

Children's Specialist I Indoor Clinic Presentation

Updated January 2021

CS1 Indoor Clinic: Objectives

- Clarify foundational CS concepts so you can understand how children learn
- Provide additional resources to help you thrive with children and their parents

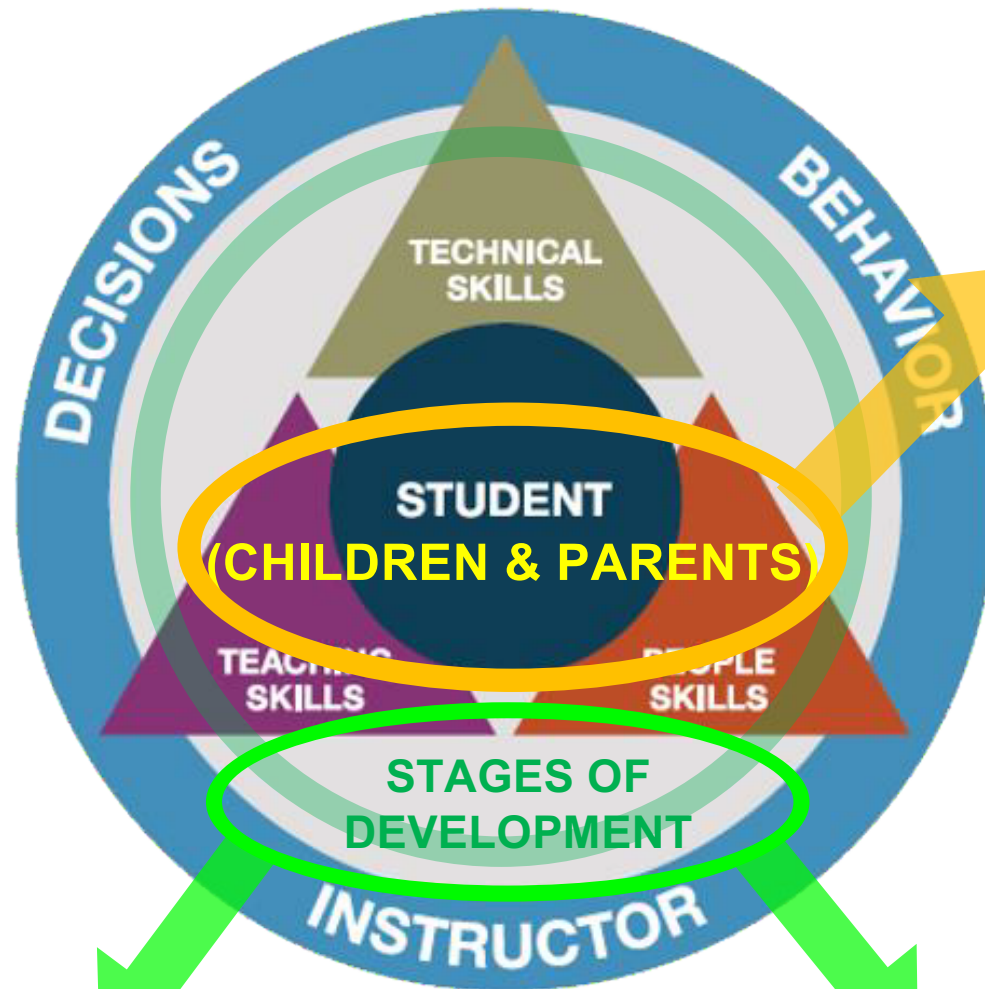


CS1 Indoor Clinic: Fundamental CS Concepts

- CS Learning Connection Model
- The CAP Model
- Parent/Child Partnership



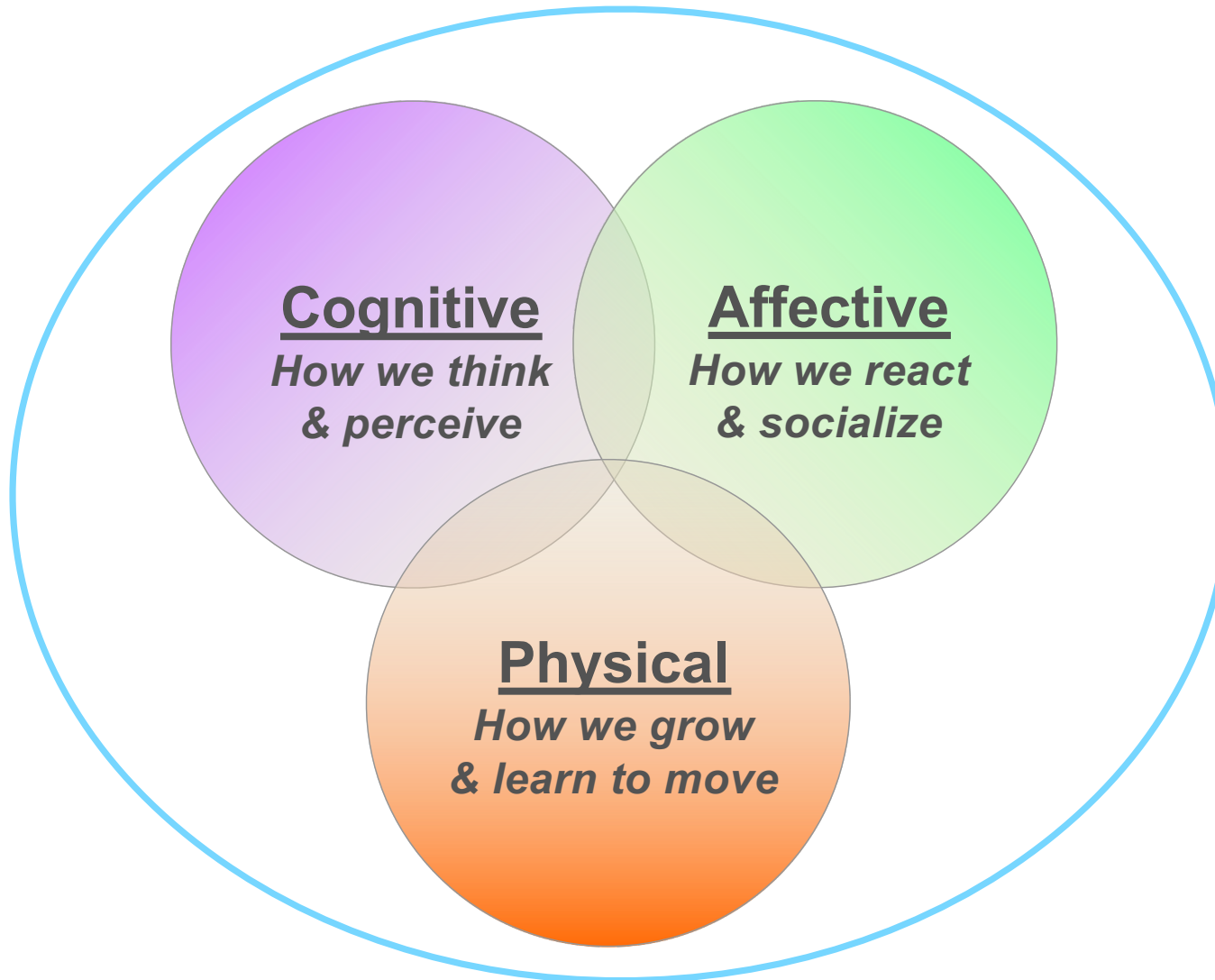
The Learning Connection: What Makes CS Unique?



In CS, the *Student* is the Child & Parent

In CS, the Stages of Development (*i.e., CAP Model*) impact your decisions for the different skills: Tech, Teach & People

CAP Model: Overview



The Parent/Child Partnership: Using CAP

At the Beginning-of-the-Day.....

