

Professional Ski Instructors of America



## Adaptive Alpine Certification Standards 2014

National Standards: Level One, Level Two, Level Three

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## Table of Contents

1. Introduction	4
2. General Descriptions of PSIA Certification Levels	5
3. Category A: Skiing	7
4. Category B: Teaching	8
5. Category C: Professional Knowledge	11

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.

## Introduction

The certification standards contained in this document are the current (2014) PSIA Adaptive Alpine Education/Certification Standards. Terminology used throughout this manual is consistent with that used in the current editions of PSIA-AASI's *Core Concepts for Snowsports Instructors*, the *Alpine Technical Manual: Skiing and Teaching Skills (2nd ed.)*, the *Adaptive Snowsports Instruction* manual, and the *Children's Instruction Manual (2<sup>nd</sup> ed.)*. Standards contained herein provide a training focus and represent a minimum competency for each level of certification. Additional knowledge of disabilities and associated medications from medical, organizational, and disability-specific resources are also required.

These certification standards are based on the "Levels of Cognition" from Bloom's Taxonomy that define stages of learning in degrees of understanding. 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 Disability Classifications Include:

- Vision-related diagnoses
- Intellectual/cognitive-related diagnoses
- Three-track
- Four-track
- Mono-ski
- Bi-ski

The Americans with Disabilities Act (ADA) has a three-part definition of disability. Under ADA, an individual with a disability is a person who: (1) has a physical or mental impairment that substantially limits one or more major life activities; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

A physical impairment is defined by the ADA as "any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine."

**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 skier's demonstration of each specific task or demonstration. Refer to "Adaptive Skiing Equivalency Standards" in the PSIA Adaptive Alpine Standards Exam Supplement. Beyond issues related to physical disabilities, all exam candidates will be required to communicate, analyze, direct, and lead.*

## General Descriptions of PSIA Certification Levels

<b>Certification Level</b>	<b>Description</b>
<b>Registered</b>	“Registered instructor” is PSIA’s entry-level membership title. The designation <del>was</del> provides an educational introduction to ski teaching. The Registered-level event is conducted according to divisional criteria, and is <b>not</b> a level of certification recognized nationally by PSIA. Therefore, the criteria for Registered-level instructors within the National Standards serves only as a guideline for establishing divisional education criteria which prepares Registered level instructors to meet future levels of certification according to the nationally recognized standards for Levels I, II, and III.
<b>Level I</b>	The certified Level I adaptive instructor must be able to demonstrate the <i>knowledge and comprehension</i> <sup>1</sup> of the American Teaching System technical terms, concepts, and models listed in the Level I standards guidelines. Knowledge at this level is defined as recall of data or information. Comprehension is defined as the understanding and interpretation of instructions and problems. The certified Level I instructor also must be able to demonstrate a general conceptual understanding of the disability, medical, and equipment issues pertaining to at least one of the disability classifications. Additionally, the Level I instructor must be able to demonstrate the ability to recognize movement patterns and teach <del>in</del> skiers within the designated disability classification who are learning and skiing in the beginner/novice zone.
<b>Level II</b>	The certified Level II adaptive instructor must be able to demonstrate the <i>application and analysis</i> <sup>2</sup> of the American Teaching System technical terms, concepts and models listed in the Level II standards. The term application refers to applying classroom learning in novel situations within the setting of the adaptive lesson. Adaptive analysis involves the ability to separate the material or concepts into component parts so that the student can assimilate the organizational structure of the lesson. The Level II instructor must also demonstrate a working understanding and working application of disability, medical, and equipment knowledge in all six disability classifications. Additionally, the Level II instructor must demonstrate the ability to recognize movement patterns and teach skiers within all disability classifications that are learning and skiing through the Intermediate Zone.

