



# **American Association of Snowboard Instructors**

## **Adaptive Snowboard Certification Pathways & Specialist Standards**

**ASB 1, ASB 2, ASB 3**

Updated: November 2024

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## Introduction

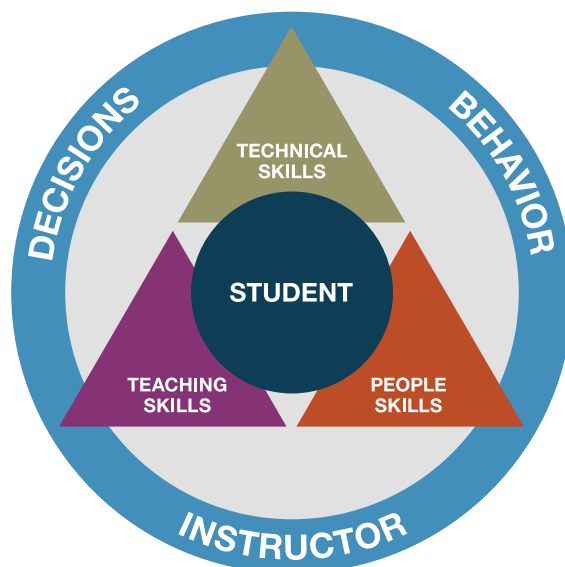
### AASI Adaptive Snowboard Certification Pathways & Specialist Standards

Adaptive snowsports instruction demands versatility. PSIA-AASI members teach guests in a wide variety of snowboarding and skiing environments – from groomed trails to off-piste terrain and from hard snow to powder to manmade terrain park features. The types of lessons offered can be similarly diverse, including recreational riding, freeride, big-mountain, and freestyle, to name a few. The objective of these AASI Snowboard Certification Standards is to identify the fundamentals of great riding, effective teaching, and connecting with students – and to define the assessment criteria within PSIA-AASI's certification process.

Within the scope of adaptive snowboarding, the objective of these *AASI Adaptive Snowboard Certification Pathways & Specialist Standards* is to define and apply principles and practices that have evolved over many years to nurture great riding, effective teaching, and connecting with students of all ages and abilities – and to define the assessment criteria for PSIA-AASI's process for conferring certification and specialist credentials. PSIA-AASI's pathways for professional development for adaptive instructors include three levels of certification (Level I, II, and III) in combination with specialist credentials offered in five adaptive disciplines:

1. Cognitive
2. Visual Impairment
3. Stand-Up Physical Diagnoses
4. Bi-Ski
5. Mono-Ski

Instructors must be at least AASI Snowboard Level I-certified to pursue an Adaptive Snowboard Specialist and/or certification credential.



The Learning Connection<sup>SM</sup> provides the framework for a balance of crucial people skills, teaching skills, and technical skills; highlighting fundamentals that apply to a variety of technical and tactical decisions based on student ability, motivation, personality, and more. Instructor decisions and behaviors, referenced in the outer blue ring, relate to overall professionalism and self-management.

These *AASI Adaptive Snowboard Certification Pathways & Specialist Standards* outline prerequisites for adaptive snowboard certification and the requirements of an assessment-based, non-degree granting specialty certificate program that:

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

(Source: ANSI/NOCA 1100 - Standard for Assessment-Based Certificate Programs)

## Prerequisites

With regard to *adaptive certification* levels:

- Adaptive Snowboard Level I instructors must be certified at Snowboard Level I (or equivalent) instructor *and* successfully complete at least one assessment module for paired adaptive disciplines (Cognitive/Visual Impairment, Stand-Up Physical Diagnoses, Bi-Ski/Mono-Ski). Candidates are free to seek assessment in any or all paired adaptive-discipline modules, which will confer additional adaptive specialist certificates and establish a broader foundation in adaptive instruction.
- Adaptive Snowboard Level II certified instructors must be certified at Snowboard Level II.
- Adaptive Snowboard Level III certified instructors must be certified at Snowboard Level III.

With regard to *adaptive specialist* (ASB) credentials:

- ASB 2: At minimum, must be a current AASI-certified Snowboard Level I (or equivalent) instructor, successfully complete all five Adaptive Specialist 2 assessment modules, and successfully complete the learning outcomes and assessment criteria for Snowboard Level II technical skills (riding performance, technical understanding, and movement analysis).
- ASB 3: At minimum, must be a current AASI-certified Level II (or equivalent) instructor, successfully complete all five Adaptive Specialist 3 assessment modules, and successfully complete the learning outcomes and assessment criteria for Snowboard Level III technical skills (riding performance, technical understanding, and movement analysis).

Note: Upon becoming certified at Adaptive Snowboard Level I, instructors can choose to specialize in the adaptive discipline(s) of their choice, earning, for example, an Adaptive Snowboard Specialist 2 - Bi-Ski certificate and/or an Adaptive Snowboard Specialist 2 - Mono-Ski certificate. To pursue an Adaptive Snowboard Specialist 3 designation in the adaptive discipline(s) of their choice, the candidate must have earned Snowboard Level II certification and the Adaptive Snowboard Specialist 2 certificate(s) in the same discipline(s).

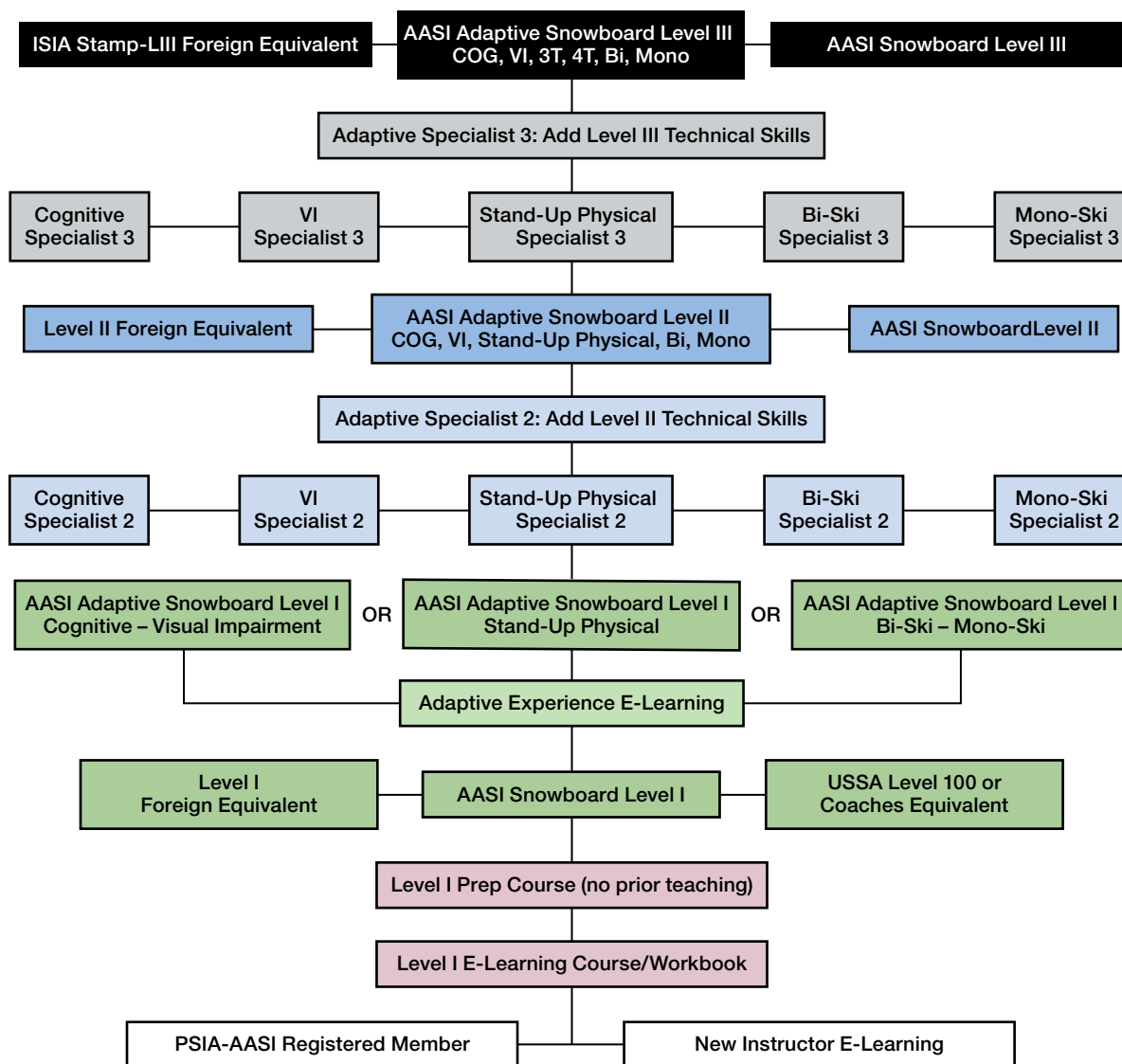
As outlined in AASI's Snowboard Technical Manual, the American Teaching System™ specifies three rider zones – Beginner/Novice, Intermediate, and Advanced. The AASI Snowboard Certification Standards align the rider zones with assessment parameters for three levels of instructor certification.

