

Professional Ski Instructors of America  
American Association of Snowboard Instructors



## Freestyle Specialist Standards 2015

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National Standards: FS 1, FS 2, and FS3

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## **1. Introduction & Program Description**

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The following are the PSIA-AASI Freestyle Specialist Standards. Terminology used throughout is consistent with new technical manuals for alpine, snowboard, and telemark instructors (published in 2014), as well as *Core Concepts for Snowsports Instructors*, the *Park and Pipe Instructor's Guide*, and the *Children's Instruction Manual*, 2<sup>nd</sup> edition. These standards provide a training focus and represent a minimum competency for specialists at each level of instruction.

The standards are based upon the concepts of the “levels of understanding” that define the stages of learning in terms of degree of comprehension. Just as certification is a measure of understanding, levels of certification represent stages of understanding.

Although not a certification, participants are expected to meet levels of competency defined by Freestyle Specialist 1 (FS 1), Freestyle Specialist 2 (FS 2), and Freestyle Specialist 3 (FS 3) standards. Additionally, participants are held to the knowledge and performance standards of their discipline certification level.

The following list of terms related to participant cognition is drawn from Bloom's Taxonomy (2001), and each of the **terms/qualities/etc.** should be included in the evaluation of each student.

### **Qualities of Participant Cognition for Freestyle Specialists:**

#### **Remember (Knowledge Level)**

Recall or recognize terms, definitions, facts, ideas, materials, patterns, sequences, methods, principles, etc.

#### **Understand (Comprehension Level)**

Read and understand descriptions, communications, reports, tables, diagrams, directions, regulations, etc.

#### **Apply (Application Level)**

Know when and how to use ideas, procedures, methods, formulas, principles, theories, etc.

#### **Analyze (Analysis Level)**

Break down information into its constituent parts and recognize their relationship to one another and how they are organized; identify sublevel factors or salient data from a complex scenario.

#### **Evaluate (Evaluation Level)**

Make judgments about the value of proposed ideas, solutions, etc., by comparing the proposal to specific criteria or standards.

#### **Create (Synthesis Level)**

Put parts or elements together in such a way as to reveal a pattern or structure not clearly there before; identify which data or information from a complex set is appropriate to examine further or from which supported conclusions can be drawn.

## 2. Course Descriptions

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The Freestyle Specialist 1, Freestyle Specialist 2, and Freestyle Specialist 3 credentials follow the standards for an assessment-based certificate program.

An assessment-based certificate program is a non-degree granting program that:

- a) Provides instruction and training to aid participants in acquiring specific knowledge, skills, and/or competencies associated with intended learning outcomes;
- b) Evaluates participants' accomplishment of the intended learning outcomes; and
- c) Awards a certificate only to those participants who meet the performance, proficiency, or passing standard for the assessment(s), hence the term, "assessment-based certificate program."

*ANSI/NOCA 1100- Standard for Assessment Based-Certificate Programs, 2009*

### **FS 1**

Freestyle Specialist 1 is the entry-level freestyle education course for PSIA and AASI, and it includes an evaluation component. The course includes a written workbook; skiing/riding and teaching scenarios; and a technical discussion regarding how individuals learn and progress through beginner/novice zones.

The FS 1 course is for instructors beginning their professional development of freestyle coaching/instruction.

#### **Evaluation Criteria**

- Must complete the FS 1 Workbook with a score of 80 percent or higher.
- Must be an active participant in the course.
- Must receive a passing score from divisional freestyle education staff based on the participant's demonstrated knowledge, understanding, teaching, movement analysis, and on-snow movement as described in the standards below.

Evaluations of those taking the FS 1 course reflect the participants' knowledge of safety in the freestyle environment, knowledge of teaching freestyle, and possession of requisite skills necessary to demonstrate freestyle maneuvers to their guests. Successful completion of the course grants professional recognition to the coach/instructor for their education, experience, and expertise in freestyle. Depending on the division, this may be a multi-disciplinary course.

Instructors are encouraged to take the FS 1 course once they've achieved a Level I PSIA-AASI certification.

Participants' achievement will be relayed via verbal feedback from the clinician throughout the course and written feedback at its end.