- Where & when will you meet your children? Who will be meeting them?
 - Does the child have any special medical or dietary needs?
 - Where will the parents be if you need to contact them?
- Equipment: Do the boots fit? Are the skis/board appropriate for the child's age, weight & height?
- Clothing: Is the child's outfit warm & water-repellant? Goggles, glasses, hat, mittens & sunscreen?

Cognitive

Affective

Physical

- What do you like to do?
- What is your favorite subject?
- What is your least favorite subject?
- What would you like to work on?

- How do you react in a group?
- Any brothers, sisters or cousins?
- Any friends taking lessons?

- What Is your ski/ride background?
- What other sports do you do?
- What skills are you working on?
- What kind of terrain do you ski/ride?

At the End-of-the-Day...

Cognitive

Affective

Physical

- Listening (Skill) Development:
Did they follow directions; Did they understand explanations?

Social Interaction (Skill) Development:
How did they handle themselves in a group?

- Ski/Ride (Skill) Development:
 - *Terrain skied/ridden*
 - *Terrain to ski/ride with the parents*
 - *"What will you be doing tomorrow?"*
 - *What is the child's next level when they take a lesson?*

Key Sales Points

- ✓ Thank the parents (for the opportunity to spend time with their child)
 - ✓ "What could be improved & what went right"
 - ✓ Invite them back & *give them your business card!*

The CAP Model



The CAP Model: Piaget's Stages of Cognitive Development

Age	Stage	Characterized by:
0-2	Sensorimotor (The Senses)	Learns & operates in the world through their senses
3-6	Pre-Operational (The Word)	Begins to verbally, mentally & physically interact with the world around them
7-11+	Concrete Operational (The Mind)	More sophisticated mental processes develop
12+	Formal Operational (Consequences)	Begins to show signs of thinking like adults



The CAP Model: Cognitive

COGNITIVE: CHARACTERISTICS & POINT-OF-VIEW

	SENSORIMOTOR	PRE-OPERATIONAL	CONCRETE OPERATIONAL	FORMAL OPERATIONS	
	0-2 years old	3-6 years old	7-11 years old	12-13 years old	14+
CHARACTERISTICS	<ul style="list-style-type: none"> Sensory stimuli 	<ul style="list-style-type: none"> Language use beginning Egocentric (“Me”) Can only process one thing at a time Can’t reverse directions Learns through play & use of fantasy Short attention span 	<ul style="list-style-type: none"> Sees world from more than one point-of-view Can process more than one task at a time Appearance vs. Reality Starting to judge space, distance & time Directionality & Reversibility Over-estimates abilities 	<ul style="list-style-type: none"> Abstract thinking developing Starting to Visualize Peer acceptance important Over-estimates abilities 	<ul style="list-style-type: none"> Problem solving
POINT-OF-VIEW	<ul style="list-style-type: none"> “Eats snow” 	<ul style="list-style-type: none"> Look at ME “Your Space is MY Space” “One thing at a time, please” “Concrete is hard” “I can get there, but not back” “I don’t know why things are the way they are” 	<ul style="list-style-type: none"> Look at US “Your Space is YOUR Space” “What if” “I’m ready for multiple directions” “I can get there & find my way back” “I want to know why things are the way they are” 	<ul style="list-style-type: none"> “I want to know why things are the way they are & can understand the reasons why” “I can visualize well” 	<ul style="list-style-type: none"> “I am like others” “I understand right from wrong” “I can think in abstract terms & understand complex concepts”

The CAP Model: Affective

AFFECTIVE: PLAY/HUMOR & MORALS/SOCIAL INTERACTION

	SENSORIMOTOR	PRE-OPERATIONAL	CONCRETE OPERATIONAL	FORMAL OPERATIONS	
	0-2 years old	3-6 years old	7-11 years old	12-13 years old	14+
PLAY/HUMOR	<ul style="list-style-type: none"> • Play alone • “Peek-a-boo” 	<ul style="list-style-type: none"> • Play beside (not with each other) • Slapstick & Basic Silliness • Acceptance by adults Important • Social play with few rules 	<ul style="list-style-type: none"> • Cooperative Play • Social play with rules • “Knock-Knock” • “Toilet” talk • “I want to have fun & play games” 	<ul style="list-style-type: none"> • Competition: “I want to compare my achievements to my peers” • Parody & sarcasm • “All in favor say ‘Aye’ 	<ul style="list-style-type: none"> • Can laugh at themselves • “Listen to your conscience”
MORALS/SOCIAL	<ul style="list-style-type: none"> • “In my own world” 	<ul style="list-style-type: none"> • Pleasing others • “Good Is Good, Bad Is Bad” • “I may want my mom or dad” • I may need reassurance” 	<ul style="list-style-type: none"> • “Clever as a Fox” (<i>Cognitive conceit</i>) • Developing awareness of other’s feelings • “I like to know when I’ve done something well” 	<ul style="list-style-type: none"> • Testing authority • Fitting In • Self esteem important: “I want to be treated with respect & not talked down to” 	<ul style="list-style-type: none"> • Independence • Peer Acceptance



The CAP Model: Physical

PHYSICAL: GROWTH & PSYCHOMOTOR DEVELOPMENT

	SENSORIMOTOR	PRE-OPERATIONAL	CONCRETE OPERATIONAL	FORMAL OPERATIONS	
	0-2 years old	3-6 years old	7-11 years old	12-13 years old	14+
GROWTH & PSYCHOMOTOR DEVELOPMENT	<ul style="list-style-type: none"> • Large head in proportion to body • High Center of Mass • Body moves as a unit 	<ul style="list-style-type: none"> • Large head in proportion to body • High Center of Mass • Body moves as a unit • Skeletal bracing • Large muscles develop first • Similar strength In Boys & Girls • Motor Skills: Gross (Locomotor) • Planes of motion: Fore/Aft • “I get tired easily” 	<ul style="list-style-type: none"> • Center of Mass starting to drop towards tail • Strength & coordination may not match growth • Motor Skills developing: Gross > Fine (Manipulative) • “My arms & legs may not work independently” 	<ul style="list-style-type: none"> • Rapid growth & body changes • Strength & coordination may not match growth • Center of Mass drops towards tail • Planes of motion start to change: Fore/Aft > Lateral/Diagonal • “I can move my body parts independently of one another” 	<ul style="list-style-type: none"> • Growing Into an adult body



To Summarize...



CAP Model: Summary

C-A-P		Younger (3-6 years)	Older (7-12 years)
Cognitive	Point of View	“Look at ME” “Your Space is MY Space” “I don’t know why things are the way they are”	“Look at US” “Your Space is YOUR Space” “I want to know why things are the way they are & can understand the reasons why”
	Giving & Following Directions	“One thing at a time, please” “I can get there, but not back” “I can mimic well”	“I’m ready for multiple directions” “I can get there & find my way back” “I can visualize well”
Affective	Humor	Basic Silliness	Parody & Sarcasm
	Play & Competition	Parallel Play	Cooperative Play Competition
	Identity & Social Interaction	Pleasing Others	Testing Authority Fitting in Independence
Physical	Muscles & Skeleton	Skeletal support	Muscles & skeleton
	Muscle Control	Head	Tail
		Center	Periphery
	Center of Mass	Higher	Lower
	Sidedness	Same on a side	Both sides same Opposite sides
	Planes of Motion	Fore/Aft	Lateral/Diagonal
	Coordination	Initial	Elementary Mature
Motor Skills	Gross (Locomotor)	Fine (Manipulative)	

How Can CAP Help You Meet Your Guest's Needs?