<sup>1</sup> **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.\*

<sup>2</sup> **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.\*

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

## General Descriptions of PSIA Certification Levels (cont.)

<b>Level III</b>	The certified Level III adaptive instructor must be able to create learning segments for his or her students that include the <i>synthesis and evaluation</i> <sup>3</sup> of the PSIA alpine and adaptive technical terms from the American Teaching System, concepts, and models listed in the Level III standards. Synthesis is defined as putting parts together to form a whole, with an emphasis on creating a new meaning or structure. Evaluation refers to the ability to make judgments about the value of ideas or materials. The Level III instructor must also demonstrate a detailed understanding and application of disability, medical, and equipment knowledge in all six disability classifications. The adaptive Level III instructor also must possess the ability to recognize movement patterns and to teach and coach students of all disability classifications that are learning and skiing through the advanced zone.
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## Category A: Skiing

<sup>3</sup> 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.

**(General Requirements per Certification Level)**

**Adaptive alpine instructors are held to the same PSIA alpine skiing standards as those teaching able-bodied lessons. Additionally, they are expected to be able to perform the following when teaching an adaptive lesson:**

<b>Certification Level</b>	<b>Skill Requirements</b>
<b>Level I</b>	Certified Level I teachers must be able to ski all green and groomed blue terrain demonstrating consistent balance and control of speed through turn shape. Demonstrations must display an “understandable picture” of the technical elements of beginner/novice zone skiing. The turn dynamics are limited by the speeds and terrain appropriate for beginner/novice zone skiing and tasks.
<b>Level II</b>	Certified Level II teachers have the skills to make short, medium, and long radius turns on blue and groomed black terrain with minimal skidding. Skis make two separate, relatively defined arcs in the snow from before the fall line to completion. Skill application and accuracy may vary with terrain and snow conditions. Demonstrations should illustrate accurate movement patterns and reflect turn dynamics relative to the speeds and forces common to Intermediate zone skiers.
<b>Level III</b>	Certified Level III teachers should have the skills to make short, medium, and long radius turns with little or no skidding. The skis describe two well-defined arcs from before the fall line to turn completion. Terrain and snow conditions should have a minimal effect on skill application, movement accuracy, and turn outcome. Turn dynamics should represent the terrain, speed, and snow conditions common to advanced zone skiing. A Level III certified teacher has the ability to maintain dynamics and movement accuracy through most conditions, on any terrain on most mountains.

## Category A: Skiing

### Fundamentals

The fundamental mechanics of SKIING, outlined below, remain consistent through the levels of certification. The performance and application of these fundamentals will vary based on the desired outcome.

#### Skiing Fundamentals

- Control the relationship of the center of mass (CM) to the base of support (BOS) to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Control edge angles through a combination of inclination and angulation.
- Turn the legs underneath, and in opposition to, the upper body.
- Regulate the magnitude of pressure created through ski/snow interaction.

The differentiating applications of the fundamentals are defined by the following categories: environment, accuracy, and speed.

**Environment:** The appropriate terrain and snow conditions for level of assessment, relative to the skill development needs for students.

**Accuracy:** The degree of competence and consistency in application of fundamentals relative to desired ski performance.

**Speed:** The ability to ski in control at speeds necessary to achieve desired ski performance for the task or demonstration.



## Category A: Skiing

### Specific Requirements

Categories		Specifics at Level of Certification		
		Level 1	Level 2	Level 3
		<ul style="list-style-type: none"> <li>- Students in beginner zone</li> <li>- All green/ groomed blue</li> </ul>	<ul style="list-style-type: none"> <li>- Students through intermediate zone</li> <li>- Blue to entry level black</li> </ul>	<ul style="list-style-type: none"> <li>- Students through advanced zone</li> <li>- All terrain/ all conditions</li> </ul>
<b>Environment: Terrain and Conditions</b>		<ul style="list-style-type: none"> <li>- Green and moderate blue terrain including mild ungroomed conditions</li> </ul>	<ul style="list-style-type: none"> <li>- Green, blue, and entry level black terrain in most conditions including blue bumps/off-piste</li> </ul>	<ul style="list-style-type: none"> <li>- Green, blue, black (double black where available) terrain in most conditions</li> </ul>
<b>Speed</b>		<ul style="list-style-type: none"> <li>- Demonstrate at speeds appropriate for beginner zone skiers</li> <li>- Ski in control at intermediate zone speeds</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate at speeds appropriate through intermediate zone skiers</li> <li>- Ski in control at advanced zone speeds</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate at speeds appropriate through advanced zone skiers</li> <li>- Ski in control at expert speeds</li> </ul>
<b>Accuracy</b>	<b>Consistency</b>	<ul style="list-style-type: none"> <li>- Fundamentals are present in all turn phases with some inconsistencies from one phase to another</li> </ul>	<ul style="list-style-type: none"> <li>- Fundamentals are present through all turn phases and from turn to turn</li> </ul>	<ul style="list-style-type: none"> <li>- Fundamentals are blended through all turn phases and from turn to turn</li> </ul>
	<b>Adaptability</b>	<ul style="list-style-type: none"> <li>- Ability to vary rate or timing of one fundamental at a time</li> <li>- Demonstrated in various beginner zone terrain</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to vary rate and timing of multiple fundamentals to adapt ski performance outcomes as defined by the task or situation</li> <li>- Demonstrated in various intermediate zone</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to vary rate and timing and blend all fundamentals on demand and with regard to tactical considerations for any defined ski performance outcome</li> <li>- Demonstrated in various advanced zone terrain.</li> </ul>