### **FS 2**

Freestyle Specialist 2 is the mid-level freestyle education course for PSIA-AASI, and includes an evaluation component. The course includes a written workbook; skiing/riding and teaching scenarios; and a technical discussion regarding how individuals learn and progress through intermediate zones. Participants will integrate their technical understanding of the ATML™ Model and Park Smart (formerly Smart Style) with movement analysis and teaching activities for freestyle in the intermediate zones.

The FS 2 course is for instructors continuing their professional development of freestyle coaching/instruction.

Evaluations of those taking the FS 2 course reflects the participants' knowledge of safety in the freestyle environment, knowledge of teaching freestyle, and possession of requisite skills necessary to demonstrate freestyle maneuvers to their guests. Successful completion of the course grants professional recognition to the coach/instructor for their education, experience, and expertise in freestyle. Depending on the division, this may be a multi-disciplinary course.

#### **Evaluation Criteria**

- Must complete the FS 2 Workbook with a score of 80 percent or higher.
- Must be an active participant in the course.
- Must receive a passing score from divisional freestyle education staff based on the participant's demonstrated knowledge, understanding, teaching, movement analysis, and on-snow movement as described in the standards below.

Participants' achievement will be relayed via verbal feedback from the clinician throughout the course and written feedback at its end.

### **FS 3**

Freestyle Specialist 3 is the expert-level freestyle education course for PSIA-AASI, and it includes an evaluation component. The course includes a written workbook; skiing/riding and teaching scenarios; and a technical discussion regarding how individuals learn and progress through advanced freestyle zones. Participants will integrate all knowledge, experience, and skill for any and all applications of freestyle.

The FS 3 course is for instructors near the highest levels of professional development in freestyle coaching/instruction.

Evaluations of those taking the FS 3 course reflect the participants' knowledge of safety in the freestyle environment, knowledge of teaching freestyle, and possession of requisite skills necessary to demonstrate freestyle maneuvers to their guests. Successful completion of the course grants professional recognition to the coach/instructor for their education, experience, and expertise in freestyle. Depending on the division, this may be a multi-disciplinary course.

#### **Evaluation Criteria**

- Must complete the FS 3 Workbook with a score of 80 percent or higher.
- Must be an active participant in the course.
- Must receive a passing score from divisional freestyle education staff based on the participant's demonstrated knowledge, understanding, teaching, movement analysis, and on-snow movement as described in the standards below.

Participants' achievement will be relayed via verbal feedback from the clinician throughout the course and written feedback at its end.

PSIA-AASI recognizes three levels of Freestyle specialty: Freestyle Specialist 1, Freestyle Specialist 2 and Freestyle Specialist 3. Success is based on the individual's attainment and application of discipline-specific skill ability, educational expertise, and experience related to teaching freestyle to the general public

