PSIA – AASI - Intermountain

Accredited Children's Educator

2005/2006 STUDY GUIDE

This ‘study guide’ is intended to be a key resource for the Accredited Children’s Educator program. The topics in this study guide will be presented and discussed in the various indoor and on-snow ACE divisional clinics and workbook. It is simply a guide for trainers and instructors to refer to throughout their ACE training. Although this guide does not contain 'everything you need to know' about teaching children. It does contain several 'tools' and 'conceptual models' that instructors may find extremely helpful in designing learning situations for younger students. Instructors are encouraged to utilize all the resources they can to develop of well-rounded understanding of human development and learning. It should be recognized that the PSIA-I ACE program was created to support the many devoted individuals who teach skiing to children, and who help train children’s instructors. Thank you to the PSIA National Board of Directors and the PSIA Intermountain Board of Directors for their support of the ACE program. Many people and groups contributed to make this program a success and so additional thanks goes to: the former PSIA Junior Education Team, the PSIA National Teams, the PSIA National and Divisional Children's Committees, Alexandra Smith Boucher, Marie Russell-Shaw, Amy Zahm, Carol Workman, and Grant Nakamura. Thanks to everyone in the Intermountain division who helped make the ACE program so successful.

4^{5h} Revision 2005

TABLE OF CONTENTS

Introduction to the Basics

This guide is designed to present instructors of snow sports with specific information that can help them to be more effective instructors for children. The models, theories and tools presented will serve to help the instructor to understand what children bring to the <alpine, snowboard, or nordic> lesson. The primary objective is to generally explain certain behaviors and the way children learn at different stages of development. Understanding the developing child will help you to make appropriate decisions concerning what you do to help them progress and develop toward the desired outcomes in the mountain environment.

The Basics

ATS Principles

-Student centered
-Outcome based
-Experiential
-Learning partnership based
-Guest service driven
-From the heart

The CAP Model: How development affects learning and performance.

CAP stands for Cognitive, Affective, and Physical. The CAP model was designed to give instructors insight into how children think, behave, and move. The cap model is a tool instructors use to determine the level of development in any student. This information will guide what goals are selected and how to best present and share information to the student. Also, these ideas will help the instructor determine how to most effectively: guide practice tasks, check that the child understands, and summarize the lesson.

"Some kids are late bloomers while others grow like weeds!"

Cognitive Development

AGE PIAGET'S STAGE and STAGE CHARACTERISTICS

0-2 Sensori-motor
Eating snow, Active experimentation and coping. The 5 senses. The child is learning to differentiate herself from others and the environment.

3 -6 Pre Operations
The vocabulary is growing and so are language and communication skills. Thought is egocentric, but the child is beginning to see that others have feelings as well. These children still have difficulty paying selective attention, because they lack abstract reasoning, but they are beginning to differentiate between thoughts and actions.

7 -9 Concrete Operations
With this stage comes better memory, reversibility, expanding mind and vocabulary.

10 -adult Formal Operations Actions have consequences, abstract reasoning.

Jean Piaget's theory of cognitive development in children is presented here as a basic introduction to the way the child's mind develops. Piaget's theory is not perfect, but rather it was the beginning of much research in this field. Howard Gardner's "Multiple Intelligences " theory and Kohlberg's theory on Moral development are even more practical for teachers, and both may serve as valuable tools for the children's instructor.

In general, Piaget's stage theory is a good way to begin to understand children's cognitive development. Piaget's four stages are often used to roughly determine a child's level of cognitive development. Instructors adjust appropriately how the lesson content is presented to the child to be best understood. Piaget proposed that cognitive development occurs in specific stages. The sensori-motor stage, from birth to 18 months, is when the child transitions from strictly reactive/reflexive to intentional behavior. The preoperational stage, from 18 month to 6 years, is when the child begins to develop reasoning and classification skills and also begins to be able to see things from others' perspectives. Concrete operations, from 6-12 year, is the time when the child has more advanced mental tools at his disposal, and marks the beginning of more abstract reasoning. Formal operations, from age 10 up, is when problems are approached more systematically, deductive logic is used, and abstract thought and reasoning are fully developed. (TDC) It should be noted here that Piaget's theory, although influential and useful, has some significant problems. (1) children generally develop signs of complex thinking earlier than Piaget suspected; (2) children definitely exhibit more complex level of thinking in areas in which they are more familiar than in areas in which they are less knowledgeable, (e.g., Gardner's Multiple Intelligences Theory); and (3) children are not consistent in their performance of tasks that allegedly require the same level of cognitive development. (TDC).

Children view the world differently than adults.

Piaget pointed to the age of seven as a time for major cognitive changes. He said, AROUND this age children make the critical transition from pre-operations to more advanced concrete
operations. This transition is: an increased understanding of classification skills, an understanding of conservation concepts, and a marked increase in memory abilities.(CD)

"What happens on the hill depends greatly upon the mental stage of a child's development. The four stages categorized by Piaget, the sensori-motor, when the child learns and operates in her world through her senses, pre-operations, when the child begins to interact with the world around her verbally as well as physically, concrete operations, when more sophisticated processes are becoming developed, finally formal operations which is also known as the beginning of adult thinking, are very helpful in determining how best to work with the child."
-Alexandra Smith Boucher

Some Practical Considerations of Piaget's stages

Sensori-motor stage:(The 5 Senses)
This stage includes children up to around age two. Children at this stage need to learn about their environment through the five senses, and learn almost solely through experimentation. The key to success at this stage is allowing the child to experiment while keeping them safe and happy.

Pre-operations stage:(The Word)
This stage includes children around ages 2-6. Children at this stage are beginning to learn to see things from others' perspectives, but still tend to have many egocentric behaviors. Vocabulary and memory are developing every day, but are still more general and limited. The key to success with this stage child is keeping verbal directions clear and simple ,and use the child's own words to describe things. Children at this stage will be confused by too many directions or too much information. Games that involve fantasizing, imagination or pretending can be fun, but 'real' situations should still be pointed out to these children (for safety concerns). Children at this stage need ample personal attention.

Concrete Operations stage:(The Mind)
Around age seven, children 's minds evolve even more. Memory and ability to communicate are more sophisticated. Kids at this stage can benefit from learning to visualize themselves riding/skiing. Pretending and imagining games may become less desirable, while competition becomes more obvious in some children at this stage. Children in this stage might be taught to compete against their own performance. For example, the instructor may say," Good Ashley, you made 8 turns on that run, now see if you can do more than eight here." Prior to this stage children need simple instructions and cannot reverse them, but in this stage kids begin showing
the ability to accept more complex or detailed instructions and can even reverse the order of a set of instructions.
For more detailed information on Piaget or Kohlberg's theories see Appendix I.

Formal Operations stage : (Consequences)
This stage is Piaget 's last stage of cognitive development in humans and is characterized by highly developed logic and reasoning skills. People at this stage are aware of how their actions may have various consequences and how they may effect others. It is interesting

to note that Piaget theorized that not all individuals attain this final stage, and the age at which different individuals enter this stage is highly variable. It is always important for instructors to tactfully remind students of all ages of consequences, especially teens.

Multiple Intelligences

Howard Gardner's theory of 'multiple intelligences' can be a useful tool for instructors to determine a child's 'talents', other interests and learning preferences. The theory of multiple intelligences deals with how the mind processes information and solves problems. This theory also proposes that there are more forms of intelligence than just reading and arithmetic comprehension. Each of the seven multiple intelligences could be looked at as an area of proficiency that they exhibit at a young age. As we develop we gain more proficiency in all of the intelligences. However, even as adults, we may tend to prefer certain ways of receiving information to others. The seven intelligences Gardener proposed are: linguistic (word smart), spatial (visual smart), music (auditory smart), math (number and logic smart), intrapersonal (self smart), interpersonal (social smart), kinesthetic (body smart). More about Gardner's Multiple Intelligences can be found in PSIA/AASI's Core Concepts Manual.