- Beginner/Novice-Zone Guests – AASI-Certified Level I Instructor
- Beginner- to Intermediate-Zone Guests – AASI-Certified Level II Instructor
- Beginner- to Advanced-Zone Guests – AASI-Certified Level III Instructor

Level I certification is meant to affirm that – in the context of the adaptive discipline(s) of specialization – the instructor is qualified to teach students with adaptive needs in the beginner/novice zone (typically identified as “green”) and ride everything from beginner through intermediate terrain, and extra-small to small freestyle features. Level II certification is meant to affirm that – in the context of the adaptive discipline(s) of specialization – the instructor is qualified to teach students with adaptive needs through the intermediate zone (typically identified as “blue”) and ride everything from intermediate through advanced terrain, and small freestyle features. Level III certification is meant to affirm that – in the context of the adaptive discipline(s) of specialization – the instructor is qualified to teach all students with adaptive needs through the advanced zone (typically identified as “black”) and ride in all but the most extreme terrain, and ride small and medium freestyle features.



## Adaptive Professional Development Pathways



Because an instructor’s adaptive certification level is tied to their discipline-specific certification (e.g., Snowboard Level I, Snowboard Level II, or Snowboard Level III), the assessment criteria for certification aligns with the Professionalism and Self-Management, People Skills, Teaching Skills, and Technical Skills outlined in the *AASI Snowboard Certification Standards*. This *AASI Adaptive Snowboard Certification Pathways & Specialist Standards* document offers brief overviews of those topics and related fundamentals, but primarily provides the assessment criteria for the five skill categories necessary for an instructor to successfully complete a specific adaptive specialty. The five adaptive skill categories are:

1. Assessment, Equipment, & Tactics
2. Diagnoses & Medications
3. Technical Tactics & Communication
4. Movement Analysis
5. Adaptations of Teaching Skills

PSIA-AASI's assessment-based system offers a collection of pathways to gain a variety of credentials. This document defines assessment activities, assessment criteria, and the language of learning outcomes and assessment, then details the specialist standards for the five adaptive disciplines. PSIA-AASI's regions may assess these standards using slightly different processes.

PSIA-AASI offers many resources to aid instructors' professional development with regard to fundamentals of people, teaching, and technical skills. At a minimum, this *AASI Adaptive Snowboard Certification Pathways & Specialist Standards* document complements and should be consulted in combination with the following publications:

- *AASI Snowboard Certification Standards*
- *PSIA-AASI Performance Guides:*  
Presents the performance indicators for assessing all skill categories within the Learning Connection Model – providing the detail instructors need to perform the assessment activities.
- *Adaptive Alpine Technical Manual:*  
*Explores content related to assessment, equipment, and progressions for various student categories with regard to adaptive skiing.*
- *Adaptive Instruction Supplement: Diagnoses & Medication Classifications:*  
*Explores common diagnoses and types of medication that may influence snowsports lessons for students with disabilities.*
- *Adaptive Snowboard Technical Manual:*  
*Explores content related to assessment, equipment, and progressions for various student categories with regard to adaptive snowboarding.*
- *Snowboard Technical Manual:*  
*Explores content related to performing and evaluating the technical skills of snowboarding.*
- *Teaching Snowsports Manual:*  
*Explores content related to people skills and teaching skills.*
- *Teaching Children Snowsports:*  
*Explores content related to teaching children to ski and/or snowboard.*



## Assessment Activities and Assessment Criteria

Evaluating a specialist candidate's skills requires well-defined, measurable assessment criteria – as presented in PSIA-AASI's *Performance Guides*.

Assessing the five adaptive skill categories requires an evaluation environment that simulates a snowsports lesson. Teaching situations and scenarios are relevant to the adaptive rider/skier zone, with assessment based on the specialist or certification level sought. They need to allow enough time and/or frequency for demonstration of all assessment criteria. Those that take place on snow should be on terrain that's suitable for the related zone – beginner/ novice, intermediate, or advanced. Professionalism and self-management are continually assessed throughout the certification process.

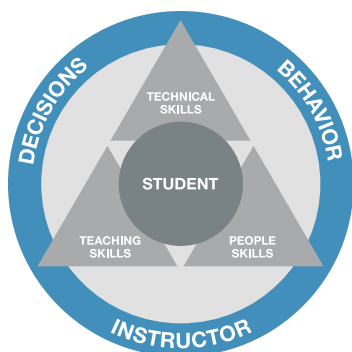
Throughout the assessment process, regions will use a variety of assessment activities – based on terrain and prevailing conditions – to evaluate instructor competency as outlined in these *AASI Adaptive Snowboard Certification Pathways & Specialist Standards*. Not all assessment activities need to take place on snow.

These standards describe how the five adaptive skill categories are assessed at each level of specialization. Effective use of the national standards, combined with a wide range of educational resources, creates an efficient environment for consistent evaluation.

## The Language of Learning Outcomes and Assessment

The *AASI Adaptive Snowboard Certification Pathways & Specialist Standards* rely upon the following Learning Outcome Framework to create a consistent language for assessment. The learning outcomes clearly state what the instructor can demonstrate upon successful completion of assessment.

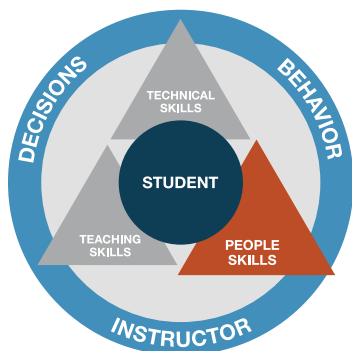
- Learning Outcomes:** Learning outcomes represent what is to be achieved upon completion of each level of certification. Learning outcomes do not vary between examiners or regions.
- Learning Experiences:** These are the training experiences – or tasks – that lead to achievement of the learning outcome. NOTE: The learning experiences listed in this document are *recommendations* of what an **instructor** may do in order to gain the knowledge and understanding relative to the given subject area. These are *not* requirements; they are suggested approaches to aid individuals in their development as professional snowsports educators. For more details, refer to the associated *Performance Guide*.
- Assessment Activities:** Representing *how* a person is assessed, these are the activities a candidate performs to demonstrate that learning has occurred. (These have historically been described as tasks or maneuvers.) NOTE: The assessment activities listed in this document are *recommendations* of what an examiner may use to assess the knowledge and understanding relative to the given subject area. The examiner is free to use variations and alternatives. Those listed provide an idea of how an assessment can be conducted. For more details, refer to the associated *Performance Guide* or divisional exam guides.
- Assessment Criteria:** Representing the “level of standard,” assessment criteria outline performance details that specify to what level the learning outcomes have been met. This does not vary between examiners or regions.
- Assessment 6-point Scale:** Throughout the PSIA-AASI professional development and certification system, all assessment criteria are measured by means of the following 6-point assessment scale.
1. Essential elements are not observed or not present.
  2. Essential elements are beginning to appear.
  3. Essential elements appear, but not with consistency.
  4. Essential elements appear regularly at a satisfactory level.
  5. Essential elements appear frequently, above the required level.
  6. Essential elements appear continuously, at a superior level.