### 3. Experience Requirements

Specialist Level	Experience Requirements
FS 1	<p>The successful FS 1 participant will demonstrate the knowledge and comprehension of the technical terms, concepts, and models cited in these standards. The successful participant will also demonstrate the ability to work with guests who are learning and moving in the beginner/novice zones. Prerequisites are as follows:</p> <ul style="list-style-type: none"> <li>• Must be a current PSIA-AASI (or equivalent) Certified Level 1 instructor</li> <li>• Must be able to ski or ride at current certification level</li> <li>• Must complete the FS 1 Workbook</li> </ul> <p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>PSIA-AASI Park and Pipe Instructor’s Guide</i></li> <li>• <i>PSIA-AASI Core Concepts for Snowsports Instructors</i></li> <li>• <i>PSIA-AASI Children’s Manual, 2<sup>nd</sup> Edition</i></li> <li>• The most current PSIA-AASI discipline-specific manual (Alpine, Nordic, Adaptive, Snowboard)</li> </ul>
FS 2	<p>The successful FS 2 participant will demonstrate the application and analysis of the technical terms, concepts, and models cited in these standards. The successful participant will also demonstrate the ability to work with students who are learning and moving in the intermediate zone. Prerequisites are as follows:</p> <ul style="list-style-type: none"> <li>• Must be a current PSIA-AASI (or equivalent) Certified Level 1 instructor</li> <li>• Must be able to ski or ride at current certification level</li> <li>• Must complete the FS 2 Workbook</li> </ul> <p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>PSIA- AASI Park and Pipe Instructor’s Guide</i></li> <li>• <i>PSIA-AASI Children’s Manual, 2<sup>nd</sup> Edition</i></li> <li>• <i>PSIA-AASI Core Concepts for Snowsports Instructors</i></li> <li>• The most current PSIA-AASI discipline-specific manual (Alpine, Nordic, Adaptive, Snowboard)</li> </ul>
FS 3	<p>The successful FS 3 participant will demonstrate the evaluation and synthesis of the technical terms, concepts, and models cited in these standards. The successful participant will also demonstrate the ability to work with guests who are learning and moving in all applications of freestyle. Prerequisites are as follows:</p> <ul style="list-style-type: none"> <li>• Must be a current PSIA-AASI (or equivalent) Certified Level 1 instructor</li> <li>• Must be able to ski or ride at current certification level</li> <li>• Must complete the FS 3 Workbook</li> </ul> <p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>PSIA- AASI Park and Pipe Instructor’s Guide</i></li> <li>• <i>PSIA-AASI Children’s Manual, 2<sup>nd</sup> Edition</i></li> <li>• <i>PSIA-AASI Core Concepts for Snowsports Instructors</i></li> <li>• PSIA-AASI Alpine, Nordic, and Snowboard discipline manuals</li> <li>• The most current PSIA-AASI discipline-specific manual (Alpine, Nordic, Adaptive, Snowboard)</li> </ul>

## 4. Movement Analysis & Technical Knowledge Standards

Specialist Level	Movement Analysis and Technical Knowledge
<b>FS 1</b>	<p>The successful FS 1 participant will demonstrate the knowledge and comprehension of the technical terms, concepts, and models listed in these standards. The successful participant will demonstrate the ability to recognize freestyle movement patterns in students who are learning and moving in beginner/novice zones. The successful FS 1 participant will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Discuss application of the ATML Model</li> <li>• Identify and discuss freestyle movements through the beginner/novice zone in terms of cause-and-effect relationships, speed-pop-spin, and sensory contribution</li> <li>• Meet the needs of students by using the PSIA-AASI Teaching Cycle during their lessons</li> <li>• Discuss safety and risk management strategies for teaching freestyle, including the use of Park Smart and appropriate terrain, and assessment of issues relating to weather and snow conditions</li> <li>• Describe how to create a good parent-instructor partnership</li> <li>• Create teaching and learning situations using visual, auditory, and kinesthetic cues for all ages in the beginner/novice zone</li> <li>• Discuss terrain park design and safe use of terrain in small freestyle zones</li> </ul>
Specialist Level	Movement Analysis and Technical Knowledge
<b>FS 2</b>	<p>The successful FS 2 participant will demonstrate the application and analysis of the technical terms, concepts, and models listed in these standards. The successful participant will demonstrate the ability to recognize movement patterns in students who are learning and moving in intermediate zones. The successful FS 2 participant will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Discuss the application of the CAP Model across the age range of freestyle students, up to and including intermediate zone students</li> <li>• Identify and discuss freestyle movements through the intermediate zones in terms of cause-and-effect relationships, single spins in the air, various stances for sliding features, and gaining amplitude on transitional features</li> <li>• Demonstrate the application of the PSIA-AASI Teaching Model across a broad variety of student ages, up to and including intermediate zone students</li> <li>• Demonstrate effective problem-solving techniques related to managing student motivations, desires, and freestyle performance</li> <li>• Discuss strategies for working with parents</li> <li>• Discuss safety and risk management strategies for teaching freestyle, including the use of Park Smart and appropriate terrain, and assessment of issues relating to weather and snow conditions</li> <li>• Perform accurate movement analysis through intermediate zones. Identify movements, then create and adapt the lesson plan based on the identified movements</li> <li>• Discuss terrain park design and safe use of terrain through medium freestyle zones</li> </ul>