Perhaps the best thing about the 'Multiple Intelligences' theory is that it is easy to understand and use in any learning environment. Gardner gives us a very practical tool to help 'tailor' the lesson to the student. Ski instructors can use the various "intelligences" categorize the different types of analogies or games that they use to appeal to different kids. The intelligences can enhance the instructor's ability to teach to the four learning styles of: watcher, thinker, feeler, and doer. The most effective ski instructors are the ones who are able to quickly ascertain each student's learning preferences and then have a 'bag of tricks' ready for that individual. Because students usually begin to combine intelligences and learning styles (especially as they get older), the most effective instructors always do things in the lesson that appeal to all of the intelligences. An excellent example of this is this excerpt from the PSIA Children 's Instruction Manual (1997):

"Consider teaching a child to tie Nordic boot or snowboard boot laces as the objective of the lesson. You can use words to describe the shapes needed to create the bow strings (word and picture smart); count the number of steps needed to complete the task (number-smart); guide the child's hand and fingers going through the movements (word-and-body-smart); help the child recognize the rhythm of the movements -making a loop is slow, wrapping the lace around is fast (music-smart); and do the task together (people-smart) until the child is ready to do it alone (self-smart)." (CIM)

Below is the result of a brainstorm from a group of instructors discussing multiple intelligences:

	-stories
Linguistic	-words, place names
-verbal, talks a lot.	-make up your own language

-poems, riddles and rhymes

Spatial
-visual
-shapes of clouds
-drawing
-shapes in the snow
-seeking
-colors
-look where you want to go

Music
-rhythm to a song
-make up their own song
-sound of your skis
-nursery rhymes

Body Kinesthetic
-not good listener
-more physical
-throwing snowballs

-just want to ski
-more coordinated
-natural athletes
-sensations, feelings

Math
-logic
-talks about numbers
-loves numbers on chair lifts and towers
-use number games for turns or skills

Interpersonal
-socialite
-groups and pairs
-team name
-special role in group
-sensitive to other 's feelings

Intrapersonal
-thinks about things a lot
-guided discovery
-doer
-likes to be alone or on their own
-know their own feelings.

Body Kinesthetic (cont.)

Instructors need to be very observant of their students 'characteristics and listen well to what the students and parents tell the instructor. One of the best ways to identify a child's most developed intelligence is by observing what he or she does when "off-task " --no longer responding to a specific question or instruction. However, another way, may simply be to ask the child and the parent about the child's gifts or learning preferences.

"What is your favorite thing to do when you are not skiing?"

Affective Development

Humor

"Humor develops as the child grows and matures. It may be a solo activity or it may involve others. The main idea is that at each stage of development the things that cause laughter can be extremely different. Being a stand up comic is not a prerequisite for teaching, but it helps to have an understanding of what makes kids laugh."
1(ASB)

stage	humor
Sensori-motor	peek-a-boo
Pre-operations	slapstick
Concrete Operations	knock-knock jokes, riddles

Formal operations sarcasm, laughing at ourselves

In 1976, Paul McGhee did a study entitled, “Children’s Appreciation of Humor ”. The following three jokes are similar to those used in his study his study.

Mr. Jones went to a pizzeria and ordered a whole pizza for lunch. When the waiter asked if he wanted it cut into six or eight pieces, Mr. Jones said, “Please make it six. I could never eat eight.”

“Please stay out of the house today,” Janie ’s mother said.” I have too much work to do.” “Okay,” replied Janie as she walked to the stairs. “Where do you think you ’re going?” her mother asked. “Well,”
said Janie, “if I can ’t stay in the house, I’ll just play in my room instead.”

Mr. Wheatley teaches first grade. One day his class was learning about religion, so Mr. Wheatley asked how many of the children were Catholic. When Billy didn’t raise his hand, the teacher said, “Well
Billy, I thought you were Catholic too.” “Oh, no,” said Billy. “I’m not Catholic, I’m American.”

Adults generally do not find these jokes as funny as 8 or 9 year olds do. Each of these jokes deals with an error in reasoning that is conquered in middle childhood, conservation and classification. Eight and nine year olds have just developed these reasoning skills, which is why children that age find them funny. Preschoolers, on the other hand, would not understand the punch lines as errors in reasoning.

Joke telling and riddles can be fascinating for children between the ages of 5 and 8. It is evidence of their cognitive, affective and social development. It’s not too difficult to find out what various kids think is funny. Watch and listen to them interact with their peers, and if you’re still unsure just ask them -they’ll tell you what they think is funny. It often helps to discuss with other instructors what you’ve found to be funny for kids at different ages and share ideas.

Riddles can also be very amusing to youngsters in middle childhood and may even aid cognitive and social development.

Q: Why should you always wear a watch in the desert?
A: Because a watch has springs in it.

Again, younger children would not understand this riddle as the child must be able to consider the dual meaning of the word springs.

Moral Development
Moral development has to do with the child’s concept of right and wrong.

Piaget and Kohlberg studied and described moral development. Piaget addressed the early stages of moral reasoning for children aged 3-6, while Kohlberg extended Piaget's work and described moral reasoning into adolescence and adulthood. These theories are here to help the instructor understand the child's perspective when giving reasons for instructions or rules. Also they may be useful in understanding reward and punishment for behavior modification. Kohlberg's stages of moral development are presented in more detail in Appendix I.

Seven to twelve year old children in general are highly motivated by EXTRINSIC rewards, while snow sports are full of INTRINSIC rewards for them to discover through exploration. With this age group, use plenty of experiential learning and POSITIVE reinforcement.

Young people need models, not critics.

Below are four sayings to remind the instructor of the more common stages of moral development for children in ski school.

Good is good, bad is bad
Clever as a fox
All in favor, say "aye"
Listen to your conscience

Age ranges are not given for these stages as they are highly variable. It is possible to have several children the same age at different stages of moral development.

In Kohlberg's first stage he describes children that equate what is bad to what is punished. Eventually children evolve to the second stage when they equate what is good to what feels good and to what is not punished. Children in these first two stages of moral development are looking to their parents to tell them what is good and what is bad, and they soon learn that their behavior can please or displease others (good boy, nice girl). Children begin to see adult rules as something to challenge. They still respect adults as the authority but they believe in their own cleverness at staying one step ahead of the rules. Kids at this stage are developing their sense of self-identity and often will test "the letter of the law," or to what extent it will be enforced. Teenagers, as well as younger children, will often exhibit the behaviors associated with this stage.
Beginning in the pre-teen years young people develop their sense of self-identity even further, and often recognize the importance of "fitting in" to a group or cultural identity. With this stage comes a sense of individual rights or beliefs based on what is seen to be socially acceptable by their group, and peer pressure enters the picture. In this stage, the abstract concepts of fairness, justice, dignity, and equality all become important and help

guide the individual's ideas about right and wrong. Some adults never really attain this stage, while others may reach it in their teens.

Physical Development

The student's physical condition is the key to setting up successful ski experiences in the ski lesson. By knowing what the student is capable of, the ski instructor is able to encourage realistic lesson goals that set the student up for success. During childhood, growth is happening every day. The child's physical growth: determines their experience, makes new behaviors possible, and is an important factor in motor skill development.