## Professionalism and Self-Management

Professionalism and self-management are key instructor attributes that apply to every facet of the Learning Connection's people skills, teaching skills, and technical skills. The decisions and behavior that guide the individual's professional conduct are the result of self-management. PSIA-AASI evaluates self-management in all assessments to ensure that the foundation of professionalism is promoted and verified.

Professionalism and self-management standards for Snowboard Level I, II, and III instructors are outlined in the *AASI Snowboard Certification Standards*. Throughout the assessment process – and at all levels – candidates must be professional, respectful, and aware of how their decisions and behaviors affect other individuals and the group as a whole. These skills are continually scored throughout the assessment.



## People Skills

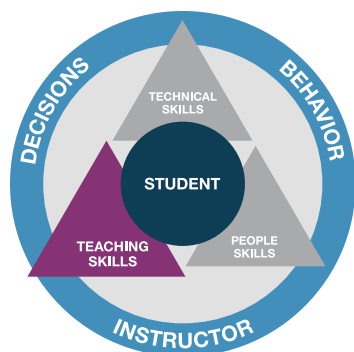
People skills are about communicating in effective ways to develop trust and achieve favorable relationships. Building rapport with students depends on instructors' self-awareness and their abilities to identify and adapt to the guests' needs, motivations, and emotions. For students to feel confident taking risks and being open to new learning, instructors must first establish trust among the group.

### Fundamentals

- Develop relationships based on trust.
- Engage in meaningful two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.

People-skill standards for Snowboard Level I, II, and III instructors are outlined in the *AASI Snowboard Certification Standards*. Additional learning outcomes and assessment criteria relevant to specialization in the cognitive, visual impairment, stand-up physical diagnoses, bi-ski, and mono-ski adaptive disciplines are included in the following pages.





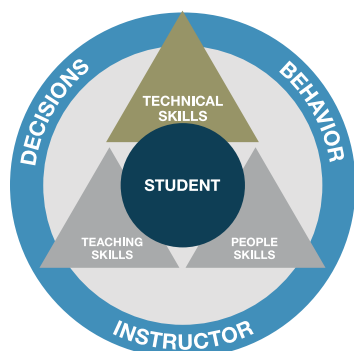
## Teaching Skills

With trust established using people skills, teaching skills strengthen the connection between the instructor and student. Teaching skills create an engaging environment in which to foster student learning. To maximize learning, instructors plan, implement, and adapt the learning experience, and give students an opportunity to reflect on their experiences.

### Fundamentals

- Collaborate on long-term goals and short-term objectives.
- Manage information, activities, terrain selection, and pacing.
- Promote play, experimentation, and exploration.
- Facilitate the learner's ability to reflect upon experiences and sensations.
- Adapt to the changing needs of the learner.
- Manage emotional and physical risk.

Teaching-skill standards for Snowboard Level I, II, and III instructors are outlined in the *AASI Snowboard Certification Standards*. Additional learning outcomes and assessment criteria relevant to specialization in the cognitive, visual impairment, stand-up physical diagnoses, bi-ski, and mono-ski adaptive disciplines are included in the following pages.



## Technical Skills

Technical skills bring teaching concepts to life with practical applications adapted to the student's ability level or desired outcome. These skills relate to the instructor's understanding of fundamental riding mechanics and applying that understanding in lessons. Technical skills represent the ability to perform, understand, and explain the sport. In sharing technical skills, the instructor communicates certain discipline-specific aspects of movement and gives accurate demonstrations.

### Professional-Knowledge Fundamentals

- Convey and apply accurate technical information.
- Observe, evaluate, and prescribe (through movement analysis).

### Snowboarding Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board/surface interaction.
- Control the board's tilt through a combination of inclination and angulation.
- Control the board's pivot through flexion/extension and rotation of the body.
- Control the twist (torsional flex) of the board through flexion/extension and rotation.

Technical-skill standards for Snowboard Level I, II, and III instructors are outlined in the *AASI Snowboard Certification Standards*. Additional learning outcomes and assessment criteria relevant to specialization in the cognitive, visual impairment, stand-up physical diagnoses, bi-ski, and mono-ski adaptive disciplines are included in the following pages.

## Adaptive Snowboard Level I/Specialist 1 Skills: Cognitive

### Overview of Skills at Adaptive Level I/Specialist 1 Proficiency

Adaptive Snowboard Level I instructors ride competently in beginner through intermediate terrain and adjust their riding to demonstrate technique and tactics to beginner/novice-zone students. They exhibit a basic understanding of adaptive equipment types and use, diagnoses and medication classifications, and communication strategies with respect to the adaptive discipline. Level I instructors use PSIA-AASI snowboard and adaptive resources to develop an understanding of body movements and board performance in order to help students achieve more effective performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level I – Cognitive specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a basic understanding of the components of student assessments, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.	Demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for students in the beginner/novice zone.	Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice students in the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups in a variety of snow conditions on beginner terrain.</li> <li>• Using a variety of equipment options with different populations and gaining awareness of what is appropriate for desired outcomes.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and related medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses, equipment choices, and Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the beginner/novice zone.</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Demonstrates the following lesson components crucial to improving the performance of riders with cognitive diagnoses through the beginner/novice zone: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	Shows a general knowledge of the following for riders with cognitive diagnoses: <ul style="list-style-type: none"> <li>• Prevalent diagnoses.</li> <li>• Common associated medication classifications and potential side effects.</li> <li>• Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with riders with cognitive diagnoses in the beginner/novice zone by: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</li> <li>• Understanding the impact of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptations of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships of Snowboarding Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students through the beginner/novice zone in the respective adaptive discipline(s).	Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with riders with cognitive diagnoses by: <ul style="list-style-type: none"> <li>• Observing and describing the application of one or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships of one or more Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.</li> <li>• Observing and describing how equipment choices, techniques, and tactics affect performance and safety.</li> </ul>	Consistently demonstrates their ability to work with riders with cognitive diagnoses by: <ul style="list-style-type: none"> <li>• Identifying student motivations, performance, and understanding.</li> <li>• Selecting a basic progression with clear direction and focus.</li> <li>• Planning lessons that involve productive use of movement, practice time, and terrain.</li> <li>• Organizing the learning environment to align with the initial assessment of the group.</li> <li>• Giving the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Managing physical and emotional risk to maintain engagement in the learning environment.</li> <li>• Pacing a clear progression to allow students reflection time as they explore, experiment and/or play toward desired outcomes.</li> <li>• Communicating changes in performance.</li> <li>• Relating changes in performance to lesson outcomes</li> </ul>

## Adaptive Snowboard Level II/Specialist Skills: Cognitive

### Overview of Skills at Adaptive Level II/Specialist 2 Proficiency

Adaptive Snowboard Level II instructors ride competently in beginner through some advanced terrain and adjust their riding to demonstrate technique and tactics to intermediate-zone students. Level II instructors relate the Snowboarding Fundamentals to snowboard performance through observation, evaluation, and prescription to help students achieve desired performance objectives.