Specialist Level	Movement Analysis and Technical Knowledge
<b>FS 3</b>	<p>The successful FS 3 participant will demonstrate the ability to evaluate and synthesize the technical terms, concepts, and models listed in these standards. The successful participant will demonstrate the ability to recognize movement patterns in students who are learning and moving through advanced zones. The successful FS 3 participant will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Discuss the application of the CAP Model across the age range of freestyle students, up to and including advanced zone students</li> <li>• Identify and discuss freestyle movements through advanced zones in terms of cause-and-effect relationships, off-axis rotation, multiple rotations, and various alignment options on advanced slide features</li> <li>• Demonstrate the application of the PSIA-AASI Teaching Model across a broad variety of student ages, up to and including advanced zone students</li> <li>• Demonstrate effective problem-solving techniques related to managing student motivations, desires, and freestyle performance</li> <li>• Discuss strategies for working with parents</li> <li>• Discuss safety and risk management strategies for teaching freestyle, including Park Smart and appropriate terrain, and assessment of issues relating to weather and snow conditions</li> <li>• Perform accurate movement analysis through advanced zones. Identify movements, then create and adapt the lesson plan based on the identified movements</li> <li>• Apply accurate movement analysis to affect change across disciplines</li> <li>• Discuss terrain park design and safe use of terrain through large freestyle zones</li> </ul>

## 5. Teaching Standards

Specialist Level	Teaching Standards
<p><b>FS 1</b></p>	<p>The successful FS 1 participant will demonstrate the ability to present a freestyle-focused teaching segment in a safe, effective manner choosing appropriate games, exercises, and tasks while demonstrating the knowledge and comprehension of the technical terms, concepts, and models listed below:</p> <ul style="list-style-type: none"> <li>• The Learning Partnership: Student Profile and Instructor Behavior               <ul style="list-style-type: none"> <li>• Teaching Concepts                   <ul style="list-style-type: none"> <li>• The Teaching Cycle: PDAS</li> <li>• Class handling</li> <li>• SCARF Model</li> </ul> </li> <li>• CAP Model                   <ul style="list-style-type: none"> <li>• Maslow’s Hierarchy of Needs</li> <li>• Learning styles</li> </ul> </li> <li>• Movement Analysis                   <ul style="list-style-type: none"> <li>• Freestyle movement patterns</li> <li>• Cause-and-effect relationships</li> <li>• Progression building</li> </ul> </li> </ul> </li> <li>• Basic Equipment Issues</li> <li>• Basic Safety and Risk Management (including navigating groups within the terrain park)</li> <li>• Session vs. Flow Environment</li> <li>• ATML™ Model</li> <li>• Park Smart</li> <li>• Challenges               <ul style="list-style-type: none"> <li>• The role of the parent when teaching children</li> <li>• Anxiety, fear</li> </ul> </li> </ul> <p>Options and additions to lesson presentations include:</p> <ul style="list-style-type: none"> <li>• Participation in group discussions</li> <li>• Peer teaching in small groups</li> <li>• Participation in discussions about the methodology of the Teaching Cycle and its application to freestyle teaching</li> </ul> <p>The successful participant will demonstrate the ability to teach students of varying ages in beginner/novice ability levels and in terrain that includes green and groomed blue terrain, small freestyle terrain features, and natural terrain.</p>