"An awareness of children's physical development will help to explain why and how children move the way they do."(CIM)

Children are not just miniature adults, they are proportioned differently. In general, younger children have a higher center of mass than adults, it is closer to the head because the child's head is larger in proportion to the rest of the body than the adult's. A child's balanced stance can look awkwardly "low" or "back", and would not be an effective stance for an adult. As children develop physically their center of mass moves downwards towards the abdomen and hips. Recognizing this will aid in the understanding of stance and movement. Another example is that most children under the age of 4 cannot reach their arm over their head and touch the opposite side ear. Their arms are not long enough. Muscular and skeletal development occurs constantly throughout childhood. The increase in size, strength, control and coordination of muscles, is a determining factor in what the child will be able to accomplish on skis or a snowboard.

Muscles and bones.

(Gross --->Fine)

- Abdomen
- Legs and ankles
- Fingers and hands

Movement Skills

Coordination Development

- -Initial stage
- -Elementary stage
- -Mature stage

Sidedness

- -Unilateral
- -Bilateral
- -Cross lateral /opposition

The rate varies at which children mature, but development occurs in stages for all children. "By paying attention to the stages, you will be able to attain realistic goals on the hill." (ASB)

PHYSICAL DEVELOPMENT OF HEARING AND SIGHT

Visual Development

Visual acuity in children improves over the first 10-15 years of life. The average child with normal visual development attains the standard 20/20 vision at about age 10 or 11. 20/20 vision means that the person can properly identify something at twenty feet. Children under 2 have relatively poor visual acuity (20/800 at birth, 20/100 by about 4 months), but acuity improves steadily thereafter.

Some other skills related to visual development:
-the ability to follow a moving object smoothly
-the ability to fix eyes on a series of stationary objects
-the ability to change focus quickly
-the ability to team the eyes together
-the ability to see over a large area (in the periphery)
-the ability to see and know (recognize) in a short look
-the ability to see in depth
*from "Learning to See Seeing to Learn " by R. C. Orem

Auditory Development

In newborns, auditory acuity is much better than visual acuity. Although the auditory sense is well developed some weeks before birth, it continues to improve up to adolescence. Auditory acuity in newborns, regarding general range of pitch or loudness, is as good as adults. Adults show an increased acuity in hearing low pitched or quiet sounds.
Newborns only have a very limited ability to determine locations of sounds (direction and distance). However this skill normally improves greatly over the first six months of life, and continues to improve throughout childhood into adolescence. One thing that many children, as well as adults, have difficulty with is discriminating one voice out of many, or hearing instructions given to them when there is general background noise. When giving instructions, it is important for instructors to stay close enough to their students and speak clearly with eye contact to be sure that they are being heard.

The Perceptual Motor System

Sensory Input: Visual, Auditory and Kinesthetic.
The Brain: sorts and organizes.
The Physical Response: motor response

Sensory Input -Reception
1.Sight

2.Hearing
3.Taste
4.Smell
5.Touch

Perception -Brain Interpretation

1.Kinesthetic (feeling)-Primary source of input
Tactile, pressure sensations, balance, proprioception.

2.Visual
Near to Far -Complete visual development attained somewhere between 8-14 years old.

*Acuity (sharpness, clarity)
*Discrimination (perceiving details)
*Constancy (brightness, color, shape)
*Figure-Ground (perceiving figures separate of background)
*Localization (orientation of people and objects in space)

3.Auditory

Full maturity of auditory functioning does not occur until nearly 7 years of age, although hearing is one of the first senses to develop (in the womb).
*Direction
*Distance
*Discriminating Individual Voices

Motor Responses -Actions/reactions
*Orderly and predictable

SOME BASIC MOVEMENT CONCEPTS

by: Carol Workman, Ed.D.

There are several developmental factors which relate to motor skill performance.
-One-sided movements are easier than two-sided movements.
-Cross-lateral and oppositional movements are more difficult.
-Motor control develops in a cephalo-caudal and a proximo-distal direction.
-Large muscles groups are controlled before the small ones.
-Coordination develops in specific stages.
-Balance improvement occurs by developing the body's balance receptors (proprioception) while approximating a centered stance.
-Center of mass moves from higher in thee body to lower in the body.

It's easier to move one body part at a time, and it's easier for body

parts on the same side to do the same movements.

If two sides of the body are moving at the same time, it 's easier to keep all the extremities doing the same thing. Work with one foot at a time. For snowboarders traversing/forward sideslips are easier because you're focusing on one foot instead of balancing on both.

In both skiing and snowboarding, the upper body's movements must be separated (or controlled independently) from the lower body, and one side of the body experiences different movements and sensations than the other side. Thus it is easier to learn a skier's wedge than it is to learn to sideslip on both skis. For snowboarders, actively twisting the board will be a difficult move, children tend to pivot around one foot instead of around the center of the board.

Cephalo-caudal means head to feet and proximo-distal means from the inside outwards. Humans develop motor control starting from the head first and then down to the feet, and the center of the body first and then out to the extremities.

At any age, the large muscles are easier to move into proper body alignment before coordinating the smaller muscle groups such as those which move the ankle (dorsiflexion and plantar flexion movements). Movements will also be gross and general before becoming more refined and specific. Younger kids will bend at the waist to balance.

Initial stage, elementary stage, and mature stage

The initial stage of motor skill acquisition begins with increased awareness of what the body is doing. Young children will often look at their body parts or skis to help connect what is happening to them with what they are feeling. The elementary stage of motor skill acquisition is characterized by attention on the environment. Kids at this stage gain more control to avoid objects or others around them. The perceptual motor system and eye movements are becoming more sophisticated related to physical or athletic sports. The mature stage is marked by more fluid and elegant movements that appear easy. Movements become more coordinated, accurate, rhythmical, and consistent. There are three sensory receptors which work to balance -the eyes, the soles of the feet, and the inner ear (cochlea). Three basic balance concepts are: a wider stance (base of support) is more stable, the closer the center of mass is to the ground-the greater the stability, the more centered the center of mass is over the base of support-the greater the stability. The ideal balanced position in skiing is an upright, tall stance with the center of mass centered fore and aft over the feet. The joints are slightly flexed in an athletic stance and allow for the body to be aligned over the outside ski in turns. Learning how to move the ankles properly in all skiing or snowboarding maneuvers will increase the ability to maintain balance. Having a good balanced stance and learning to direct movements of the body in the intended direction of travel will enable more efficient and fluid skiing or riding.

PHASES OF MOTOR SKILL ACQUISITION

Approx. age of child	**Stages of motor skill development**
Reflexive movement phase	
0-4 months	Information encoding stage
4 months-1 yr.	Information decoding stage
Rudimentary movement phase	
Birth – 1 year	
1 to 2 years old	Pre-control stage
Fundamental movement phase	
2-3 years old	Initial stage
4-5 years old	Elementary stage
6-7 years old	Mature stage
Sport-related movement phase	
7-10 years old	General (transitional) stage
11-13 years old	Specific stage
14 years old and up	Specialized stage

Ideal vs. Real

Here are some things to think about regarding "ideal" sport specific movements versus "real" movements seen in children due to C..A.P. stage of development. We are always striving to develop ideal movements in our students whether they are adults or children. It is important for children 's instructors to understand how children are different from adults physically, so that they can understand why they see different movements or stances from children at a given stage. Instructors should not simply "give up " because they know that a child is not physically mature enough to move ideally on their skis. Instead, we want to "plant the seed " for good movements by always encouraging the "ideal ", in hopes that when the child is physically ready they will be able to better approximate the ideal. Young children will develop very strong and efficient movement patterns and balance, and they will adapt and evolve their movements as they develop physically. When instructors
recognize what is ideal and what is realistic, they find it less frustrating to work with smaller, younger children because the focus is more on the process than the outcomes. As we all know, skiing is a great way to help develop and promote balance and strength in adults and children. We also know that all children develop at different rates and some children will be capable of more ideal movements at much younger ages than others (i.e., Gardner's "Kinesthetic Kids).

IDEAL
A guide to good skiing.

-The Ankles, knees, and hips flex and extend to maintain balance and pressure control over the skis.