- CAP Model: A valuable developmental resource!
- Helps you to better understand how guests (children & adults) think, interact and develop
- Allows you to determine why certain approaches, drills & activities work for some ages & not others
- Helps you to better manage “multiple age” groups (i.e., family privates)
- Can be applied to all ages – including Seniors



CS I
TECHNICAL
SKILLS



Physical & Psychomotor Development Concepts



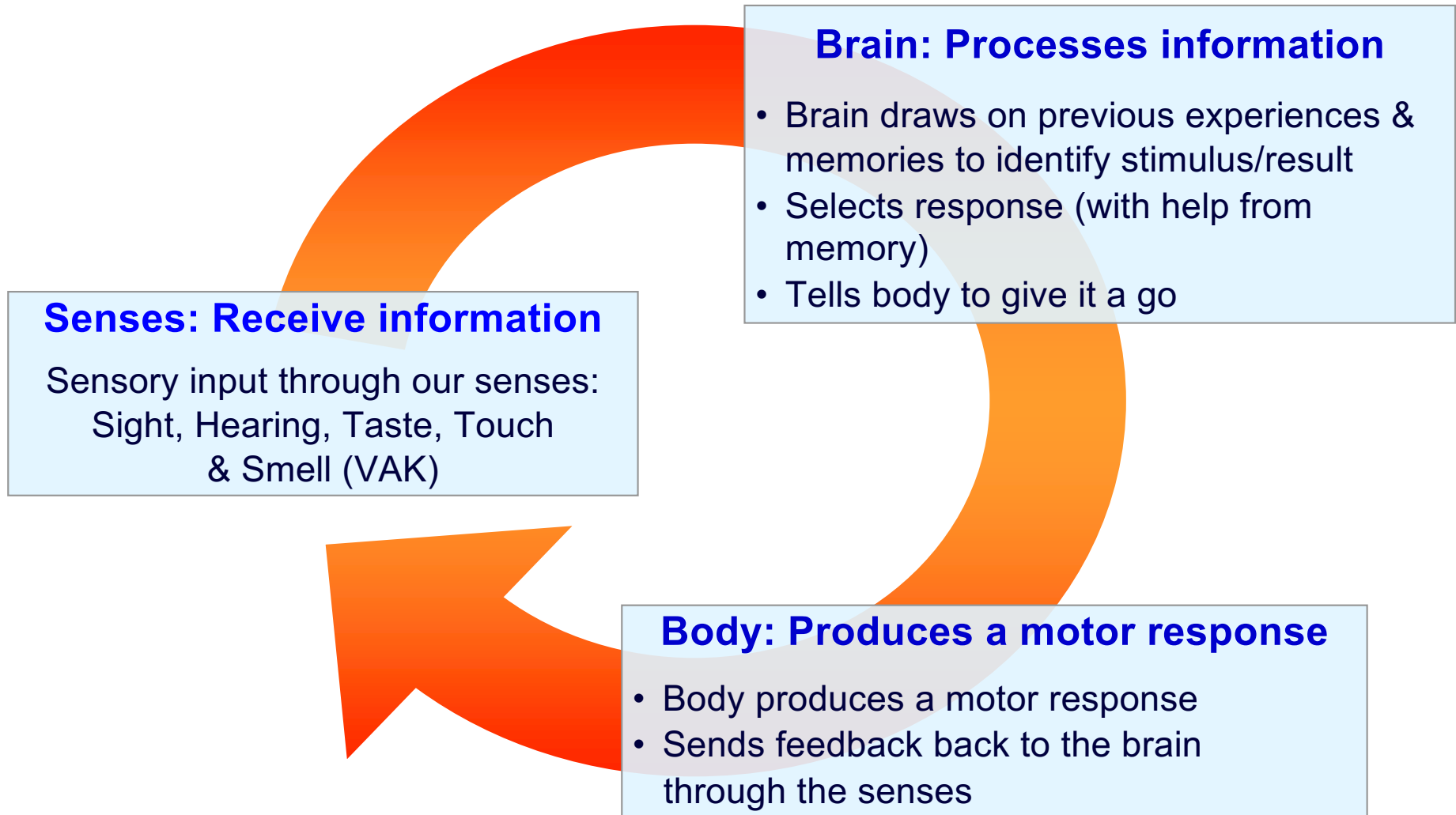
Physical Development: Things To Remember

Balance

- Center of Mass: Head > Abdomen
- The wider the base of support, the more stable the body becomes



Perceptual Motor System: Things To Remember



Motor Responses: Orderly & Predictable



V-A-K: Things to Remember

Sensory Input	Development	Characteristics	
<u>V</u>isual	Organized in a NEAR to FAR sequence Complete visual development is 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 & objects in space
<u>A</u>uditory	Maturity of auditory functioning doesn't occur until nearly 7 years old	Direction & Distance	
<u>K</u>inesthetic (Feeling)	Primary source of information	Tactile	Touch
		Vestibular	Inner Ear
		Proprioceptive Stimuli	Senses



Coordination Development (Fitts & Posner)

Coordination Development	<u>Initial Cognitive Stage</u>	Development of basic movement pattern	<ul style="list-style-type: none"> • Student shows total unfamiliarity with the Movement • Student relies on sensory feedback & coaching to learn the Movement
	<u>Elementary Associative Stage</u>	Refinement of movement pattern	<ul style="list-style-type: none"> • Student can perform the Movement without looking at the involved parts of the body, but still needs to think/concentrate on parts of the Movement
	<u>Mature Autonomous Stage</u>	Performance of movement virtually automatic	<ul style="list-style-type: none"> • Student can perform the Movement fluidly & automatically without conscious thought • <i>Reaching this stage usually requires more time & practice than students or coaches expect</i>



Movement Analysis: Real and Ideal Movements



Real and Ideal Movements

Ideal - Skiing	Real - Skiing	Why?
<ul style="list-style-type: none"> • Ankles, knees & hips flex and extend to maintain balance & pressure control over the skis • Directional movements of the feet, legs & hips release & engage the edges at the turn transition • Balance is directed to the outside ski in the turn • Legs & feet turn under the upper body to guide the skis • Movements of the upper body, arms, hands & pole usage are disciplined & directed to flow with the skis through turns 	<ul style="list-style-type: none"> • Children flex more in the hips & knees and tend to work the back of the boot & tail of the ski more • Children tend to move their whole body & legs in a more gross way • Edging movements tend to be harsher • Balance may or may not be well directed to the outside ski in the turn • Children generally lack upper/lower body separation & tend to turn their whole bodies • Children under 7 usually don't use poles & generally lack upper body discipline 	<ul style="list-style-type: none"> • <i>Large muscle groups develop first</i> • <i>Strength & coordination of upper body develops first</i> • <i>Ability to move body parts in opposition not yet developed in young children</i> • <i>Ability to coordinate oppositional movements of the left & right side of the body not yet developed</i>
Ideal – Riding	Real - Riding	Why?
<ul style="list-style-type: none"> • Ankles, knees & hips flex and extend to maintain balance & pressure over the board • Legs & feet work independently or oppositionally to torsionally flex or twist the board • Movements of the upper body, arms & hands are disciplined & compliment the action of the legs • Movements to toe & heel sides are used equally and toe/heel symmetry results 	<ul style="list-style-type: none"> • Children tend to flex more in the hip than lower in the body, levering off the binding backs • It is difficult for children to work the legs in opposition; they tend to use the legs more as a unit • Children have an easier time controlling the trunk & try to use the upper body before the legs • Turn initiation is often slow & the board tends to slide sideways at end of turn 	<ul style="list-style-type: none"> • <i>Muscle control develops first in head & torso, then moves along extremities</i> • <i>Ability to move body sideways develops later than ability to move forward & backward</i> • <i>Children use hips & knees to align center of mass</i> • <i>Movements initially tend to be exaggerated & uncontrolled; becoming more refined & efficient</i>

Equipment



Equipment/Gear

- **A Few Things To Remember:**

- ✓ Age, weight & height
- ✓ Skiing/riding ability
- ✓ Skier's/rider's fitness level & athletic aptitude

- **Skis & Boards: Chest-to-Chin Height (For Beginners)**

- ✓ Depends on age & developmental level
- ✓ Shaped skis can be shorter

- **Boots: Fit Them As Closely To The Correct Size As Possible**

- ✓ Buying boots? Should not expect to get more than 2 years
- ✓ If boot is too BIG - *Child will be more prone to twisting injuries & skill progress will be inhibited*

- **Ski Bindings: Use Children's Bindings Unless Over 100 Pounds**

- ✓ Many children's bindings will accommodate a 120-pound child & an adult boot sole

- **Snowsports Helmets: Check For Proper Fit**

- ✓ Check with your Snowsports School for your resort's guidelines

- **Snowsports Clothing**

- ✓ Does it fit? Warm & dry? Gloves or mittens? Glasses or goggles?