Specialist Level	Teaching Standards
<p><b>FS 2</b></p>	<p>The successful FS 2 participant will demonstrate the ability to choose appropriate exercises, games, and tasks and teach a safe, effective freestyle skill progression that demonstrates application and analysis of the technical terms, concepts, and models listed below.</p> <ul style="list-style-type: none"> <li>• The Learning Partnership: Student Profile and Instructor Behavior <ul style="list-style-type: none"> <li>• Teaching Concepts <ul style="list-style-type: none"> <li>• The Teaching Cycle: PDAS</li> <li>• Class handling</li> <li>• SCARF Model</li> </ul> </li> <li>• CAP Model <ul style="list-style-type: none"> <li>• Maslow’s Hierarchy of Needs</li> <li>• Piaget’s Stages of Development</li> <li>• Learning styles</li> <li>• Gardner’s Multiple Intelligences</li> <li>• Motor control, coordination, and sensory development</li> </ul> </li> <li>• Movement Analysis <ul style="list-style-type: none"> <li>• Freestyle movement patterns</li> <li>• Cause-and-effect relationships</li> <li>• Biomechanics related to physical development and tasks</li> <li>• Progression building</li> </ul> </li> </ul> </li> <li>• Equipment Requirements and Issues</li> <li>• Safety and Risk Management (including navigating groups within the terrain park)</li> <li>• Session vs. Flow Environment</li> <li>• ATML™ Model</li> <li>• Park Smart</li> <li>• Challenges <ul style="list-style-type: none"> <li>• The role of the parent when teaching children</li> <li>• Anxiety, fear</li> </ul> </li> </ul> <p>Options and additions to lesson presentations include:</p> <ul style="list-style-type: none"> <li>• Participation in group discussions</li> <li>• Peer teaching in small groups</li> <li>• Participation in discussions about the methodology of the Teaching Cycle and its application to freestyle teaching</li> </ul> <p>The successful participant will demonstrate the ability to teach a spectrum of individuals through intermediate ability levels and in terrain up to groomed black terrain, small and medium freestyle terrain features, and natural terrain.</p>

Specialist Level	Teaching Standards
<b>FS 3</b>	<p>The successful FS 3 participant will demonstrate the ability to choose appropriate exercises, games, and tasks and teach a safe, effective freestyle skill progression that demonstrates the ability to synthesize and evaluate the technical terms, concepts, and models listed below.</p> <ul style="list-style-type: none"> <li>• The Learning Partnership: Student Profile and Instructor Behavior <ul style="list-style-type: none"> <li>• Teaching Concepts <ul style="list-style-type: none"> <li>• The Teaching Cycle: PDAS</li> <li>• Class handling</li> <li>• SCARF Model</li> </ul> </li> <li>• CAP Model <ul style="list-style-type: none"> <li>• Maslow’s Hierarchy of Needs</li> <li>• Piaget’s Stages of Development</li> <li>• Learning styles</li> <li>• Gardner’s Multiple Intelligences</li> <li>• Motor control, coordination, and sensory development</li> </ul> </li> <li>• Movement Analysis <ul style="list-style-type: none"> <li>• Freestyle movement patterns</li> <li>• Cause-and-effect relationships</li> <li>• Biomechanics related to physical development and tasks</li> <li>• Progression building</li> </ul> </li> </ul> </li> <li>• Equipment Requirements and Issues</li> <li>• Safety and Risk Management (including navigating groups within the terrain park)</li> <li>• Session vs. Flow Environment</li> <li>• ATML™ Model</li> <li>• Park Smart</li> <li>• Challenges <ul style="list-style-type: none"> <li>• The role of the parent when teaching children</li> <li>• Anxiety, fear</li> </ul> </li> </ul> <p>Options and additions to lesson presentations include:</p> <ul style="list-style-type: none"> <li>• Participation in group discussions</li> <li>• Peer teaching in small groups</li> <li>• Participation in discussions about the methodology of the Teaching Cycle and its application to freestyle teaching</li> </ul> <p>The successful participant will demonstrate the ability to teach a spectrum of individuals from beginner/novice through advanced ability levels and in terrain through large freestyle zones and natural terrain.</p>

## 6. Movement Standards

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Movements and coordination is based on the definitions of "initial," "elementary," and "mature" stages as defined in *Core Concepts for Snowsports Instructors* (PSIA-AASI, 2001), pg. 20.

The “initial” movement stage is when a skier/rider is unfamiliar with a movement and relies on sensory input and coaching to learn it. Often the movements are very sequential and performed individually. The skier/rider in this stage may show signs of a specific movement pattern periodically but not consistently.

The “elementary” stage denotes skiers/riders who can perform movements without looking at that body part but still need to think it through and concentrate on the part (or parts). While movements are still sequential, the skier/rider links them together in a more fluid manner. The skier/rider in the elementary stage is able to consistently demonstrate a movement pattern but may not be able to apply it in all situations.