Upon successful completion of the assessment, an Adaptive Snowboard Level II – Cognitive specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a refined understanding of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics enhance learning for riders with cognitive diagnoses.	Demonstrates a refined understanding of common cognitive diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for riders in the intermediate zone.	Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate riders with cognitive diagnoses through the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups in a variety of snow conditions on intermediate terrain (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>• Using a variety of equipment options with different populations and recognizing the pros and cons of each.</li> <li>• Exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect students' performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the intermediate zone (as applicable to the equipment).</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Within the following lesson components, explains their decision-making process – while demonstrating cause-and-effect relationships crucial to improving performance and skill development of riders with cognitive diagnoses through the intermediate zone: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	Facilitates learning for riders with cognitive diagnoses, by explaining, analyzing, and applying a refined knowledge of: <ul style="list-style-type: none"> <li>• Single and multiple diagnoses.</li> <li>• Medication classifications and potential side effects.</li> <li>• Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with riders with cognitive diagnoses through the intermediate zone by: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Adjusting personal performance, teaching, and tactics to direct student performance – using timing, intensity, and duration (TID) – and accounting for the diagnoses as well as changing snow conditions.</li> <li>• Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships of Snowboarding Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders with cognitive diagnoses through the intermediate zone.	Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to riders with cognitive diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with riders with cognitive diagnoses by: <ul style="list-style-type: none"> <li>• Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.</li> <li>• Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</li> </ul>	Consistently demonstrates their ability to work with riders with cognitive diagnoses by: <ul style="list-style-type: none"> <li>• Periodically assessing student motivations, performance, and understanding.</li> <li>• Collaborating with students to establish an adaptable lesson plan with clear direction and focus.</li> <li>• Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.</li> <li>• Adapting the learning environment to align with the needs of the group.</li> <li>• Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Managing physical and emotional risk to promote engagement in the learning environment.</li> <li>• Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>• Helping students to recognize and understand change in performance relative to outcomes.</li> <li>• Helping students apply gained skills to riding situations.</li> </ul>

## Adaptive Snowboard Level III/Specialist 3 Skills: Cognitive

### Overview of Skills at Adaptive Level III/Specialist 3 Proficiency

Adaptive Snowboard Level III instructors apply all Snowboarding Fundamentals, with accuracy, to achieve the desired outcomes through all terrain suitable for advanced-zone students. They adapt board performance and the fundamentals to illustrate the technical content delivered to beginner/ novice- through advanced-zone students. They evaluate complex relationships of body and board performance, using observation, evaluation, and prescription to enhance student performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level III – Cognitive specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Leverages knowledge of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics promote learning for riders with cognitive diagnoses.	Leverages knowledge of cognitive diagnoses and common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for riders through all zones. Implements appropriate solutions to improve rider performance.	Leverages knowledge of technical tactics and communication strategies for working with and guiding all riders with cognitive diagnoses through the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>Communicating with and guiding individuals and small groups on a variety of snow conditions through all zones (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>Using a variety of equipment options with different populations and recognizing cause-and-effect relationships of equipment choices on the students' success.</li> <li>Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes through all zones (as applicable to the equipment).</li> <li>Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Within the following lesson components, leverages their knowledge of cause-and-effect relationships to meet goals and improve performance and skill development of riders with cognitive diagnoses through all zones: <ul style="list-style-type: none"> <li>Appropriate student assessments.</li> <li>Assistive equipment choices.</li> <li>Assistive equipment set-up.</li> <li>Assistive technique and tactical choices.</li> </ul>	Maximizes the performance of riders with cognitive diagnoses through a process of analysis, prioritization, and integration of an advanced level of knowledge of: <ul style="list-style-type: none"> <li>Single and multiple diagnoses.</li> <li>Medication classifications and potential side effects.</li> <li>Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with riders with cognitive diagnoses through all zones by: <ul style="list-style-type: none"> <li>Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance – using timing, intensity, duration, and more – and accounting for changes in terrain and conditions through all aspects of the mountain environment.</li> <li>Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships of all the Snowboarding Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders with cognitive diagnoses through the advanced zone.	Demonstrates their ability to adapt Teaching-Skill learning outcomes relative to riders with cognitive diagnoses, plan learning outcomes, and create individualized experiences – moving riders toward agreed-upon outcomes while optimizing engagement in the process.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with riders with cognitive diagnoses by: <ul style="list-style-type: none"> <li>Observing and describing the application of three or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>Evaluating and describing the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome.</li> <li>Prescribing a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.</li> <li>Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.</li> </ul>	Consistently demonstrates their ability to work with riders with cognitive diagnoses by: <ul style="list-style-type: none"> <li>Continually assessing student motivations, performance, and understanding.</li> <li>Collaborating with students to establish and adapt a lesson plan with a common theme and a clear direction, and individualized focus throughout the lesson.</li> <li>Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.</li> <li>Tailoring the learning environment to align with the needs of individuals.</li> <li>Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>Proactively managing physical and emotional risk to promote engagement in the learning environment.</li> <li>Customizing and pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>Encouraging the students to communicate change in performance and/or understanding.</li> <li>Collaborating with students to apply gained skills to riding situations.</li> </ul>

## Adaptive Snowboard Level I/Specialist 1 Skills: Visual Impairment

### Overview of Skills at Adaptive Level I/Specialist 1 Proficiency

Adaptive Snowboard Level I instructors ride competently in beginner through intermediate terrain and adjust their riding to demonstrate technique and tactics to beginner/novice-zone students. They exhibit a basic understanding of adaptive equipment types and use, diagnoses and medication classifications, and communication strategies with respect to the adaptive discipline. Level I instructors use PSIA-AASI snowboard and adaptive resources to develop an understanding of body movements and board performance in order to help students achieve more effective performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level I – Visual Impairment specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a basic understanding of the components of student assessments, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.	Demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for students in the beginner/novice zone.	Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice students in the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>Communicating with and guiding individuals and small groups in a variety of snow conditions on beginner terrain.</li> <li>Using a variety of equipment options with different populations and gaining awareness of what is appropriate for desired outcomes.</li> <li>Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of diagnoses, followed by a review and debrief.</li> <li>Identifying diagnoses and related medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses, equipment choices, and Snowboarding/Alpine Skiing Fundamentals.</li> <li>Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the beginner/novice zone.</li> <li>Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Demonstrates the following lesson components crucial to improving the performance of riders with vision-related diagnoses through the beginner/novice zone: <ul style="list-style-type: none"> <li>Appropriate student assessments.</li> <li>Assistive equipment choices.</li> <li>Assistive equipment set-up.</li> <li>Guiding method choices.</li> <li>Guiding position choices.</li> </ul>	Shows a general knowledge of the following for riders with vision-related diagnoses: <ul style="list-style-type: none"> <li>Prevalent diagnoses.</li> <li>Common associated medication classifications and potential side effects.</li> <li>Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with riders with vision-related diagnoses in the beginner/novice zone by: <ul style="list-style-type: none"> <li>Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</li> <li>Understanding the impact of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students through the beginner/novice zone in the respective adaptive discipline(s).	Demonstrates their ability to adapt the Teaching-Skill learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with riders with vision-related diagnoses by: <ul style="list-style-type: none"> <li>Observing and describing the application of one or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>Evaluating and describing the cause-and-effect relationships of one or more Technical Fundamentals relative to the desired outcome.</li> <li>Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.</li> <li>Observing and describing how equipment choices, techniques, and tactics affect performance and safety.</li> </ul>	Consistently demonstrates their ability to work with riders with vision-related diagnoses by: <ul style="list-style-type: none"> <li>Identifying student motivations, performance, and understanding.</li> <li>Selecting a basic progression with clear direction and focus.</li> <li>Planning lessons that involve productive use of movement, practice time, and terrain.</li> <li>Organizing the learning environment to align with the initial assessment of the group.</li> <li>Giving the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</li> <li>Managing physical and emotional risk to maintain engagement in the learning environment.</li> <li>Pacing a clear progression to allow students reflection time as they explore, experiment and/or play toward desired outcomes.</li> <li>Communicating changes in performance.</li> <li>Relating changes in performance to lesson outcomes.</li> </ul>

## Adaptive Snowboard Level II/Specialist Skills: Visual Impairment

### Overview of Skills at Adaptive Level II/Specialist 2 Proficiency

Adaptive Snowboard Level II instructors ride competently in beginner through some advanced terrain and adjust their riding to demonstrate technique and tactics to intermediate-zone students. Level II instructors relate the Snowboarding Fundamentals to snowboard performance through observation, evaluation, and prescription to help students achieve desired performance objectives.