**CS I
TEACHING
SKILLS**



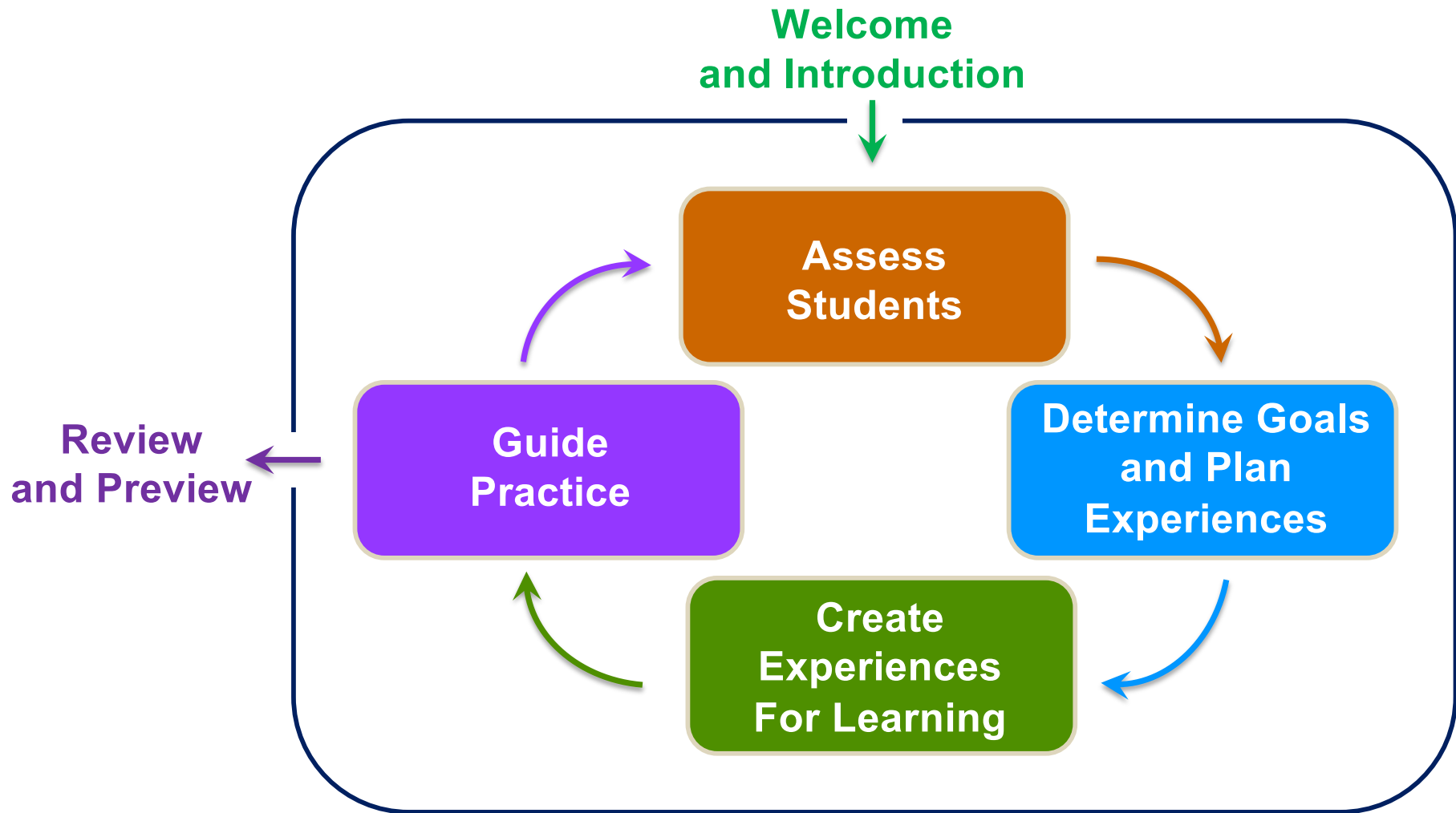
PSIA/AASI Teaching Cycle



PSIA/AASI Teaching Cycle: PDAS has evolved to...



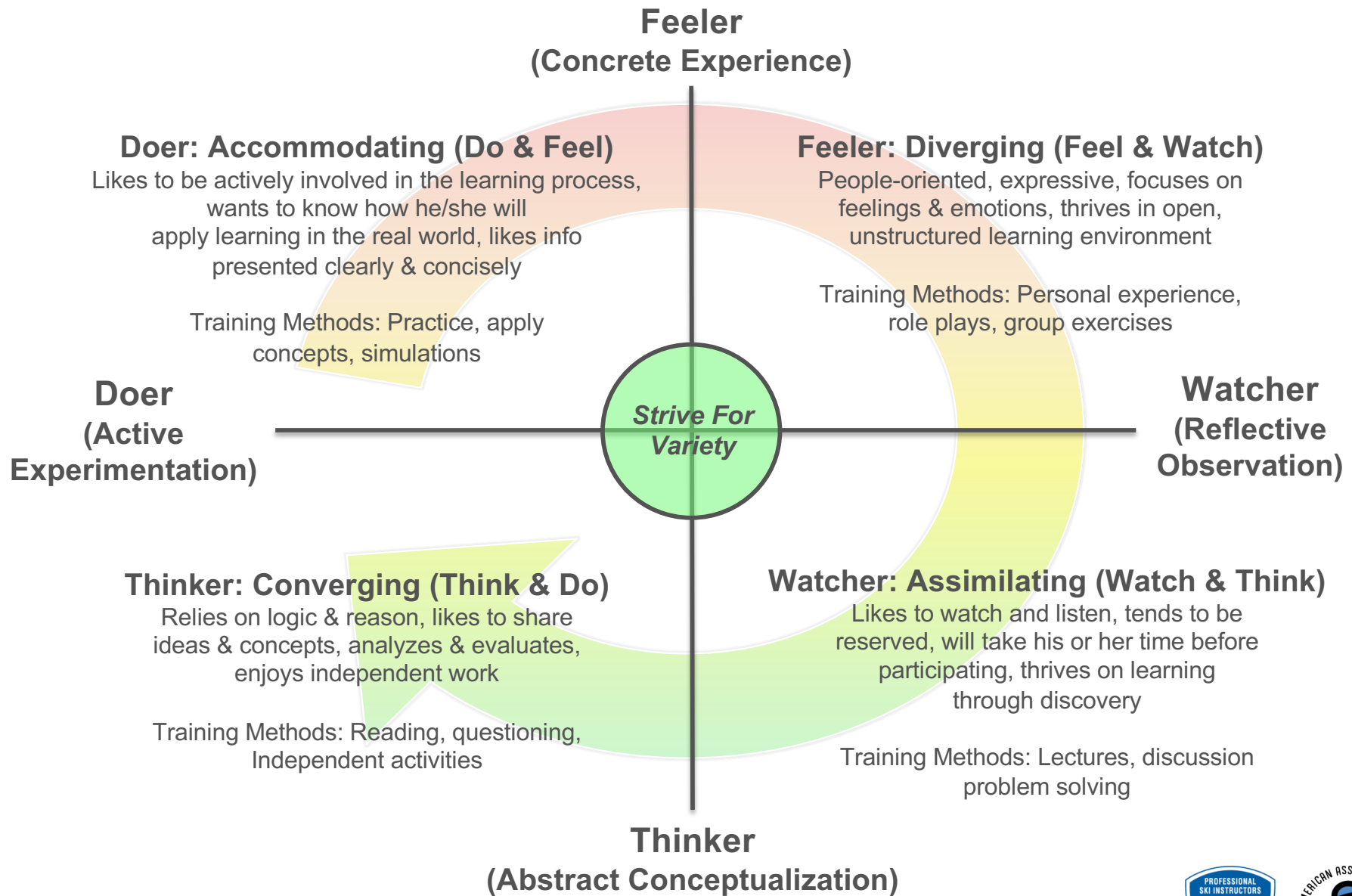
PSIA/AASI Teaching Cycle



Learning Styles



Learning Styles: Watcher, Doer, Feeler, Thinker (Kolb)