-Directional movements of the feet, legs, and hips release and engage the edges at the turn transition.

-Balance is directed to the outside ski in the turn.

-The legs and feet turn under the upper body to guide the skis.

-Movements of the upper body, arms, hands and pole usage are disciplined and directed to flow with the skis through turns.

REAL
Common movements in kids.

-Kids flex more in the hips and the knees and tend to work the back of the boot and tail of the ski more.
-Kids tend to move their whole body and legs in a more gross way.
-Edging movements tend to be more harsh and bracey.
-Balance may or may not be well directed to the outside ski in the turn.
-Kids generally lack upper/lower body separation, and tend to turn their whole bodies.
-Kids under seven usually don't use poles and generally lack upper body discipline.

REAL VS IDEAL for Snowboarding

IDEAL
-A guide to good snowboarding
-The ankles, knees, and hips flex ad extend to maintain balance and pressure over the board
-The legs and feet work independently or oppositionally to torsionally flex or twist the board
-Movements of the upper body, arms and hands are disciplined and compliment the action of the legs.
-Movements to tow and heel sides are used equally and toe/heel symmetry results

REAL
Common movements in kids

-Kids tend to flex more in the hip than lower in the body, levering off the binding backs
-It is difficult for kids to work the legs in opposition and tend to use the legs more as a unit
-Kids have and easier time controlling the trunk, and try to use the upper body before the legs

The Teaching Cycle -(P-D-A-S)

PLAY
DRILL

ADVENTURE
SUMMARY

Children need to SEE, FEEL and HEAR at this point. Meaningful activities or games that simply develop balance awareness and movements work well if they are fun or involve some type of positive reinforcement.

Children need to experience certain aspects of the sport on their own and gain mileage while truly enjoying themselves. The adventure phase appeals to the affective aspects of the child's development in skiing as well as providing valuable practice time.

*Recommended additional resource article: The Professional Skier Winter Two 1991-1992: "Charting Your Lesson Plan," by Alexandra Smith

NOTE: The instructor can learn a lot about the child's learning preferences by simply observing the child at play during 'free time'. The activities that the child chooses to participate in when given a choice are meaningful to the way the child learns.

Summarize the learning segment for the children and the parents in a clear, honest, and easy to remember way. Throughout the lesson constantly remind the child 'what' the child has done well and what they have learned in terms that appeal to them. At the end of the lesson, touch base with the parents and explain your focus and your methods so they will be able to continue to reinforce the desired behaviors. Give the parents of your students a good understanding of the level of their child 's skiing and the process involved with skill improvement and development. Use the CAP model, and give specific examples that apply to their child.

PLAY -Introducing the Learning Segment
-Assessing the Student

DRILL -Determining Goals and Planning Objectives

-Presenting and Sharing Information

ADVENTURE -Practice
-Checking for Understanding

SUMMARY -Summarizing the Learning Segment

Parents in the Learning Partnership

-Presented by Marie Russell-Shaw, National Children 's Symposium 1997

Parents are another partner, with the child and the instructor, in the learning partnership. Given they usually are responsible for the child 's involvement in winter sports. They may have many roles, such as the child's: transportation system, equipment suppliers, food service, lesson and ticket purchasing agent, tear wipers,
and cheerleaders for their child's participation in skiing and/or snowboarding.

"Parents are the customers, children are the consumers."
-John Alderson

Parents need to know that the service they have purchased is of value to their child. Use CAP to address parents' needs.
*COGNITIVE: They need to know that we will help their child with the process of learning.

*AFFECTIVE: They need to trust that we care for the child and will take care of the child's sense
of comfort and well-being. Opportunities for developing a sense of competence will be provided through the child's experiences with us.
*PHYSICAL: They need to feel that we will help the child develop movement skills which will make it possible for her to explore and enjoy the mountain environment.

Parents and the Teaching Cycle
Parents have an expertise and experience that can be a valuable resource for the instructor to help meet their child's needs. We can incorporate the parents' help and let them know how we will meet
or have met their child 's needs by involving them in the teaching cycle.

Introducing the Lesson
*Establishing and building rapport is the basis of relationship building. The instructor's ability to interact with parents will determine the relationship we develop with them and when it
is established.

We need to run our **Pre-flight Checklist** with our ground support (parents) before blasting off with the kids.

*Check the child's **clothing and equipment** before the parent leaves.
*Where and when can the parent **meet** the child **at the end of the lesson?**
***Who** will be meeting the child, or what is the plan if he is to be on his own?
*Will he be joining the ski school for **lunch**? Is there anything he shouldn't eat?
*Is a drink or snack appropriate at a **break**? Is there anything the child should not eat?
*Let the parent know if there is a **PLAN B** for a child who has just had enough.
*Is there **anything else** that would be helpful to know about the child? (meds, etc.)

Determining appropriate goals for the Student
Parents can provide information about their child which will help us determine goals and plan the content of the lesson.
*ASK what they would like their child to receive from the lesson. The parent's desires and the child 's help guide our decisions concerning lesson goals and content.
*ASK about the child's previous experiences and accomplishments.
*LISTEN AND LOOK for clues about the child 's motivations and learning preferences.

Summarize the Lesson
Let the parent(s) and the child know all that was accomplished during the lesson. The CAP model can once again be a guide. The cognitive accomplishments might include: followed directions well or solved a problem. The affective accomplishments may be: made a new friend or helped other children in the group. Physical accomplishments are

news of what terrain and conditions the child skied or rode and what movements the child learned or improved.
*Relate how the child's accomplishments met the parent's desires and child's needs.
*Make a recommendation for the next step for the child or other needs.
*For the "assistant mileage coach" we need to make recommendation that will help them provide beneficial practice experiences for the child.
-The comfort, challenge, and "Yikes" zones..
-Cues used to help refine movements. The cues shared with parents need to be movements that the parent can easily observe and determine if the child is accomplishing.
Solving Problems Together
*Parents as the consultants.
Sometimes a child will have a need that we can't find a way to meet. Asking parents for their ideas based on their expertise and experience can be a way to discover how to provide the child what he needs. The instructor may feel their own expertise is vulnerable admitting that help is needed. Our concern for the child will be recognized over any lack of expertise. Being a professional doesn't mean we need to know everything, but it does mean we will find the answer if we don't have it.
*A few dilemmas to consider: (when the parent's understanding of the effect of their actions or expectations for their child do not match what the instructor feels the child needs.)

-The Shadow Parent
-Level 3 at Buffalo Mountain /Level 2 at Honest Peak
-Ski with big bro or best buddy
-My Child is the next 'Picabo' or Tommy
-My parents think this is a good idea, but I'm not too sure.

*Steps for solving problems together
-Explore the situation: Instructor's side and Parent's side of the story
-Define the Problem
-Generate possible solutions
-Choose a solution
-Implement a course of action
-Evaluate if solution is working

Problem Solving

Definition: Problem solving is a technique that instructors use to help children deal with problems, and develop skills to solve problems on their own.
Problem solving skills enable children to: be more independent, express their individuality, be more self-reliant, gain a sense of responsibility, and build self-esteem.

Negotiation
There are six basic steps in the negotiation process.
1. Help the child clearly identify the problem.
2. Encourage the children to contribute possible solutions to the problem and accept any ideas.
3. Review the children 's ideas positively.
4. Help the children decide upon the idea they prefer.
5. Help the children implement the preferred solutions.
6. Reinforce the process by describing how well they solved their problems.
CAUTION! The instructor IS NOT the authority figure solving the conflict.

The instructor DOES NOT:
1. Place blame.
2. Try to figure out what is fair.
3. Order the children to take turns.
4. Separate the children, scold them, or lecture them about sharing.
Helpful Tips:
1. Establish good EYE CONTACT.
2. Kneel down to child 's level.
3. Speak in a NEUTRAL and CALM tone of voice and don 't become emotional.
4. Have each child express their opinion.