Upon successful completion of the assessment, an Adaptive Snowboard Level II – Visual Impairment specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a refined understanding of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics enhance learning for riders with vision-related diagnoses.	Demonstrates a refined understanding of common vision-related diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for riders in the intermediate zone.	Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate riders with vision-related diagnoses through the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>Communicating with and guiding individuals and small groups in a variety of snow conditions on intermediate terrain (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>Using a variety of equipment options with different populations and recognizing the pros and cons of each.</li> <li>Exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect students' performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the intermediate zone (as applicable to the equipment).</li> <li>Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Within the following lesson components, explains their decision-making process – while demonstrating cause-and-effect relationships crucial to improving performance and skill development of riders with vision-related diagnoses through the intermediate zone: <ul style="list-style-type: none"> <li>Appropriate student assessments.</li> <li>Assistive equipment choices.</li> <li>Assistive equipment set-up.</li> <li>Guiding method choices.</li> <li>Guiding position choices.</li> </ul>	Facilitates learning for riders with vision-related diagnoses, by explaining, analyzing, and applying a refined knowledge of: <ul style="list-style-type: none"> <li>Single and multiple diagnoses.</li> <li>Medication classifications and potential side effects.</li> <li>Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with riders with vision-related diagnoses through the intermediate zone by: <ul style="list-style-type: none"> <li>Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>Adjusting personal performance, teaching, and tactics to direct student performance – using timing, intensity, and duration (TID) – and accounting for the diagnoses as well as changing snow conditions.</li> <li>Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders with vision-related diagnoses through the intermediate zone.	Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to riders with vision-related diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with riders with vision-related diagnoses by: <ul style="list-style-type: none"> <li>Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.</li> <li>Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.</li> <li>Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</li> </ul>	Consistently demonstrates their ability to work with riders with vision-related diagnoses by: <ul style="list-style-type: none"> <li>Periodically assessing student motivations, performance, and understanding.</li> <li>Collaborating with students to establish an adaptable lesson plan with clear direction and focus.</li> <li>Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.</li> <li>Adapting the learning environment to align with the needs of the group.</li> <li>Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>Managing physical and emotional risk to promote engagement in the learning environment.</li> <li>Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>Helping students to recognize and understand change in performance relative to outcomes.</li> <li>Helping students apply gained skills to riding situations.</li> </ul>

## Adaptive Snowboard Level III/Specialist 3 Skills: Visual Impairment

### Overview of Skills at Adaptive Level III/Specialist 3 Proficiency

Adaptive Snowboard Level III instructors apply all Snowboarding Fundamentals, with accuracy, to achieve the desired outcomes through all terrain suitable for advanced-zone students. They adapt board performance and the fundamentals to illustrate the technical content delivered to beginner/novice- through advanced-zone students. They evaluate complex relationships of body and board performance, using observation, evaluation, and prescription to enhance student performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level III – Visual Impairment specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
<b>Learning Outcomes</b>	Leverages knowledge of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics promote learning for riders with vision-related diagnoses.	Leverages knowledge of vision-related diagnoses and common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for riders through all zones. Implements appropriate solutions to improve rider performance.	Leverages knowledge of technical tactics and communication strategies for working with and guiding all riders with vision-related diagnoses through the mountain environment.
<b>Learning Experiences</b>	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups on a variety of snow conditions through all zones (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>• Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes through all zones (as applicable to the equipment).</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
<b>Assessment Activities</b>	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
<b>Assessment Criteria</b>	Within the following lesson components, leverages their knowledge of cause-and-effect relationships to meet goals and improve performance and skill development of riders with vision-related diagnoses through all zones: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Guiding method choices.</li> <li>• Guiding position choices.</li> </ul>	Maximizes the performance of riders with vision-related diagnoses through a process of analysis, prioritization, and integration of an advanced level of knowledge of: <ul style="list-style-type: none"> <li>• Single and multiple diagnoses, including common accompanying diagnoses.</li> <li>• Medication classifications and potential side effects.</li> <li>• Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with riders with vision-related diagnoses through all zones by: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance – using timing, intensity, duration, and more – and accounting for changes in terrain and conditions through all aspects of the mountain environment.</li> <li>• Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
<b>Learning Outcomes</b>	Articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for riders with vision-related diagnoses through the advanced zone.	Demonstrates their ability to adapt Teaching Skills learning outcomes relative to riders with vision-related diagnoses, plan learning outcomes, and create individualized experiences – moving riders toward agreed-upon outcomes while optimizing engagement in the process.
<b>Learning Experiences</b>	See <b>Learning Experiences</b> in table above.	
<b>Assessment Activities</b>	See <b>Assessment Activities</b> in table above.	
<b>Assessment Criteria</b>	Consistently demonstrates their ability to work with riders with vision-related diagnoses by: <ul style="list-style-type: none"> <li>• Observing and describing the application of three or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect cause and effect relationships between multiple Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribing a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.</li> <li>• Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.</li> </ul>	Consistently demonstrates their ability to work with riders with vision-related diagnoses by: <ul style="list-style-type: none"> <li>• Continually assessing student motivations, performance, and understanding.</li> <li>• Collaborating with students to establish and adapt a lesson plan with a common theme and a clear direction, and individualized focus throughout the lesson.</li> <li>• Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.</li> <li>• Tailoring the learning environment to align with the needs of individuals.</li> <li>• Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Proactively managing physical and emotional risk to promote engagement in the learning environment.</li> <li>• Customizing and pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>• Encouraging the students to communicate change in performance and/or understanding.</li> <li>• Collaborating with students to apply gained skills to riding situations.</li> </ul>

## Adaptive Snowboard Level I/Specialist 1 Skills: Stand-Up Physical Diagnoses

### Overview of Skills at Adaptive Level I/Specialist 1 Proficiency

Adaptive Snowboard Level I instructors ride competently in beginner through intermediate terrain and adjust their riding to demonstrate technique and tactics to beginner/novice-zone students. They exhibit a basic understanding of adaptive equipment types and use, diagnoses and medication classifications, and communication strategies with respect to the adaptive discipline. Level I instructors use AASI Snowboard and adaptive resources to develop an understanding of body movements and board performance in order to help students achieve more effective performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level I – Stand-Up Physical Diagnoses specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
<b>Learning Outcomes</b>	Demonstrates a basic understanding of the components of student assessments, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.	Demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for students in the beginner/novice zone.	Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice students in the mountain environment.
<b>Learning Experiences</b>	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups in a variety of snow conditions on beginner terrain.</li> <li>• Using a variety of equipment options with different populations and gaining awareness of what is appropriate for desired outcomes.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and related medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses, equipment choices, and Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the beginner/novice zone.</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
<b>Assessment Activities</b>	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
<b>Assessment Criteria</b>	Demonstrates the following lesson components crucial to improving the performance of stand-up riders with physical diagnoses through the beginner/novice zone: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	Shows a general knowledge of the following for stand-up riders with physical diagnoses: <ul style="list-style-type: none"> <li>• Prevalent diagnoses.</li> <li>• Common associated medication classifications and potential side effects.</li> <li>• Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with beginner/novice-zone stand-up riders with physical diagnoses: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</li> <li>• Understanding the impact of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
<b>Learning Outcomes</b>	Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for students through the beginner/novice zone in the respective adaptive discipline(s).	Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.
<b>Learning Experiences</b>	See <b>Learning Experiences</b> in table above.	
<b>Assessment Activities</b>	See <b>Assessment Activities</b> in table above.	
<b>Assessment Criteria</b>	Consistently demonstrates their ability to work with stand-up riders with physical diagnoses by: <ul style="list-style-type: none"> <li>• Observing and describing the application of one or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships of one or more Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribe a specific change, related to one Technical Fundamental, to achieve the desired outcome.</li> <li>• Observing and describing how equipment choices, techniques, and tactics affect performance and safety.</li> </ul>	Consistently demonstrates their ability to work with stand-up riders with physical diagnoses by: <ul style="list-style-type: none"> <li>• Identifying student motivations, performance, and understanding.</li> <li>• Selecting a basic progression with clear direction and focus.</li> <li>• Planning lessons that involve productive use of movement, practice time, and terrain.</li> <li>• Organizing the learning environment to align with the initial assessment of the group.</li> <li>• Giving the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Managing physical and emotional risk to maintain engagement in the learning environment.</li> <li>• Pacing a clear progression to allow students reflection time as they explore, experiment and/or play toward desired outcomes.</li> <li>• Communicating changes in performance.</li> <li>• Relating changes in performance to lesson outcomes.</li> </ul>



## Adaptive Snowboard Level II/Specialist Skills: Stand-Up Physical Diagnoses

### Overview of Skills at Adaptive Level II/Specialist 2 Proficiency

Adaptive Snowboard Level II instructors ride competently in beginner through some advanced terrain and adjust their riding to demonstrate technique and tactics to intermediate-zone students. Level II instructors relate the Snowboarding Fundamentals to snowboard performance through observation, evaluation, and prescription to help students achieve desired performance objectives.