Adapted from Lawson, K., *The Trainer's Handbook*, 1998, San Francisco, CA: Jossey-Bass and <http://www.simplypsychology.org/learning-kolb.html>



Gardner's Multiple Intelligences

Intelligence	Description	Tactic
Verbal-Linguistic (Word smart)	Loves words & language, reading & talking, telling & hearing stories	Have children tell stories about their skiing/riding experiences; use words to relate to movements
Logical-Mathematical (Number/logic smart)	Asks "why" & "how," recognizes patterns easily, follows logical steps, works to solve problems	Use numbers to relate to movements (i.e., numbers 1-5 = different size wedges or slips)
Spatial (Picture smart)	Has an active imagination, thinks through pictures & images, enjoys designing, drawing & visualizing	Draw turn shapes or track shapes in the snow; Have children map where they skied/rode
Bodily-Kinesthetic (Body smart)	Thinks through sensations, desires to move	Relate skiing/riding movements to those common to other activities; Have children slide around slalom poles, cones or other visual aids
Musical-Rhythmical (Music smart)	Thinks through sounds, rhythm & musical melodies	Use rhythm or music as a cadence for movement; Have children identify the sounds that their skis/board make on the snow
Interpersonal (People smart)	Adept in social situations, aware of others feelings & able to respond appropriately, use input of others to base responses	Emphasize group interaction; Assign each child a special duty to perform within the group
Intrapersonal (Self smart)	Thinks a lot, likes to work alone, processes info within themselves, easily sets personal goals	Create problem solving situations (i.e., let child select their own path or turn shapes down a run)
Nature Smart	"Naturalist intelligence enables human beings to recognize, categorize & draw upon certain features of the environment when processing information"	Learning is experienced through interactions & observations with nature/environment



How Do You See The World?

- Traditional education leans towards analytical approaches
- Do your students perceive the world analytically or globally?

ANALYTIC	GLOBAL
Starts with the Pieces first	Sees the Whole Picture first
Thinks by Manipulating Words & Numbers	Thinks with Pictures & Feelings
Organizes & evaluates info in reference to time sequences & an inner clock	Has no awareness of time
Analytical: <u>Reasons</u> way(s) to conclusions using facts	Intuitive: <u>Feels</u> way(s) to conclusions by hunches and trial & error
Planned: Uses step-by-step logic	Spontaneous
Notices Differences	Notices Similarities
Interested in Technique	Interested In Flow: Rhythm & Movement

Solutions: Set Goals • Use Gardner's Multiple Intelligences



Teaching With Creativity

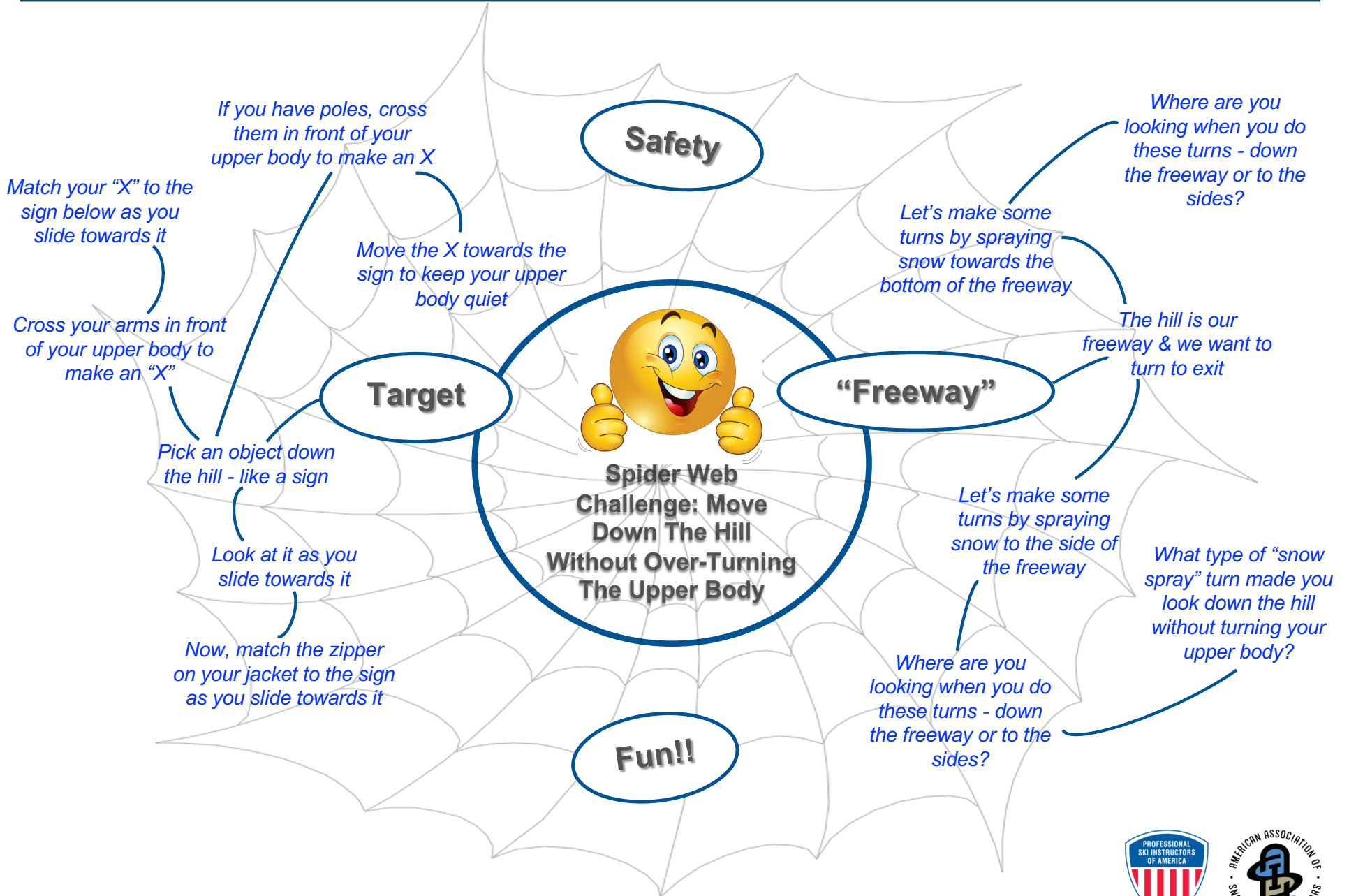


Spider Webbing

- Spider Webbing: A word or series of words that can serve as a place of departure for a “*problem solving*” adventure
- A “*spider web*” of word associations, analogies & stepping-stones can help you explore a situation & generate solutions by using “*trigger*” words to make a connection to a problem
- You, the instructor, have the fundamental skill knowledge of skiing/riding. “*Spider Webbing*” can be a word from you or an idea from your student.
- What your student (or students) comes up with can begin a *brainstorming* session for the student or group



Spider Webbing



Safety Considerations



REVIEW: Your Responsibility Code



YOUR RESPONSIBILITY CODE

- Stay in Control.
- People ahead of you have the right of way.
- Stop in a safe place for you and others.
- When starting downhill or merging, look uphill and yield.
- Use devices to help prevent runaway equipment.
- Observe signs and warnings, and keep off closed trails.
- Know how to use the lifts safely.