"There are no problems, only solutions."

Tough Kids On Skis
From "The Tough Kid Book" by Ginger Rhode, William Jenson, and H. Kenton Reavis

Overview
Tough kids
ADD and ADHD
A little bit about meds
The coercive cycle
How to intervene
+,-reinforcement and punishment

IFEED AV rules
Variables that affect compliance.
Precision requests
Positive reductive techniques
Role Playing
Know yourself (what drives you crazy?)

What do ya know?
1.Describe your version of a tough kid.
2.What is ADHD and what are some difficulties/challenges you may expect if a parent says to you, "My child has ADHD."
3.What do you do if a parent tells you their child is taking medication?
4.What is the coercive cycle?
5.What is the difference between positive and negative reinforcement and punishment? What are some rules to follow when giving positive reinforcement? How about when giving directions to a tough kid?

To help instructors to be more effective at teaching children with ADD/ADHD it is important to understand the disorder better.

What is a tough kid?
-Noncompliance
does not do what is requested
breaks rules
argues
makes excuses
delays
does the opposite of what is asked
-Aggression
tantrums
fights
destroys property
vandalizes
sets fires
teases
verbally abuses
is revengeful
is cruel to others

-Self-Management Skills
cannot delay rewards
acts before thinking
shows little remorse or guilt

will not follow rules
cannot foresee consequences

-Social Skills
has few friends
goes through friends fast
non-cooperative bossy
does not know how to reward others
lacks affection
has few problem-solving skills
constantly seeks attention

What is ADHD?
ATTENTION DEFICIT DISORDER
ADHD is a neurological disorder. A landmark study by Alan Zemetkin at the National Institute of Health in 1990, used a Positron Emission Tomography (PET)scanning device to study the brain 's use of glucose (the brain 's main energy source). They described a significant difference between glucose metabolism in individuals with a history of ADHD and those without such a history. Adults with ADHD utilize glucose at a lesser rate than adults without ADHD. This reduced rate is mostly evident in the portion of the brain that is important for attention, handwriting, motor control and inhibition of responses. ADHD is the most common reason a child is referred to a psychologist or psychiatrist. The consensus is that it occurs in 3-5%
of the population. About 1 child in 20 will have ADHD. The Ration of males to females is said to be 6 to 1, however this author believes females are probably under identified and undiagnosed. Some research suggests that the ratio is closer to 3 to 1. Girls are more often identified with the type of ADD that does not exhibit symptoms of hyperactivity/impulsivity, and thus are probably not as easily recognized as having the disorder.
It is suggested to use the phrase "a child with ADHD," rather than "an ADHD child " because it communicates an important concept. The child is first and foremost a child, a unique and special human being. Try not to get caught in the trap of defining the child by their abilities or disabilities. ADD/ADHD is a syndrome rather than a disease. A syndrome is more difficult for professionals to diagnose because it must be determined if a collection of symptoms exhibited by an individual genuinely characterize the syndrome. Thus it is likely that up to 50% of children with ADHD are never properly diagnosed.

The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) describes three types of this disorder:

1. Attention Deficit/Hyperactivity Disorder, combined type. Includes symptoms of both inattention and hyperactivity.
2. Attention Deficit/Hyperactivity Disorder, predominantly inattentive type. Includes symptoms of inattention only or primarily.

3. Attention Deficit/Hyperactivity Disorder, predominantly hyperactive-impulsive type. Includes those with symptoms primarily related to hyperactivity and impulsivity. Psychologists usually want to see the individual and study their particular collection of symptoms for at least six months before being able to give an accurate diagnosis.

Take a look at this excerpt from Russell A. Barkley's article published in Scientific American Magazine in 1998.

"As, I watched five year old Keith in the waiting room in my office, I could see why his parents said he was having such a tough time in kindergarten. He hopped from chair to chair, swinging his arms and legs restlessly, and then began to fiddle with the light switches, turning the lights on and off again to everyone's annoyance--all the while talking nonstop. When his mother encouraged him to join a group of other children busy in the play room, Keith butted into a game that was already in progress an took over, causing the other children to complain of his bossiness and drift away to other activities. Even when Keith had the toys to himself, he fidgeted aimlessly with them and seemed unable to entertain himself quietly. Once I examined him more fully, my suspicions were confirmed: Keith had attention-deficit hyperactivity disorder (ADHD)." (Barkley, Russell A., "Attention-Deficit Hyperactivity Disorder", Scientific American, issue Sept. 98)

Recent research suggests that ADD/ADHD may result from a failure of self-control. The disorder may actually arise when certain brain circuits do not develop normally, perhaps due to genetics.

Some researchers had originally theorized that ADD/ADHD was a problem in attention, suggesting that it stems from an inability of the brain to filter various competing sensory inputs. However, new research conducted by Joseph A. Sergeant of the University of Amsterdam shows that children with the disorder do not have that problem. Instead, these kids cannot inhibit their impulsive motor responses to such input. Even more interesting to physical education teachers is research that shows "that children with ADHD are less capable of preparing motor responses in anticipation of events and are insensitive to feedback about errors make in those reactions." (Barkley) The example given is a commonly used test of reaction time in which children with ADD/ADHD are less proficient than other children to ready themselves to press a key when they see a flashing light. It was also observed that they did not slow down in order to improve their accuracy even after several mistakes. Obviously this is relevant to teaching motor skills or sports to kids with the disorder. In addition to commonly prescribed drug therapies, Barkley recommends parents and teachers be trained "in specific and more effective methods for managing behavioral problems of children with the disorder." Barkley also reports "that children with ADHD might also be helped by a more structured environment."

ADD/ADHD Success Stories
Ben Franklin and Thomas Edison are somewhat different examples of people with ADD. It has been theorized that both men had the disorder. They have been termed as ADD/ADHD "success stories". Both men were known to be highly impulsive and sometimes prone to uncontrollable bursts of emotion. But somehow these men found ways to become highly successful and influential individuals in society despite the notion that they had the disorder. The key here is that the disorder is not necessarily related to intelligence or trainability and does not mean that children with the disorder cannot learn to function in society and even become very successful. For more information on this aspect of ADD read the book, "ADD Success Stories" by Thom Hartmann 1995.

ADD has become the most commonly diagnosed psychiatric disorder in children in the United States. The National Institute of Mental Health has accepted the theory that the brains of people with ADD/ADHD have a different type of glucose metabolism, or at least a different rate of blood flow, from those without ADD/ADHD. At its core, ADD is generally acknowledged to have three components:

1. Distractibility
   -It is not that the child cannot pay attention to anything, it is that they pay attention to everything.
2. Impulsivity
   -interrupting others, has little emotional control, impatience and restlessness.
3. Risk taking

What is the **Coercive cycle** (or how to make it worse):
Teacher Student
"Wouldn't you like to..."".....Ignores
"Come on please. ".....Delays
"You had better...".....Makes excuses, argues
"Now you have had it!".....tantrums, aggression
"OK, OK!".....stops tantruming
At this rate, the child should have the instructor trained soon.

How to Intervene, Manage and Survive!!!

You need rules!
Keep the number of rules to a minimum (max 5).
Have rules represent basic expectations.
Keep wording positive+
Make rules specific.
Make rules describe behavior that is observable.
Describe behavior that is measurable.
Tie following rules to consequences.
Give choices or options.
Only say what you really mean.

Positive and negative reinforcement: how do they effect how a child learns?

-Both positive and negative reinforcement increase behavior while punishment decreases behavior.

-Positive reinforcement is said to occur when something a person desires is presented after appropriate behavior has been exhibited. Only given after an appropriate behavior is exhibited.

