appropriate riding/lift loading/unloading techniques on green terrain (adaptive candidates must be able to communicate the concepts if unable to demonstrate them).
Level II	<ul style="list-style-type: none"> • Be able to develop a safe lesson plan and effective skill progression that demonstrates the application and analysis of the technical terms, concepts and models in the <i>Snowboard Instructor's Guide</i>, as well as those listed below for the applicable module. • Perform movement analysis on a student, and while focusing on one performance concept, create an appropriate lesson progression to improve their skills. • Be able to assess relevant safety concerns for the student, their disability, their medication, their equipment, the lift, the mountain, and the environment. • Demonstrate the ability to teach to a spectrum of riders of various ages and various pertinent disabilities on appropriate blue terrain and small freestyle features. • Demonstrate the appropriate riding/lift loading/unloading techniques on blue terrain and small freestyle features.
Level III	<ul style="list-style-type: none"> • Be able to develop a safe lesson plan and effective skill progression that demonstrates the ability to synthesize and evaluate the technical terms, concepts, and models in the <i>Snowboard Instructor's Guide, Adaptive Snowsports Instruction</i> manual, as well as those listed below for the applicable module. • Perform movement analysis on a student, and while focusing on one performance concept, create an appropriate lesson progression to improve their skills. • Be able to assess relevant safety concerns for the student, their disability, their medication, their equipment, the lift, the mountain, and the environment. • Demonstrate the ability to teach to any rider with any disabilities on any terrain available (not including the most extreme), and any freestyle features. • Demonstrate the appropriate riding/lift loading/unloading techniques on black terrain and medium freestyle features.

Candidates will be evaluated on their knowledge and application of the following:

- Safety, Your Responsibility Code.
- Use of AASI STS concepts: Teaching, Learning, Riding, and Service concepts.

- Awareness of all relevant disabilities, medical precautions, medication contra-indications
- Presentation of logical progressions, from simple to complex, that are appropriate for the skill level of each student and relevant to task and desired outcome.
- Accurate demonstrations appropriate to the task and skill level of students
- Professionalism at all times.
- Use of feedback models that is timely, appropriate, and accurate.
- Communication skills.
- Group handling appropriate for terrain, task, and skill level of students.
- Recognition and appropriate adaptation to ages and stages of development.
- Use of appropriate terrain for task and skill level of student.
- Pacing of lesson appropriate for student skill level, disability and profile (i.e., kids, adults, beginner, advanced)
- Creativity in handling different types of students in different situations (i.e., class, private, multiday, multi-week).
- Ability to safely educate and utilize volunteers for lift-loading, and any other appropriate uses.
- *The Adaptive Snowsports Instruction Manual.*
- *The Adaptive Snowboard Guide.*
- *The Core Concepts for Snowsports Instructors Manual.*
- *The Snowboard Movement Analysis Handbook.*
- *The Snowboard Instructor's Guide.*
- *The Children's Instruction Manual 2nd ed*

Riding

Adaptive snowboard instructors are held to the same AASI riding standards as those teaching able-bodied lessons. The current [AASI Riding Standards can be found here](#). In addition, instructors are expected to be able to perform discipline-specific riding techniques when teaching an adaptive lesson which are listed in the AASI Adaptive Snowboard Exam Supplement.