SU CÓDIGO DE RESPONSABILIDAD

- Mantenga el Control.
- Las Personas que van delante tienen el derecho de vía.
- Deténgase en un lugar seguro para usted y para los demás.
- Al empezar el descenso o al incorporarse, vea cuesta arriba y ceda el paso.
- Utilice dispositivos para prevenir la pérdida de control del equipo.
- Observe las señales y advertencias y no entre a las pistas cerradas.
- Aprenda cómo usar los elevadores de manera segura.



REVIEW: Park Smart /Smart Style



PARK SMART

Start Small

Work your way up. Build your skills.

Make a Plan

Every feature. Every time.

Always Look

Before you drop.

Respect

The features and other users.

Take it Easy

Know your limits. Land on your feet.



**CS I
PEOPLE
SKILLS**



Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs



“Once needs at one level are satisfied, we move on to the next level of needs in our journey toward a state of self-actualization” – Abraham Maslow



Behavioral Situations



Separation Anxiety

“Separation anxiety disorder occurs because a child feels unsafe in some way”

Who? Typically 3-6 Years Old

- Caused by a change in environment, stress, or over-protective parent
- Child becomes afraid (*i.e., in being separated from their parents*)
- Results in extensive crying
- Child is reluctant to participate in a lesson

Solutions

- Acknowledge the child’s feeling
- Show understanding & recognition
- Don’t impose our (adult) perceptions
- *Pattern Break!*



Source/Retrieved from URL: <https://www.helpguide.org/articles/anxiety/separation-anxiety-in-children.htm>



The Coercive Cycle

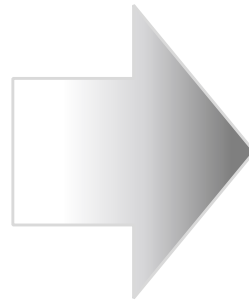
TEACHER/PARENT

“Wouldn’t You Like...”

“Come On, Please...”

“You’d Better (or Else)...”

“Now, You’ve Had It...”



CHILD’S RESPONSE

...Ignores

...Delays

...Makes Excuses; Argues

...Tantrums; Aggressive

Solution: You Need Rules!

- Keep number of rules to a minimum (*5 or less*)
- Include a compliance rule
- Have the rules represent basic expectations
- Keep the wording positive
- Make the rules specific
- Make rules that describe behaviors that are observable & measurable
- Tie "*Following The Rules*" to Consequences



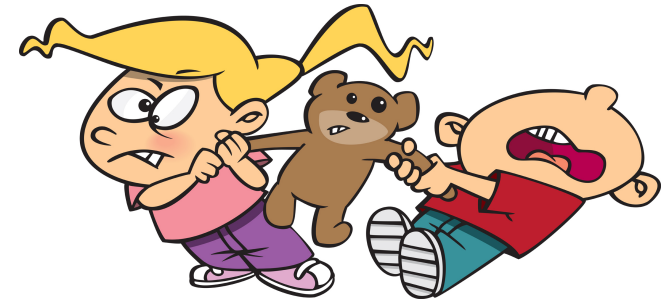
Source: Templeman, T.L. (2018). *The Parent Child Coercive Cycle*. Retrieved from URL: <https://www.pendletonpsych.com/therapy-helpers/parent-child-coercive-cycle>



What is a “Tough Kid”?

- **Non-Compliant**

- Does not do what is requested
- Breaks rules, argues & makes excuses



- **Aggressive**

- Tantrums, fights, teases, verbally abusive & cruel to others

- **Poor Self-Management Skills**

- Cannot delay rewards & acts before thinking
- Shows little remorse or guilt & will not follow rules

- **Poor Social Skills**

- Has few friends & doesn't know how to reward others
- Lacks affection & has few problem-solving skills
- Constantly seeks attention

Source: Rhode, G., Jenson, W.R. & Reavis, H.K, (1993). *The Tough Kid Book: Practical classroom management strategies*. Slopris West. Longmont, CO



Understanding Learning Differences



Learning Disability vs. Learning Disorder

Learning Disability

- A classification where a person has difficulty learning in a typical manner – caused by factors that affect the brain's ability to receive & process information
- People with learning disabilities may have trouble with reading, writing, doing math or understanding directions

Learning Disorder

- An official clinical diagnosis whereby the individual meets certain criteria, as determined by a professional. The difference is in degree, frequency & intensity of reported symptoms and problems.

What's The Difference?

- While *learning disability*, *learning disorder* & *learning difficulty* are often used interchangeably, they differ in many ways.
- *Disability* refers to significant learning problems in an academic area, but not enough to warrant an official diagnosis (*disorder*)

Source/Retrieved from URL: <http://www.webmd.com/children/guide/detecting-learning-disabilities#1>



Learning Differences: ADHD

ADHD: Attention Deficit Hyperactivity Disorder

“One of the most common neurodevelopmental childhood disorders, children with ADHD may have trouble paying attention, may act without thinking, or be overly active”

Signs & Symptoms

- *Daydreams, forgets or loses things a lot*
- *Makes careless mistakes; takes unnecessary risks*
- *Has trouble taking turns*
- *Squirms or fidgets; talks too much*
- *Has a hard time resisting temptation*
- *Has difficulty getting along with others*