The “mature” stage is characterized by fluid and automatic movements without showing obvious, conscious thought. Movements can be repeated and applied across a wide spectrum of situations. A skier/rider with mature movements and coordination of movements is able to smoothly blend movements for a specific outcome and be able to readily change or adapt movements to different terrain situations and snow conditions.

All humans physically develop in a predictable manner that often leads to movement patterns that a FS 1, FS 2, and FS 3 participant is required to understand. Participants must also articulate the theory behind such development and be able demonstrate the real movement patterns as well as the efficient movement patterns desired.

Movement patterns will be evaluated within terrain parks as well as on natural terrain. Features used will vary by level and by size, including small, medium, and large features. These designations may also apply to individual parks located throughout a mountain resort. Please note that feature size designation is relative to each resort and that resort’s particular terrain park designations. A “small” feature in California, for example, may carry a “medium” or “large” designation elsewhere. Education staff will choose appropriate features for movement demonstrations.

**FS 1: Skiing/Riding**

Participants will be evaluated on the following movements and coordination stages:

- Ability to safely demonstrate freestyle movement patterns based on evaluation of movement patterns observed in small freestyle zones and natural terrain
- Ski and ride comfortably in all green terrain and blue terrain up to and including off-piste blue terrain with small bumps

At a minimum, the successful Freestyle Specialist 1 candidate will be able to do the following at an elementary stage of coordination:

- Make basic skidded, medium-radius switch turns on green terrain.
- Perform straight airs over small natural or man-made features
- Spin 180s – both clockwise and counterclockwise – off small jump features
- Perform ollies, and both clockwise and counterclockwise on-snow spins and butters
- Ride onto and off a sliding feature with a rotational or pressure move
- At the top of the transition zone in a halfpipe or alternative transitional feature, demonstrate the ability to use appropriate flexion/extension movements for a halfpipe air trajectory and make an edge change near the turn apex
- Perform an alley-oop in a halfpipe or alternative transition feature

**FS 2: Skiing/Riding**

Participants will be evaluated on the following movements and coordination stages:

- Ability to safely demonstrate freestyle movement patterns based on evaluation of movement patterns observed in small through medium freestyle zones and natural terrain
- Ski/ride comfortably in all green terrain, blue terrain including off-piste and medium bumps, and groomed and smooth off-piste black terrain

At a minimum, the successful Freestyle Specialist 2 candidate will be able to do the following at an elementary stage of coordination:

- Make carved, long-radius switch turns on green terrain
- Perform straight airs with a variety of grabs and/or shifty or old-school tricks over medium, man-made features
- Spin a variety of 180s and 360s on medium jump features (for example: switch, clockwise, and counterclockwise)
- Perform flatland moves in multiple applications (for example: sustained butters, pressure moves, and various pop moves)
- Slide a variety of features (for example: down angle, street approach, and gap entry)
- Demonstrate variations of rotational and pressure moves on slide features
- Demonstrate air at or above the lip, on both right and left walls with appropriate edge change and speed-maintenance moves in a halfpipe
- Demonstrate a variety of moves in a half pipe above the lip (for example: basic spins, switch moves, and various grabs)

**FS 3: Skiing/Riding**

Participants will be evaluated on the following movements and coordination stages:

- Ability to safely demonstrate freestyle movement patterns based on evaluation of movement patterns observed in small through large freestyle zones and natural terrain
- Ski/ride comfortably in all terrain on and off-piste

At a minimum, the successful Freestyle Specialist 3 candidate will be able to do the following at a mature stage or coordination:

- Demonstrate multiple variations of entry, slide, and exit on slide features (for example: spin-on, spin-off, lip slide, frontside, and pressure moves)
- Perform slides on various large features (for example: multi-pitch, "C," "S," and large gap-on)
- Demonstrate a variety of 540+ spins on large air features (for example: 540, 720, switch, clockwise, and counterclockwise)
- Demonstrate an off-axis of spin on large air features
- Perform multiple variations of maneuvers in a halfpipe above the lip (for example: switch, 540, clockwise, counterclockwise, and grabs)
- Demonstrate consistent amplitude through the halfpipe well above the lip