-Negative reinforcement is said to occur when a person engages in a behavior to avoid or escape something they dislike.

-Punishment is said to occur when something the person does not like or wishes to avoid is applied after the 'inappropriate' behavior has occurred, resulting in a decrease in the behavior.

CONCERNS
1. Is it wrong to use positive reinforcement?
2. Is positive reinforcement bribery? Definition of bribery: an inducement for an illegal or unethical act. Bribery can also be giving of a reward to someone to stop an inappropriate behavior (i.e., the grocery store).
3. Takes too much time, or is not sincere or genuine. Nothing is more important than reinforcing all kids, especially Tough Kids.

HOW TO GIVE POSITIVE REINFORCEMENT
IFEED-AV RULES
1.Reinforce IMMEDIATELY
2.Reinforce FREQUENTLY
3.Reinforce ENTHUSIASTICALLY
4.Reinforce with EYE CONTACT
5.DESCRIBE the behavior
6.Use ANTICIAPTION
7.Use VARIETY

-Antecedent strategies
-Natural positive reinforcement
-Edible reinforcement
-Social reinforcement
-Mystery motivators

To Motivate and Encourage:
1.Tell the students what you want them to do and make certain they understand.
2.Tell them what will happen if they do what you want them to do.
3.When the student does what you want them to do, give them immediate positive feedback in ways that are direct and meaningful to them.

Variables that increase compliance

Request and reprimand antecedents
1. Use statements, rather than questions
2. Get up close
3. Use a quiet voice
4. Be non-emotional
5. Look them in the eyes
6. Give them time
7. Make requests only twice
8. Make one request at a time. Don ’t give multiple requests.
9. Describe the request clearly.
10. Give more 'start' than 'stop' requests.
11. Verbally reinforce compliance

Some tools you can USE:
-PRECISION COMMANDS
-GROUP CONTINGENCIES (limited use) and TEAM PLAY
-TOKENS
-TIME OUT (limited use)

POSITIVE REDUCTIVE TECHNIQUES
1. Differential Attention: ignore misbehavior, pay attention to appropriate behavior.
2. ‘Sure I will’ Program
3. Direct Instruction
4. Public Posting
5. Contracts
6. Home note
7. Self monitoring

Finally-Do you tell the parent the child has been....,well, anything but pleasant?

IFEED-AV Rules (from The Tough Kid Book)

Immediately: The ‘I ’stands for reinforcing the student immediately. The longer the teacher waits to reinforce a student, the less effective the reinforcer will be. This is particularly true of younger students or students with severe disabilities.

Frequently: The ‘F’ stands for frequently reinforcing a student. It is especially important to frequently reinforce when a student is learning a new behavior or skill. If reinforcers are not given frequently enough, the student may not produce enough of a new behavior for it to become well established. The standard rule is three or four positive reinforcers for every one negative consequence (including negative verbal comments)

the teacher delivers. If, in the beginning, there is a great deal of inappropriate behavior to which the teacher must attend, positive reinforcement and recognition of appropriate behavior must be increased accordingly to maintain the desired three or four positives to each negative. The reinforcer can be a simple social reinforcer such as, "Good job. You finished your math assignment."

Enthusiasm: The first "E " stands for enthusiasm in the delivery of the reinforcer. It is easy to simply hand an edible reinforcer. It is easy to simply hand an edible reinforcer to a student; it takes more effort to pair it with an enthusiastic comment. Modulation in the voice and excitement with a congratulatory air conveys that the student has done something important. For most teachers, this seems artificial at first. However, with practice, enthusiasm makes the difference between a reinforcer delivered in a drab, uninteresting way to one that indicates that something important has taken place in which the teacher is interested.

Eye Contact: It is also important for the teacher to look the student in the eyes when giving a reinforcer, even if the student is not looking at him/her. like enthusiasm, eye contact suggests that a student is special and has the teacher's undivided attention. Over time, eye contact may become reinforcing in and of itself.

Describe the Behavior: "D " stands for describing the behavior that is being reinforced. The younger the student or the more severely disabled, the more important it is to describe the appropriate behavior that is being reinforced. Teachers often assume that students know what it is they are doing right that has resulted in the delivery of reinforcement. However, this is often not the case. The student may not know why reinforcement is being delivered or think that it is being delivered for some behavior other than what the teacher intended to reinforce. Even if the student does know what behavior is being reinforced, describing it is important.

Anticipation: Building excitement and anticipation for the earning of a reinforcer can motivate students to do their very best. The more "hype the teacher uses, the more excited students become to earn the reinforcer. Presenting the potential reinforcer in a "mysterious" way will also build anticipation.

Variety: Just like adults, students, and particularly Tough Kids, get tired of the same things. A certain reinforcer may be highly desired, but after repeated exposure, it loses its effectiveness. It is easy to get caught up in giving students the same old reinforcers time and time again. However, variety is the spice of life for non-disabled and disabled alike. Generally, when teachers are asked why they do not vary their reinforcers, they indicate that it worked very well once. It is necessary to change reinforcer frequently to make the reinforcement more effective.

DESIRABLE TRAITS OF ADHD

RESILIENCY
INGENUITY
CREATIVITY
SPONTAINEITY
BOUNDLESS EN4ERGY
SENSITIVITY TO NEEDS OF OTHERS
ACCEPTING AND FORGIVING
RISK TAKERS
INTUITIVE
INQUISITIVE
IMAGINATIVE
INVENTIVE
INNOVATIVE
RESOURCEFUL
EMPATHETIC
GOOD-HEARTED
GREGARIOUS
OBSERVANT
FULL OF IDEAS AND SPUNK

Variables That Affect Compliance

Do not use a question format when giving a command:
-Do not use such statements as “Isn’t it time to do your work?” or “Wouldn’t you like to start to work?” Instead make the request a polite command, such as “Please start your work now.” or "Let's get started."

Do not give commands from great distances or from behind your desk:
-Get close to the student when giving a
command: The optimal distance for giving a command
is approximately three feet. Use a quiet voice, do not yell:
-When giving a command, give it in a quiet voice, up close, with eye contact.

Be non-emotional:
-Be calm, not emotional. yelling, threatening gestures, ugly faces, guilt inducing statements, rough handling, and deprecating comments about the student or his/her family only reduce compliance.

Look the student in the eyes:
-Request eye contact when giving a student a command. For example, “John, please look me in the eyes. Now I want you to...”

Give the student time:

-When giving a student a command, give him/her from five to ten seconds to respond before (1) giving the command again, or (2) giving a new command.

Do not nag:
-Issue a command only twice, then follow through with a preplanned consequence. The more you request, the less likely you are to gain compliance.

Do not give multiple requests:
-Make only one request at a time. Do not string requests together.

Describe the behavior you want:
-It helps to give specific and well described requests rather than global requests. Make more start requests than stop requests. Requests that start behaviors ("Do" requests) are more desirable than requests that inhibit behaviors ("Don't" requests). The majority of teacher requests should be "Do " requests. If the majority of teacher requests are "Don't " requests, it probably means the classroom rules or planned consequences are poorly designed or are not being implemented correctly.

Verbally reinforce compliance:
-It is easy to forget and not socially reward a student when he/she complies to your request. If you do not reward the student, compliance will decrease.