Upon successful completion of the assessment, an Adaptive Snowboard Level II – Stand-Up Physical Diagnoses specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a refined understanding of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics enhance learning for stand-up riders with physical diagnoses.	Demonstrates a refined understanding of common physical diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for riders in the intermediate zone.	Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate-zone stand-up riders with physical diagnoses through the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups in a variety of snow conditions on intermediate terrain (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>• Using a variety of equipment options with different populations and recognizing the pros and cons of each.</li> <li>• Exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect students' performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the intermediate zone (as applicable to the equipment).</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Within the following lesson components, explains their decision-making process – while demonstrating cause-and-effect relationships crucial to improving performance and skill development of stand-up riders with physical diagnoses through the intermediate zone: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	Facilitates learning for stand-up riders with physical diagnoses by explaining, analyzing, and applying a refined knowledge of: <ul style="list-style-type: none"> <li>• Single and multiple diagnoses.</li> <li>• Medication classifications and potential side effects.</li> <li>• Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with stand-up riders with physical diagnoses through the intermediate zone by: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Adjusting personal performance, teaching, and tactics to direct student performance – using timing, intensity, and duration (TID) – and accounting for the diagnoses as well as changing snow conditions.</li> <li>• Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships of Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for stand-up riders with physical diagnoses through the intermediate zone.	Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to stand-up riders with physical diagnoses and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with stand-up riders with physical diagnoses by: <ul style="list-style-type: none"> <li>• Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.</li> <li>• Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</li> </ul>	Consistently demonstrates their ability to work with stand-up riders with physical diagnoses by: <ul style="list-style-type: none"> <li>• Periodically assessing student motivations, performance, and understanding.</li> <li>• Collaborating with students to establish an adaptable lesson plan with clear direction and focus.</li> <li>• Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.</li> <li>• Adapting the learning environment to align with the needs of the group.</li> <li>• Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Managing physical and emotional risk to promote engagement in the learning environment.</li> <li>• Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>• Helping students to recognize and understand change in performance relative to outcomes.</li> <li>• Helping students apply gained skills to riding situations.</li> </ul>

## Adaptive Snowboard Level III/Specialist 3 Skills: Stand-Up Physical Diagnoses

### Overview of Skills at Adaptive Level III/Specialist 3 Proficiency

Adaptive Snowboard Level III instructors apply all Snowboarding Fundamentals, with accuracy, to achieve the desired outcomes through all terrain suitable for advanced-zone students. They adapt board performance and the fundamentals to illustrate the technical content delivered to beginner/novice- through advanced-zone students. They evaluate complex relationships of body and board performance, using observation, evaluation, and prescription to enhance student performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level III – Stand-Up Physical Diagnoses specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
<b>Learning Outcomes</b>	Leverages knowledge of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics promote learning for stand-up riders with physical diagnoses.	Leverages knowledge of physical diagnoses and common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for riders through all zones. Implements appropriate solutions to improve rider performance.	Leverages knowledge of technical tactics and communication strategies for working with and guiding all stand-up riders with physical diagnoses through the mountain environment.
<b>Learning Experiences</b>	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups on a variety of snow conditions through all zones (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>• Using a variety of equipment options with different populations and recognizing cause-and-effect relationships of equipment choices on the students' success.</li> <li>• Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes through all zones (as applicable to the equipment).</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
<b>Assessment Activities</b>	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
<b>Assessment Criteria</b>	Within the following lesson components, leverages their knowledge of cause-and-effect relationships to meet goals and improve performance and skill development of stand-up riders with physical diagnoses through all zones: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	Maximizes the performance of stand-up riders with physical diagnoses, through a process of analysis, prioritization, and integration of advanced knowledge of: <ul style="list-style-type: none"> <li>• Single and multiple diagnoses.</li> <li>• Medication classifications and potential side effects.</li> <li>• Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with all stand-up riders with physical diagnoses by: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance – using timing, intensity, duration, and more – and accounting for changes in terrain and conditions through all aspects of the mountain environment.</li> <li>• Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
<b>Learning Outcomes</b>	Articulates accurate cause-and-effect relationships of all the Technical Fundamentals within all phases of the turn/ATML to offer an effective prescription for change for stand-up riders with physical diagnoses through the advanced zone.	Demonstrates their ability to adapt Teaching Skills learning outcomes relative to stand-up riders with physical diagnoses, plan learning outcomes, and create individualized experiences – moving riders toward agreed-upon outcomes while optimizing engagement in the process.
<b>Learning Experiences</b>	See <b>Learning Experiences</b> in table above.	
<b>Assessment Activities</b>	See <b>Assessment Activities</b> in table above.	
<b>Assessment Criteria</b>	Consistently demonstrates their ability to work with stand-up riders with physical diagnoses through all zones by: <ul style="list-style-type: none"> <li>• Observing and describing the application of three or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribing a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.</li> <li>• Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.</li> </ul>	Consistently demonstrates their ability to work with stand-up riders with physical diagnosis by: <ul style="list-style-type: none"> <li>• Continually assessing student motivations, performance, and understanding.</li> <li>• Collaborating with students to establish and adapt a lesson plan with a common theme and a clear direction, and individualized focus throughout the lesson.</li> <li>• Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals. Tailoring the learning environment to align with the needs of individuals.</li> <li>• Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Proactively managing physical and emotional risk to promote engagement in the learning environment.</li> <li>• Customizing and pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>• Encouraging the students to communicate change in performance and/or understanding.</li> <li>• Collaborating with students to apply gained skills to riding situations.</li> </ul>