## Category B: Teaching

### (General Requirements per Certification Level)

Certification Level	Description of Skill Requirements
<b>Level I</b>	Certified Level I instructors must demonstrate a solid foundation of information and have the necessary experience to be an effective instructor of beginner/novice zone skiers. A basic understanding of how to manage the learning environment for safety and learning relative to the ability/disability as well as cognitive, affective, and physical development (CAP Model) of the student must be demonstrated.
<b>Level II</b>	Certified Level II instructors must demonstrate and apply basic learning theory, communication and people skills, and human development. Practical knowledge of these concepts is required for students and teaching situations through intermediate zone lessons. Level II certified instructors must demonstrate the ability to adapt a lesson in a variety of ways to meet the safety and needs of specific audiences (e.g., to address issues that arise with regard to the ability/disability and the CAP Model of the student).
<b>Level III</b>	Certified Level III instructors must demonstrate the ability to evaluate a skier's changing needs as growth, strength, cognition, and skills develop or decline as a result of disability, age or experience, and synthesize lesson plans and activities appropriate to skill management or development. Application of these concepts must produce a safe, clear, and concise delivery of information, and an uncomplicated learning environment for beginner through advanced zone lessons.

## Category C: Professional Knowledge

### (General Requirements per Certification Level)

Certification Level	Description of Skill Requirements
Level I	Professional knowledge requirements for certified Level I instructors reflect a practical awareness of general terms and concepts, and an ability to use these concepts in basic lesson situations for beginner/novice zone students. Decision-making and lesson content will most likely follow preplanned options, with consideration for varied skill development emphasis.
Level II	Professional knowledge for certified Level II instructors reflects a basic understanding of general terms and concepts applicable through the intermediate zone. Application of teaching concepts in actual lesson situations should reveal an ability to correctly interpret student behavior and performance, and to deliver technical content through relevant activities and simple language.
Level III	Professional knowledge for certified Level III instructors reflects a strong accurate understanding of skiing terminology and concepts beyond the scope of ski teaching manuals. Use of related industry sources including medical and rehabilitation communities, ski coaching, and various peripheral resources promotes well-rounded teaching with the capacity to create exceptional experiences for most students, in most conditions, on any terrain at most mountains.

**Candidates may be evaluated based on, but not limited to, the following criteria, terms, concepts, and models:**

- The American Teaching System (ATS)
  - Skills concepts
  - Skiing concepts
  - Mechanics and ski performance
  - Visual cues for effective and ineffective skiing
  - Teaching model
  - Teaching cycle
  - Service model
  - Stepping stones
- Demonstrations and functional skiing movements
- Movement analysis
- The ATS as it relates to adaptive snowsports
- Equipment knowledge; alpine and adaptive
- Safety information; Responsibility Code
- Smart Style and Approach, Take off, Maneuver, Landing (A.T.M.L.) Safety model
- Hands-on methodology (physical processes for guiding, tethering, hands on help/manipulation, etc.) and specific application in defined disabilities.
- CAP Model
- Multiple Intelligence (MI)
- Age-related teaching methodologies
- PSIA Adaptive Alpine Standards Exam Supplement