

Intermountain Division

PSIA/AASI Children's Specialist Program

CST Workbook



Name: _____

Snowsports School: _____

Email Address: _____

Date: _____

Score: _____

CS TRAINER (CST) WORKBOOK

The Children's Specialist Trainer (CST) Workbook requires a far greater reflection than the CS1 and CS2 Workbooks, and assesses a participant's ability to apply, analyze, create, and communicate all of the Children's Specialist (CS) Program's concepts, models, strategies and tactics at an advanced trainer level.

The CST Workbook consists of two parts: Several short answer questions (maximum 1-3 paragraphs) and four (4) essay questions. The Workbook's answers will be graded as follows:

- Curriculum comprehension – 20%
- Application – 20%
- Analysis – 25%
- Create (Synthesis & Evaluation) – 25%
- Communication (including grammar, spelling and readability) – 10%

The CST participant must complete this Workbook in its entirety, and score at least 80% to pass the written portion of this assessment-based certificate course.

Workbooks must be received at the PSIA/AASI-I Office at least two (2) weeks prior to an CST event in Microsoft Word document (.doc or .docx) format. **Handwritten copies will not be accepted.** Copies should be sent via email to admin@psia-i.org

Considerations for a CST Level of Understanding

Short Answer (1-3 paragraphs each):

1. Explain why providing feedback throughout a lesson is critical to a lesson's success. How you would present this concept to instructors in a clinic?
2. What is the real and ideal movement spectrum? How do you use it in developing your lesson plans? Please provide at least one (1) teaching example for the following age groups: Ages 3-6, Ages 7-11, and Teens, and explain how you would present the examples to instructors in a clinic.
3. "Children make many balancing movements throughout a movement sequence". Explain how a child's center of mass affects their balance and movements. Please explain this relative to the following age groups: Ages 3-6, Ages 7-11, and Teens, and describe how you would present this concept to instructors in a clinic.
4. Explain how 'Spider Webbing' could be used to enhance or create a lesson for 12-13 year olds using a theme of your choice, or one that has been suggested by your student, and describe how you would present your ideas to instructors in a clinic.
5. How do you explain to a parent why it may be inappropriate for them to watch their child's lesson - while being visible to their child, and how do you present this concept to instructors in a clinic?
6. Outline two (2) interventions that a Snowsports instructor could use with a child who has learning differences. How would you implement them on-snow? Why did you use these approaches? How do you demonstrate your approaches to instructors in a clinic?

Essays

1. How has your experience and knowledge of the domains of development (the CAP model) modified your approach to teaching skiing and/or riding? Why?
2. As a clinic leader, how would you present the CAP model indoors to a group of new hire, novice instructors who will be teaching children? What would you do on-snow to bring these concepts to life for them? Please provide at least two (2) examples of each CAP characteristic for the various age groups. Why did you use these approaches?
3. How do you create an environment for “Affective growth” in your clinics? How would you squelch an instructor in a clinic group who is always the one answering questions and taking over the group? Conversely, how would you bring in an instructor in the group who isn’t participating? What approaches would you use to manage this group’s dynamics? Why?
4. Do you think the increasing popularity and use of technology – smart phones, tablets, the Internet, social media, etc., is influencing the stages of development? Why? How can you mitigate these influences to your advantage? What approach (or approaches) do you use?