## Adaptive Snowboard Level I/Specialist 1 Skills: Bi-Ski

### Overview of Skills at Adaptive Level I/Specialist 1 Proficiency

Adaptive Snowboard Level I instructors ride competently in beginner through intermediate terrain and adjust their riding to demonstrate technique and tactics to beginner/novice-zone students. They exhibit a basic understanding of adaptive equipment types and use, diagnoses and medication classifications, and communication strategies with respect to the adaptive discipline. Level I instructors use PSIA-AASI snowboard, alpine, and adaptive resources to develop an understanding of body movements and ski/board performance in order to help students achieve more effective performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level I – Bi-Ski specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a basic understanding of the components of student assessments, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.	Demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for students in the beginner/novice zone.	Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice students in the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>Communicating with and guiding individuals and small groups in a variety of snow conditions on beginner terrain.</li> <li>Using a variety of equipment options with different populations and gaining awareness of what is appropriate for desired outcomes.</li> <li>Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of diagnoses, followed by a review and debrief.</li> <li>Identifying diagnoses and related medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>Analyzing efficient and inefficient skiing to better understand best practices relevant to the diagnoses, equipment choices, and Alpine Skiing Fundamentals.</li> <li>Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the beginner/novice zone.</li> <li>Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Demonstrates the following lesson components crucial to improving the performance of bi-skiers through the beginner/novice zone: <ul style="list-style-type: none"> <li>Appropriate student assessments.</li> <li>Assistive equipment choices.</li> <li>Assistive equipment set-up.</li> <li>Assistive technique and tactical choices.</li> </ul>	Shows a general knowledge of the following for bi-skiers: <ul style="list-style-type: none"> <li>Prevalent diagnoses.</li> <li>Common associated medication classifications and potential side effects.</li> <li>Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with beginner/novice bi-skiers using fixed outriggers, handheld outriggers, or a combination of both by: <ul style="list-style-type: none"> <li>Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</li> <li>Understanding the impact of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates an accurate cause-and-effect relationship between body and ski performance within any single Alpine Skiing Fundamental in a specific phase of the turn to offer a relevant prescription for change for students in the beginner/novice zone in the respective adaptive discipline(s).	Demonstrates a basic understanding to adapt the Teaching Skills learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with bi-skiers by: <ul style="list-style-type: none"> <li>Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.</li> <li>Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.</li> <li>Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</li> </ul>	Consistently demonstrates their ability to work with bi-skiers by: <ul style="list-style-type: none"> <li>Identifying student motivations, performance, and understanding.</li> <li>Selecting a basic progression with clear direction and focus.</li> <li>Planning lessons that involve productive use of movement, practice time, and terrain.</li> <li>Organizing the learning environment to align with the initial assessment of the group.</li> <li>Giving the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</li> <li>Managing physical and emotional risk to maintain engagement in the learning environment.</li> <li>Pacing a clear progression to allow students reflection time as they explore, experiment and/or play toward desired outcomes.</li> <li>Communicating changes in performance.</li> <li>Relating changes in performance to lesson outcomes.</li> </ul>

## Adaptive Snowboard Level II/Specialist Skills: Bi-Ski

### Overview of Skills at Adaptive Level II/Specialist 2 Proficiency

Adaptive Snowboard Level II instructors ride competently in beginner through some advanced terrain and adjust their riding to demonstrate technique and tactics to intermediate-zone students. Level II instructors relate the Alpine and Snowboard Technical Fundamentals to ski/board performance through observation, evaluation, and prescription to help students achieve desired performance objectives.

Upon successful completion of the assessment, an Adaptive Snowboard Level II – Bi-Ski specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a refined understanding of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics enhance learning for bi-skiers.	Demonstrates a refined understanding of common diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for bi-skiers in the intermediate zone.	Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate bi-skiers through the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups in a variety of snow conditions on intermediate terrain (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>• Using a variety of equipment options with different populations and recognizing the pros and cons of each.</li> <li>• Exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect students' performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the intermediate zone (as applicable to the equipment).</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Within the following lesson components, explains their decision-making process – while demonstrating cause-and-effect relationships crucial to improving performance and skill development of bi-skiers through the intermediate zone: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	Facilitates learning for bi-skiers, by explaining, analyzing, and applying a refined knowledge of: <ul style="list-style-type: none"> <li>• Single and multiple diagnoses.</li> <li>• Medication classifications and potential side effects.</li> <li>• Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with intermediate zone bi-skiers using fixed outriggers, handheld outriggers, or a combination of both by: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Adjusting personal performance, teaching, and tactics to direct student performance – using timing, intensity, and duration (TID) – and accounting for the diagnoses as well as changing snow conditions.</li> <li>• Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships between body and ski performance of the Alpine Skiing Fundamentals through all phases of the turn, resulting in an effective prescription for change for bi-skiers through the intermediate zone.	Demonstrates their ability to adapt the Teaching Skills Teaching-Skill learning outcomes relative to bi-skiers and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with bi-skiers by: <ul style="list-style-type: none"> <li>• Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.</li> <li>• Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</li> </ul>	Consistently demonstrates their ability to work with bi-skiers by: <ul style="list-style-type: none"> <li>• Periodically assessing student motivations, performance, and understanding.</li> <li>• Collaborating with students to establish an adaptable lesson plan with clear direction and focus.</li> <li>• Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.</li> <li>• Adapting the learning environment to align with the needs of the group.</li> <li>• Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Managing physical and emotional risk to promote engagement in the learning environment.</li> <li>• Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>• Helping students to recognize and understand change in performance relative to outcomes.</li> <li>• Helping students apply gained skills to skiing situations.</li> </ul>

## Adaptive Snowboard Level III/Specialist 3 Skills: Bi-Ski

### Overview of Skills at Adaptive Level III/Specialist 3 Proficiency

Adaptive Snowboard Level III instructors apply all Snowboarding Fundamentals, with accuracy, to achieve the desired outcomes through all terrain suitable for advanced-zone students. They adapt ski performance and the fundamentals to illustrate the technical content delivered to beginner/novice- through advanced-zone students. They evaluate complex relationships of body and ski/board performance, using observation, evaluation, and prescription to enhance student performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level III – Bi-Ski specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
<b>Learning Outcomes</b>	Leverages knowledge of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics promote learning for bi-skiers.	Leverages knowledge of diagnoses and common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for bi-skiers in all zones. Implements appropriate solutions to improve student performance.	Leverages knowledge of technical tactics and communication strategies for working with and guiding bi-skiers through the mountain environment.
<b>Learning Experiences</b>	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups on a variety of snow conditions through all zones (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>• Using a variety of equipment options with different populations and recognizing cause-and-effect relationships of equipment choices on the students' success.</li> <li>• Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes through all zones (as applicable to the equipment).</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
<b>Assessment Activities</b>	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
<b>Assessment Criteria</b>	Within the following lesson components, leverages their knowledge of cause-and-effect relationships to meet goals and improve performance and skill development of bi-skiers through all zones: <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	Maximizes the performance of bi-skiers, through a process of analysis, prioritization, and integration of advanced knowledge of: <ul style="list-style-type: none"> <li>• Single and multiple diagnoses, including common accompanying diagnoses.</li> <li>• Medication classifications and potential side effects.</li> <li>• Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with all bi-skiers using fixed outriggers, handheld outriggers, or a combination of both by: <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance – using timing, intensity, duration, and more – and accounting for changes in terrain and conditions through all aspects of the mountain environment.</li> <li>• Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
<b>Learning Outcomes</b>	Describes cause-and-effect relationships of all Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for students who are bi-skiers, through all zones.	Demonstrates their ability to adapt Teaching Skills learning outcomes relative to bi-skiers, plan learning outcomes, and create individualized experiences – moving skiers toward agreed-upon outcomes while optimizing engagement in the process.
<b>Learning Experiences</b>	See <b>Learning Experiences</b> in table above.	
<b>Assessment Activities</b>	See <b>Assessment Activities</b> in table above.	
<b>Assessment Criteria</b>	Consistently demonstrates their ability to work with bi-skiers by: <ul style="list-style-type: none"> <li>• Observing and describing the application of three or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribing a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.</li> <li>• Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.</li> </ul>	Consistently demonstrates their ability to work with bi-skiers by: <ul style="list-style-type: none"> <li>• Continually assessing student motivations, performance, and understanding.</li> <li>• Collaborating with students to establish and adapt a lesson plan with a common theme and a clear direction, and individualized focus throughout the lesson.</li> <li>• Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.</li> <li>• Tailoring the learning environment to align with the needs of individuals.</li> <li>• Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Proactively managing physical and emotional risk to promote engagement in the learning environment.</li> <li>• Customizing and pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>• Encouraging the students to communicate change in performance and/or understanding.</li> <li>• Collaborating with students to apply gained skills to skiing situations.</li> </ul>