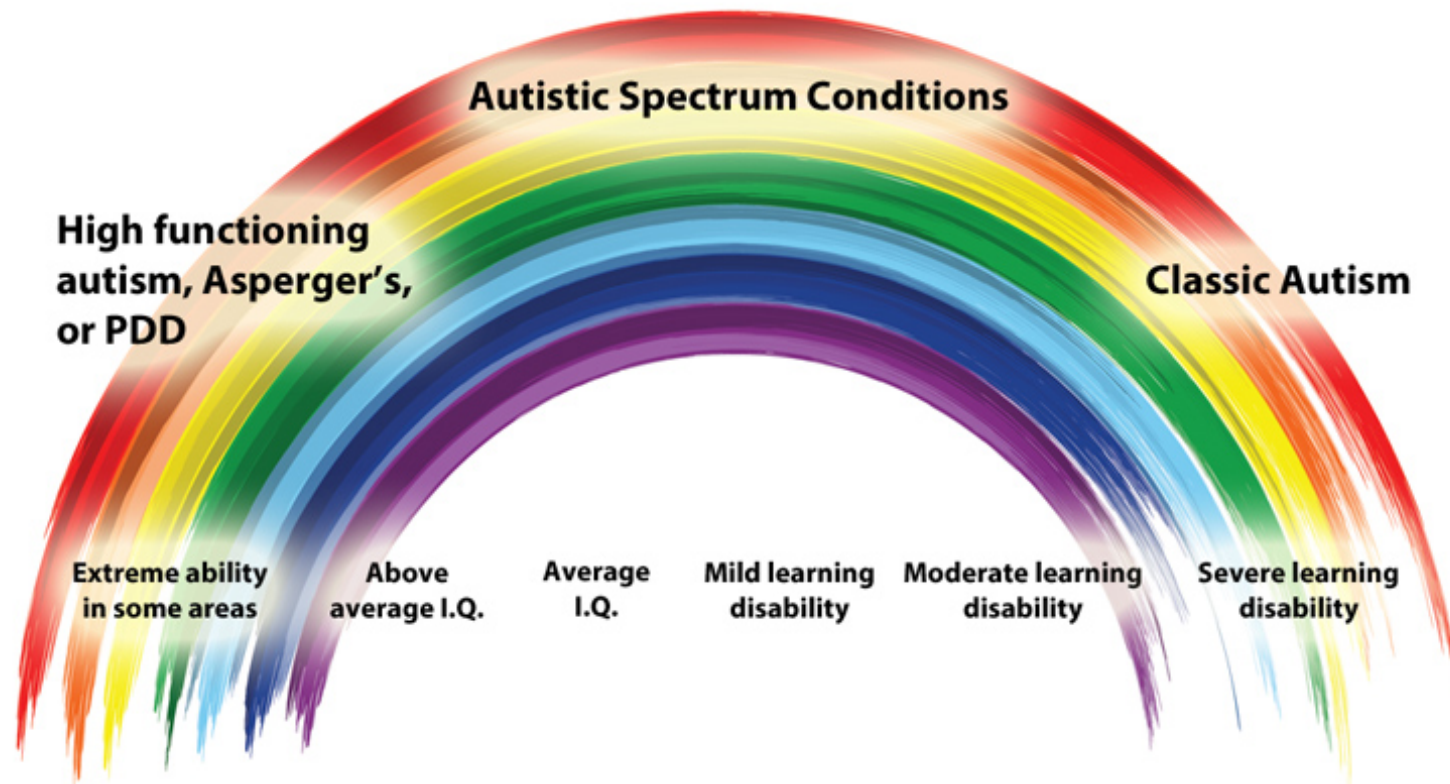
Types

- *Predominantly Inattentive*: Hard for a person to organize or finish a task, to pay attention to details, or to follow instructions or conversations. Person is easily distracted or forgets daily routine details.
- *Predominantly Hyperactive-Impulsive*: Person fidgets, talks a lot & finds it hard to sit still for long. Person feels restless & has trouble waiting for their turn or listening to directions. A person with impulsiveness may have more accidents & injuries than others.
- *Combined*: Symptoms of the above 2 types are equally present. Because symptoms can change over time, the presentation may also change over time.
- *FYI - Attention Deficit Disorder (ADD) is a type of ADHD*

Source/Retrieved from URL: <http://www.cdc.gov/ncbddd/adhd/facts.html>



Learning Differences: Autism Spectrum Disorder



- *Autism spectrum disorder* (ASD) & autism are both general terms for a group of complex disorders of brain development
- The disorders are characterized, in varying degrees, by difficulties in social interaction, verbal & nonverbal communication, and (repetitive) behavioral patterns
- Symptoms tend to emerge between 2 & 3 years of age
- Some persons with ASD excel in visual skills, music, math & art
(i.e., *Sundance Documentary: "Life Animated" about Owen Suskind*)

Source/Retrieved from URL: <https://www.autismspeaks.org/what-autism>



Behavioral Management Tactics



Tactics To Increase Compliance

- Create your own group culture
- Establish Rules!
- Get up close: Look Them in the Eyes!
- Use Statements rather than Questions
- Use a quiet voice & be non-emotional
- Give children time
- When making requests:
 - *Describe the request*
 - *Make the request only twice*
 - *Give more START than STOP requests*
- Verbally reinforce compliance immediately



More Tactics: IFEED-AV

- Reinforce IMMEDIATELY
- Reinforce FREQUENTLY
- Reinforce ENTHUSIASTICALLY
- Reinforce With EYE CONTACT
- DESCRIBE The Behavior
- Use ANTICIPATION
- Use VARIETY



Source: Rhode, G., Jenson, W.R. & Reavis, H.K, (1993). *The Tough Kid Book: Practical classroom management strategies*. Slopris West. Longmont, CO



More Tactics: Antecedent Strategies



- (Natural) positive reinforcement
- Scheduling preferred events or activities following a non-preferred task: *“As soon as we finish.... we can...”*
- Mystery motivators
 - “What’s in my backpack? What’s in my pocket?”*
- Social reinforcement
- Edible reinforcement

Ask/check with parents, depends on child, allergies, et al.



Tactics To Increase Compliance: A Checklist



- The Power of “Beliefs & Expectations” (*Yours, Child’s & Parent’s*) can greatly influence a child’s success or failure in enjoying Snowsports
- Medications – Ask/check with the Parents!
- Still Having Challenges: Ask For Help!
Get a Supervisor involved



The Parent/Child Partnership



The Parent/Child Partnership

- It is critical to make a good impression
 - They are trusting you with their “pride & joy”
 - Let them know that you have their child’s best interest in mind
 - You can learn a lot by observing the parent’s interactions with their children!
- Use “I” statements
 - *“I feel your child needs...”*
- Use Progress Reports
 - Be respectful of the parents’ concerns for their child
 - Parents will be more satisfied with you
- Give parents coaching tips to assist them when they take their children skiing/riding



The Parent/Child Partnership: Using CAP

At the Beginning-of-the-Day.....

- Where & when will you meet your children? Who will be meeting them?
 - Does the child have any special medical or dietary needs?
 - Where will the parents be if you need to contact them?
- Equipment: Do the boots fit? Are the skis/board appropriate for the child's age, weight & height?
- Clothing: Is the child's outfit warm & water-repellant? Goggles, glasses, hat, mittens & sunscreen?

Cognitive	Affective	Physical
<ul style="list-style-type: none"> • What do you like to do? • What is your favorite subject? • What is your least favorite subject? • What would you like to work on? 	<ul style="list-style-type: none"> • How do you react in a group? • Any brothers, sisters or cousins? • Any friends taking lessons? 	<ul style="list-style-type: none"> • What Is your ski/ride background? • What other sports do you do? • What skills are you working on? • What kind of terrain do you ski/ride?

At the End-of-the-Day...

Cognitive	Affective	Physical
<ul style="list-style-type: none"> • Listening (Skill) Development: <i>Did they follow directions; Did they understand explanations?</i> 	Social Interaction (Skill) Development: <i>How did they handle themselves in a group?</i>	<ul style="list-style-type: none"> • Ski/Ride (Skill) Development: <ul style="list-style-type: none"> ○ <i>Terrain skied/ridden</i> ○ <i>Terrain to ski/ride with the parents</i> ○ <i>"What will you be doing tomorrow?"</i> ○ <i>What is the child's next level when they take a lesson?</i>

Key Sales Points

- ✓ Thank the parents (for the opportunity to spend time with their child)
 - ✓ "What could be improved & what went right"
 - ✓ Invite them back & *give them your business card!*

To Summarize...