Spider Webbing

Spider webbing is a way of generating connections in order to solve problems. One can take a resource and connect it with something else (i.e., transforming resources into ideas). One can explore possible solutions by making connections. First, select a word and connect it to a problem. By making connections, one can arrive at a solution that is fun and effective. Consider this example. A group is working on making very round finished turns. The instructor may choose a "trigger word " such as 'circle'. The instructor says, "See if you can ski and make a 'circle-like' turn, just as though you were skiing around a lady bug. Now, let's make turns around a big, rolled up potato bug. How about some turns around a huge juicy caterpillar?" Following another branch of the spider web, the instructor may say, "What if we made "C " turns?? Or "J " turns?? Or linked turns together like "S " shapes?"
For small children, the instructor may follow another branch of the web. Make turns around cones, and then around "hula hoops " on the ground, and then around balls.
Spider Webbing
CIRCLE->LADYBUG->POTATO BUG->CATERPILLAR
CIRCLE->"C "->"J "->"S "
CIRCLE->BALLS-> HULA HOOPS->CONES

Begin with one “trigger ” word and grow it. Sometimes the children will help the connections grow. Solving problems through creativity adds a great deal of fun to the lesson. One needs to be thoughtful about the nature of the problem, and if “spider webbing ” will create a suitable solution.

Refer to pages 51-54 in the “PSIA Children’s Instruction Manual" (CIM) for more detail on creative problem solving and spider webbing.

APPENDICES

APPENDIX I -Piaget’s &Kohlberg’s Stages

The Sensori-motor stage
1.The infant uses her senses to find out about the world, relying on touching, seeing, tasting, etc...
2.The infant learns to differentiate herself from others and the environment.

The Pre-Operational Stage
1. The beginning of this stage is marked by language use.
2. The toddler differentiates between though and action.
3. Thought is egocentric: she can control nature, nature is alive, thinking is not reversible, thinking
is centered on one aspect of a situation at a time, following a series of instructions is difficult, concepts of left and right are not understood, play relates to all aspects of development.

The Concrete Operations Stage
1. This stage is defined by the ability to differentiate appearance form reality.
2. Reasoning is justified in a logical manner
A. Identity
B. Compensation
C. Reversibility
3. Mental images are dynamic because children can reverse actions and mentally manipulate objects.
A. Able to see the world from more than one perspective.

B. Cooperation with others.
C. Understands the reasons for rules.
D. Can differentiate reality from fantasy.
E. Mental faculties are still developing.
F. Child begins to understand and relate speed, time and distance.
G. The child acts first and then deals with results.
H. The child sees adult rules as challenges to their cleverness.
4. Competition and the Concrete Child.
A. Children gain status from sports.
B. Athletics can create an artificial focus for the ego and can cause severe stress.
C. The child is in a critical period for absorbing cultural information, values and peer group influence.
D. The child can understand another's point of view and is interested in outcomes.
E. Competition should be carefully monitored and controlled.
F. Feelings on competence and success are essential to continued maximum growth toward potential.
G. Research shows that rewards reduce enjoyment, decrease persistence on task, and may retard moral development.

5. Instructing the Concrete Operational Child
A. Skiing safety is the priority.
B. Visualizations are appropriate.
C. Movement sequences can be performed when children can perform individual motor tasks.
D. The most common cause of lesson failure is too much information.
E. The children, the process, and participation are more important than the product.
F. The concept of right and left is still developing, colors can avoid confusion.
G. Cooperation is part of play.
H. Children should be encouraged to compete against their own performance and not against others.
The Formal Operations Stage
1. The formal thinker can hypothesize and consider consequences and what "might be " rather than being limited to what she has experienced.
2. Use of higher reasoning (i.e., inductive and deductive)
3. Formal thought is the potential level of adult thought.

Kohlberg's Stages of Moral Development

Level 1: Pre conventional morality

--stage 1: Obedience orientation and punishment. Good is good, and bad is bad. Child decides what is wrong based on what is punished.
--stage 2: Individualism and instrumental purpose. Clever as a fox. The child equates what is good with what is rewarded and avoids punishment. If it feels good it is good.

Level 2: Conventional morality
--stage 3: Mutual interpersonal expectations, relationships, and interpersonal conformity. The family becomes important and moral actions must live up to others' expectations. Certain behaviors can please people. At this stage, children begin to learn the value of respect, trust, gratitude, loyalty, and the Golden Rule.
--stage 4: Social system and conscience (law and order). Young person's focus shifts from family to large social groups or institutions. Duty, law and contributing to society are seen as good.

Level 3: Post conventional morality ("Principled Morality ")
--stage 5: Social contract or utility and individual rights. This stage recognizes: "Greatest good for the greatest number," the importance of each person 's life and liberty, rule and law ensures fairness. People in this stage can also see when rules or laws should be ignored or changed.
--stage 6: Universal Ethical Principles. The individual has developed and follows "self-chosen ethical principles ". If there is a difference between law and conscience, conscience wins. Individuals at this stage accept outright responsibility for their own actions, their morals are based on universal ethics. It is estimated that less than 10-15% of the population progresses past stage 5.

Kohlberg proposes that not everyone progresses through all the six stages, nor are the stages specific to certain ages. He does argue that
each stage follows and grows from the previous one. It can be extrapolated from the 1983 Colby and Kohlberg study that around age 15 about half (50%) of teens progress to Level 2: Conventional morality, and around age 24, 50% of individuals will move to stage 4 (Law and order). At age 36, 35% of the study participants were
at stage 3, over 60% was at stage 4, and only 10% were at
stage 5.(TDC)

Obviously what may be most relevant to children's instructors is
the transition from Preconventional morality to Conventional
morality. Where in the former stage rules are just rules, and in the latter stage the reasons for rules are more easily understood.

How does this relate to the way we present Skier's Responsibility Code?

Appendix II: PLAY and the GAME TOOLKIT

BUILDING SOLID MOVEMENT PATTERNS WITH THE GAME TOOLKIT
by Grant Nakamura

The Game Toolkit

The Game Tookit is a collection of techniques which we can use as instructors and coaches to build movement patterns through play. We've all used games to invigorate our lessons. Our students unconsciously learn very quickly when the learning environment is playful. Their attention span is increased during fun and playful times. A child's avocation is playing and since learning is their vocation, merging the two is a highly successful teaching method. The Toolkit provides a framework with which we can design a blueprint and eventually develop a new game or exercise.

There are literally hundreds of games used by instructors all over the country. They have been shared and modified for years. So why the Toolkit? Why the need to develop new games? Games get old. You and/or your students get tired of playing them.
There may be no game you know of that works on a specific skill or movement pattern. Or worse, some games are just plain wrong!
But the most compelling reason: once you develop a game that works you have the pride of knowing that it's your game.
Underlying the whole process is the Professional Ski Instructors of America (PSIA) Teaching Model: the Toolbox that holds our tools. The Teaching Model gives us an overall framework for our lessons. The Teaching Model is described at part of the American Teaching System (ATS) in the PSIA Alpine Manual (1996):

Creativity Model

The primer for your creativity is another tool: the Creativity Model. This tool in the ToolKit prepares your creative side by providing a loose structure or framework which you can use to keep the creativity juices flowing. Roger von Oech describes four facets or personalities of creativity in his book, A Kick in the Seat of the Pants: Using your explorer, artist, judge, and warrior to be more creative. During the creative process you will assume each of these personalities to build you game from the blueprint.

'The Explorer'
The Explorer is the mask you put on which encompasses your past and present experiences, your curiosity, courage, and open-mindedness. It's the part of you that says, We don't have to do things the way we've always done it. This isn't rocket science, it's just the willingness to look at things in a different way. Hopefully, this is an ongoing process: a lifelong adventure into the unknown.

'The Artist'
The Artist makes use of the information compiled during the Explorer's lifetime. The Artist is not comfortable with familiarity and certainty doesn't do things the same way every time. As an Artist we need tools or a palette to take your blueprint and all this other information and put it into a usable form.
von Oech's Artist Palette:
Adapt- What different contexts can you put your concept?

Imagine- What unusual 'what-if' questions can you make up involving your idea? How 'far-out' can you go?

Reverse- Look at your concept backwards. How does it look upside down? Or inside out?