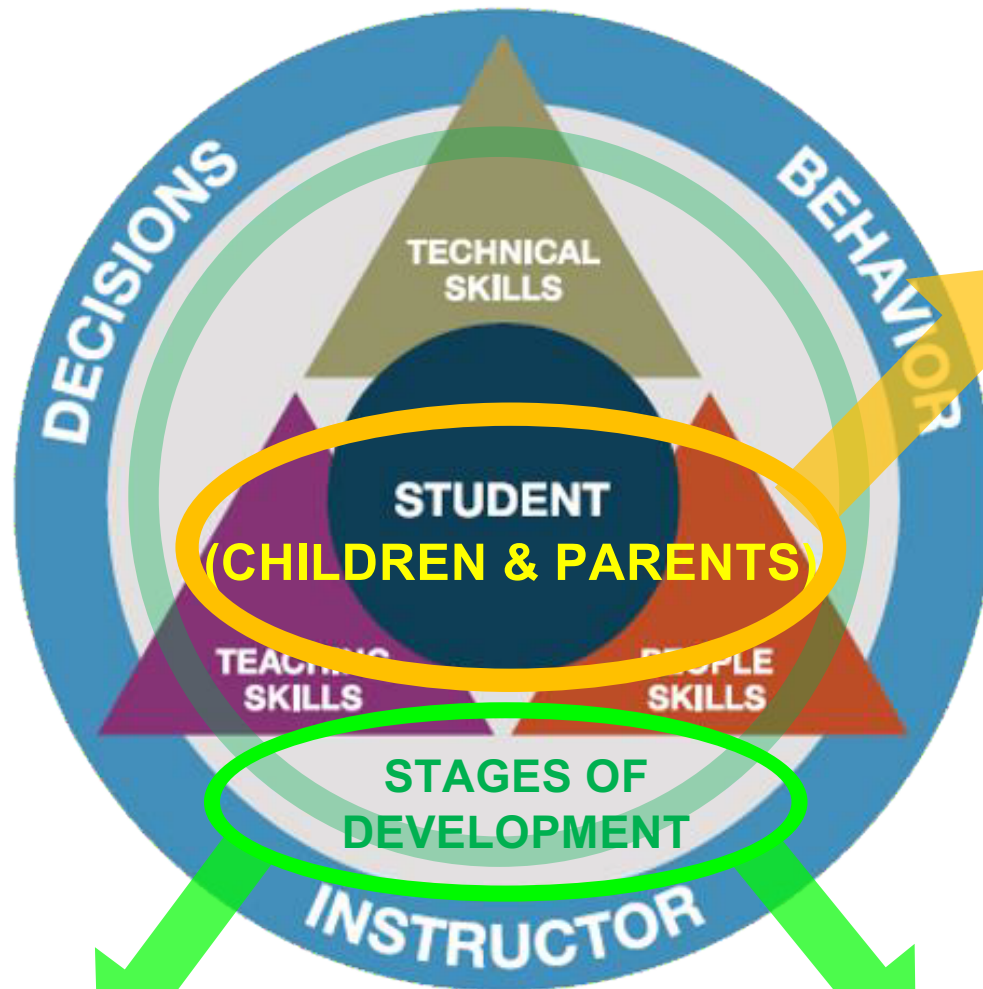


CS1 Indoor Clinic: Fundamental CS Concepts

- CS Learning Connection Model
- The CAP Model
- Parent/Child Partnership



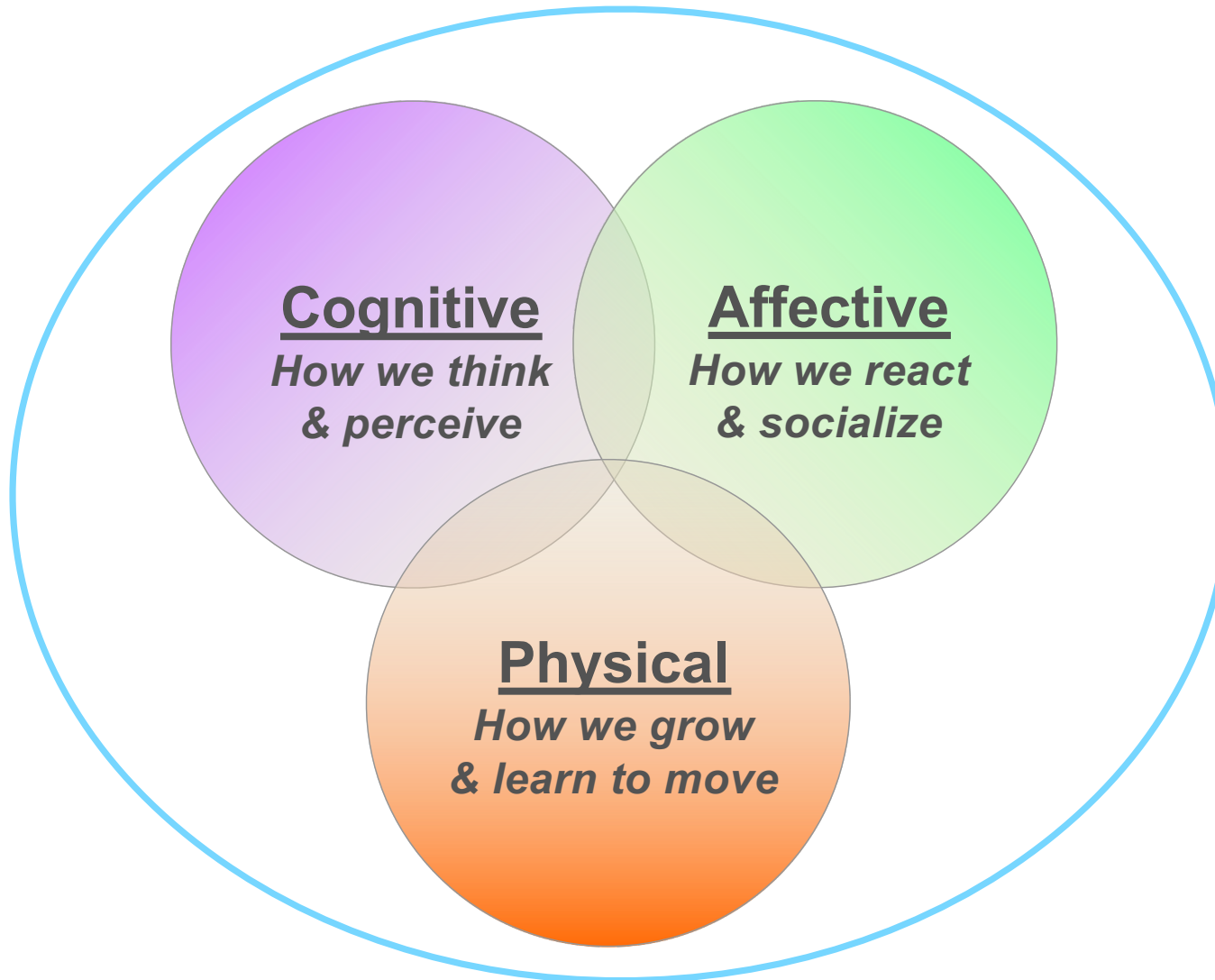
The Learning Connection: What Makes CS Unique?



In CS, the *Student* is the Child & Parent

In CS, the Stages of Development (*i.e., CAP Model*) impact your decisions for the different skills: Tech, Teach & People

CAP Model: Overview



The Parent/Child Partnership: Using CAP

At the Beginning-of-the-Day.....

- Where & when will you meet your children? Who will be meeting them?
 - Does the child have any special medical or dietary needs?
 - Where will the parents be if you need to contact them?
- Equipment: Do the boots fit? Are the skis/board appropriate for the child's age, weight & height?
- Clothing: Is the child's outfit warm & water-repellant? Goggles, glasses, hat, mittens & sunscreen?

Cognitive	Affective	Physical
<ul style="list-style-type: none"> • What do you like to do? • What is your favorite subject? • What is your least favorite subject? • What would you like to work on? 	<ul style="list-style-type: none"> • How do you react in a group? • Any brothers, sisters or cousins? • Any friends taking lessons? 	<ul style="list-style-type: none"> • What Is your ski/ride background? • What other sports do you do? • What skills are you working on? • What kind of terrain do you ski/ride?

At the End-of-the-Day...

Cognitive	Affective	Physical
<ul style="list-style-type: none"> • Listening (Skill) Development: <i>Did they follow directions; Did they understand explanations?</i> 	Social Interaction (Skill) Development: <i>How did they handle themselves in a group?</i>	<ul style="list-style-type: none"> • Ski/Ride (Skill) Development: <ul style="list-style-type: none"> ○ <i>Terrain skied/ridden</i> ○ <i>Terrain to ski/ride with the parents</i> ○ <i>"What will you be doing tomorrow?"</i> ○ <i>What is the child's next level when they take a lesson?</i>

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Thank You For Your Time!