Connect- What can you combine with your concept. What similarities does it share with..?
Eliminate- What rules can you break? What's obsolete? What's taboo? What's no longer necessary?

Parody- Make fun of your concept. How silly can you be? How outrageous? What jokes can you think up involving your concept?

Incubate- What ideas are you working on that it would pay you to pause for a little bit?

'The Judge'
Is this new idea going to work? Does it fulfill the needs defined in our blueprint? Is it FUN? Is if SAFE? These are the types of questions the Judge has to ask to see if the rest of the process develops a good product. The Judge is a pessimist, a devil's advocate. The Judge has to look at the game from many different viewpoints: the students', the instructor's/coach's, the parents', etc. The Judge walks a tightrope, always keeping the esteem of the Artist and the welfare of the student in balance.

'The Warrior'
With a devil's advocate like the Judge around trying to find a fault with your idea, someone has to stand up and defend it: The Warrior. The Warrior has the courage to say: "this can work!" This persona of your creativity has the courage to share it with your students and other educators and coaches. The Warrior, also, has the courage to take feedback when your idea is tried. It shares this feedback with the other roles in the model, allowing for growth and change.

Implementation- "The Engineer"

We've now got a brand new, original game. We've finished almost. Now we need to share it with our students. The game may not work perfectly the first time, but use your Warrior personality to persevere. Let the Teaching Model guide you as you test the game. Look back at the process. Check each step for errors. But most of all, if you still think it's a good idea, keep trying. And don't forget to make it FUN! Your new game is worth the effort. And share it with your fellow instructors and coaches.

End of article: "BUILDING SOLID MOVEMENT PATTERNS WITH THE GAME TOOLKIT" By: Grant Nakamura

Some Suggested
GAMES FOR KIDS (Meaningful Activities)

The 'art' of teaching is in being creative. Be as creative as you can when designing original and fun learning situations. Create meaningful activities or scenarios that engage the students physically, mentally, and emotionally and are directed towards a specific outcome. The most effective games are designed with the student's other interests in mind (e.g., the multiple intelligences). Below is a list of meaningful games gathered by a group of instructors for teaching alpine skiing movements.

Some creative examples:
Intermediate alpine skills activities (Level 4-6)

GAME or ACTIVITY	SKILL DEVELOPMENT PURPOSE /OBJECTIVE
"Eat your pizza up "	Wedge change-ups /narrower wedge
Pedal a bicycle	Develop flexion, extension and weight transfer
Gobots and Transformers	Develop balance through a range of mvmts.
Bouncing through turns	Develop balanced stance and pressure control
Kangaroo kid	" " " " "
Giants and Gnomes	Develop balance and range of motion,
Erasing the squiggles	Visual targeting skills, precision guiding skills
Making the clouds fly	Spraying snow develops balance on outside ski
Hockey stops/J turns	" " " " "
Drawing smiley faces in snow	Develop visual skills and guiding skills
Making 'arcs'	" " " " "
Hug yourself	Upper body discipline and separation from lower body
Backwards skiing	Develop ankle flex and improved balance
360s	Develop weight transfer, balance
Scooter turns	One legged skiing, balance
Scooters and Skateboards	" " "
Draw an 'i' and dot it.	Develop pole use, upper body movements
Pop balloons	" " " "
Touch and turn	Develop timing and pole use
Touch on the line	Develop visual skills, timing, rhythm
"Rock shocks "	Develop pressure control movements (absorption)

As kids get older, challenging tasks and appropriate analogies may begin to replace games for fun learning. Terrain gardens and recreational racing arenas, where the 'games' are built-in, are ideal.

So here are some more advanced skills activities

Double pole plant, keep your hand on the 'reins ', or on the 'bicycle handlebars.'
Turns in a corridor
Leapers
Rocking horse slips ("falling leaf ")
Linked hockey stops with sideslips
Human slalom
Read ski bottoms
Javelin turns, Figure 8s, One ski turns ("Royal Christies")

As children's instructors and coaches teaching many students each season, it can become tedious to use the same games and exercises day in and day out. Although you may have already been familiar with each tool in our Toolkit, I hope that putting each of these tools into a logical framework will help you build new games and exercises and build solid movement patterns in your students. These games and exercises will enhance your lessons and make you a much more effective and FUN instructor/coach.

The PSIA-I Children's Committee compiled this document for use as an Online Resource for the Accredited Children's Educator Program. PSIA – AASI is a "Not for profit Educational Organization." This document is offered free as a resource for course work

related to the Intermountain Accredited Children's Educator Program. There is never a fee or charge for this document. We wish to especially thank all the contributors, editors, and authors below.

References, Resources and Recommended Reading

Children's Instruction Manual, PSIA, Lakewood, CO, 1997.

Ayers,R., Editor., Professional Ski Instructors of America: Alpine Manual, Professional Ski Instructors of America Education Foundation., Lakewood, CO, 1996.

Barkley, Russell A., "Attention-Deficit Hyperactivity Disorder", Scientific American, September 1998.

Bee, Helen, The Developing Child, Harper and Row, 1989.

Drabik, Josef, Children and Sports Training, Stadion Publishing Company, Inc., Island Pond, VT., 1996.

Foster, E., Schonberger, A., Alpine Skill Achievement Manual, Foster-Schonberger Foundation, Inc.

Foster, E., Skiing and the Art of Carving, Turning Point Ski Foundation, South Hero, VT, 1996.

Foster, E., Technical Skills for Alpine Skiing, Turning Point Ski Foundation, South Hero, VT, 1995.

Griffith, B., The Professional Skier: Use Backward Reaching Transfer to promote Quick Learning, PSIA, Spring 1995, pp.38-39.

Guillone, Laurie, Ski Games: A Fun-Filled Approach to Teaching Nordic and Alpine Skills, Leisure Press, Chicago, IL, 1990.

Hall, J., ATS: Children's Teaching Handbook. PSIA, Lakewood, CO, 1992.

Hannaford, Carla, Smart Moves, Great Ocean Publishers, Atlanta, GA, 1995.

Martin, Wayne F., An Insight to Sports: Featuring Trapshooting and Golf , Sports Vision; 4th edition, April 5, 2002

McCallum, Paul, The Parent's Guide to Teaching Skiing, Betterway Books, Cincinnati, OH, 1993.

Orem, R.C., Learning to See and Seeing to Learn, Mafex Associates, 1971.

Peterson, R., Bode, D., Workman, C., Child Centered Skiing, Publishers Press, Salt Lake City, UT, 1988.

Rhode, G., Jensen, W., Reavis, H.K., The Tough Kid Book, Sopris West Educational Services; 6th edition, 1996

Russell-Shaw, M., CREATIVITY- The Magic in Teaching, PSIA-NRM Newsletter.

Smith Boucher, A., ATS: Children's Development, PSIA, Lakewood, CO, 1994.

Smith, Alexandra, The Professional Skier: Charting Your Lesson Plan, PSIA, Winter Two 1991-92: pgs 28-30.

Sroufe, Cooper, DeHart, Child Development: Its Nature and Course, McGraw Hill, 1992.

Still, S., The Professional Skier: The Evolution of the Teaching Model, PSIA, Spring 1995: Interski insert pp. 4-5.

Von Oech, R., A Kick in the Seat of the Pants, Perennial Library, New York, NY, 1986.

Zahm, A., Russell-Shaw, M., The Professional Skier: Focus On Goal To Teach Kids With ADHD, PSIA, Winter 2000, pgs. 47-51.

SOME OTHER HELPFUL WEBSITES

http://www.psia-i.org
http://www.psia.org
http://www.newhorizons.org/trm_gardner.html
http://www.nacd.org
http://www.srcd.org
http://www.tpsf.org/index.html
http://www.kiddsmart.com

END OF DOCUMENT