## Adaptive Snowboard Level I/Specialist 1 Skills: Mono-Ski

### Overview of Skills at Adaptive Level I/Specialist 1 Proficiency

Adaptive Snowboard Level I instructors ride competently in beginner through intermediate terrain and adjust their riding to demonstrate technique and tactics to beginner/novice-zone students. They exhibit a basic understanding of adaptive equipment types and use, diagnoses and medication classifications, and communication strategies with respect to the adaptive discipline. Level I instructors use PSIA-AASI snowboard, alpine and adaptive resources to develop an understanding of body movements and ski/board performance in order to help students achieve more effective performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level I – Mono-Ski specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
<b>Learning Outcomes</b>	Demonstrates a basic understanding of the components of student assessments, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics influence learning.	Demonstrates a basic understanding of the most common diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, riding performance, and teaching considerations for skiers in the beginner/novice zone.	Demonstrates a basic understanding of technical tactics and communication strategies for working with and guiding beginner/novice skiers in the mountain environment.
<b>Learning Experiences</b>	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>Communicating with and guiding individuals and small groups in a variety of snow conditions on beginner terrain.</li> <li>Using a variety of equipment options with different populations and gaining awareness of what is appropriate for desired outcomes.</li> <li>Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of diagnoses, followed by a review and debrief.</li> <li>Identifying diagnoses and related medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses, equipment choices, and Snowboarding/Alpine Skiing Fundamentals.</li> <li>Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the beginner/novice zone.</li> <li>Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
<b>Assessment Activities</b>	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
<b>Assessment Criteria</b>	Demonstrates the following lesson components crucial to improving the performance of mono-skiers through the beginner/novice zone: <ul style="list-style-type: none"> <li>Appropriate student assessments.</li> <li>Assistive equipment choices.</li> <li>Assistive equipment set-up.</li> <li>Assistive technique and tactical choices.</li> </ul>	Shows a general knowledge of the following for mono-skiers: <ul style="list-style-type: none"> <li>Prevalent diagnoses.</li> <li>Common associated medication classifications and potential side effects.</li> <li>Basic strategies of how to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with mono-skiers through the beginner/novice zone by: <ul style="list-style-type: none"> <li>Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>Adjusting personal performance, teaching techniques, and tactics to direct student performance; accounting for diagnoses, snow conditions, and terrain.</li> <li>Understanding the impact of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
<b>Learning Outcomes</b>	Articulates an accurate cause-and-effect relationship between body and ski performance within any single Alpine Skiing Fundamental in a specific phase of the turn to offer a relevant prescription for change for students in the beginner/novice zone in the respective adaptive discipline(s).	Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to working with students within the respective adaptive discipline(s) and facilitates learning experiences moving toward the agreed-upon outcomes.
<b>Learning Experiences</b>	See <b>Learning Experiences</b> in table above.	
<b>Assessment Activities</b>	See <b>Assessment Activities</b> in table above.	
<b>Assessment Criteria</b>	Consistently demonstrates their ability to work with mono-skiers by: <ul style="list-style-type: none"> <li>Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.</li> <li>Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.</li> <li>Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</li> </ul>	Consistently demonstrates their ability to work with mono-skiers by: <ul style="list-style-type: none"> <li>Identifying student motivations, performance, and understanding.</li> <li>Selecting a basic progression with clear direction and focus.</li> <li>Planning lessons that involve productive use of movement, practice time, and terrain.</li> <li>Organizing the learning environment to align with the initial assessment of the group.</li> <li>Giving the group relevant information (basic descriptions, demonstrations, and feedback) that encourages learning.</li> <li>Managing physical and emotional risk to maintain engagement in the learning environment.</li> <li>Pacing a clear progression to allow students reflection time as they explore, experiment and/or play toward desired outcomes.</li> <li>Communicating changes in performance.</li> <li>Relating changes in performance to lesson outcomes.</li> </ul>

## Adaptive Snowboard Level II/Specialist Skills: Mono-Ski

### Overview of Skills at Adaptive Level II/Specialist 2 Proficiency

Adaptive Snowboard Level II instructors ride competently in beginner through some advanced terrain and adjust their riding to demonstrate technique and tactics to intermediate-zone students. Level II instructors relate the Alpine and Snowboard Technical Fundamentals to ski/board performance through observation, evaluation, and prescription to help students achieve desired performance objectives.

Upon successful completion of the assessment, an Adaptive Snowboard Level II – Mono-Ski specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Demonstrates a refined understanding of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics enhance learning for mono-skiers.	Demonstrates a refined understanding of common diagnoses and a basic understanding of common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for mono-skiers in the intermediate zone.	Demonstrates a refined understanding of technical tactics and communication strategies for working with and guiding intermediate mono-skiers through the mountain environment.
Learning Experiences	<p>Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on:</p> <ul style="list-style-type: none"> <li>• Communicating with and guiding individuals and small groups in a variety of snow conditions on intermediate terrain (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>• Using a variety of equipment options with different populations and recognizing the pros and cons of each.</li> <li>• Exploring different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>• Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>• Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>• Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect students' performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>• Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes in the intermediate zone (as applicable to the equipment).</li> <li>• Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on/conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	<p>Within the following lesson components, explains their decision-making process – while demonstrating cause-and-effect relationships crucial to improving performance and skill development of mono-skiers through the intermediate zone:</p> <ul style="list-style-type: none"> <li>• Appropriate student assessments.</li> <li>• Assistive equipment choices.</li> <li>• Assistive equipment set-up.</li> <li>• Assistive technique and tactical choices.</li> </ul>	<p>Facilitates learning for mono-skiers by explaining, analyzing, and applying a refined knowledge of:</p> <ul style="list-style-type: none"> <li>• Single and multiple diagnoses.</li> <li>• Medication classifications and potential side effects.</li> <li>• Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	<p>Consistently demonstrates their ability to work with intermediate mono-skiers by:</p> <ul style="list-style-type: none"> <li>• Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>• Adjusting personal performance, teaching, and tactics to direct student performance –using duration, intensity, rate, and timing (DIRT) – and accounting for the diagnoses as well as changing snow conditions.</li> <li>• Applying and adapting verbal and nonverbal two-way communication to facilitate a change in student performance.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Articulates accurate cause-and-effect relationships between body and ski performance of the Alpine Skiing Fundamentals through all phases of the turn, resulting in an effective prescription for change for mono-skiers through the intermediate zone.	Demonstrates their ability to adapt the Teaching Skills learning outcomes relative to students who are mono-skiers and adapts learning experiences as necessary, moving toward the agreed-upon outcomes while engaging them in the process.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	<p>Consistently demonstrates their ability to work with mono-skiers by:</p> <ul style="list-style-type: none"> <li>• Observing and describing the application of two or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>• Evaluating and describing the cause-and-effect relationships of two or more Technical Fundamentals relative to the desired outcome.</li> <li>• Prescribing a specific change, related to one or more Technical Fundamental, to achieve the desired outcome.</li> <li>• Relating how equipment choices, techniques, and tactics affect outcomes through the intermediate zone.</li> </ul>	<p>Consistently demonstrates their ability to work with mono-skiers by:</p> <ul style="list-style-type: none"> <li>• Periodically assessing student motivations, performance, and understanding.</li> <li>• Collaborating with students to establish an adaptable lesson plan with clear direction and focus.</li> <li>• Planning playful and/or exploratory lessons with productive use of movement, practice time, and terrain.</li> <li>• Adapting the learning environment to align with the needs of the group.</li> <li>• Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>• Managing physical and emotional risk to promote engagement in the learning environment.</li> <li>• Pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>• Helping students to recognize and understand change in performance relative to outcomes.</li> <li>• Helping students apply gained skills to skiing situations.</li> </ul>

## Adaptive Snowboard Level III/Specialist 3 Skills: Mono-Ski

### Overview of Skills at Adaptive Level III/Specialist 3 Proficiency

Adaptive Snowboard Level III instructors apply all Snowboard and Alpine Technical Fundamentals, with accuracy, to achieve the desired outcomes through all terrain suitable for advanced-zone students. They adapt ski/board performance and the fundamentals to illustrate the technical content delivered to beginner/novice- through advanced-zone students. They evaluate complex relationships of body and ski/board performance, using observation, evaluation, and prescription to enhance student performance.

Upon successful completion of the assessment, an Adaptive Snowboard Level III – Mono-Ski specialist...

	Assessment, Equipment, & Tactics	Diagnoses & Medications	Technical Tactics & Communication
Learning Outcomes	Leverages knowledge of the components of student assessment, including students' cognitive, affective, and physical abilities and needs, and how equipment selection, setup, and tactics promote learning for mono-skiers.	Leverages knowledge of diagnoses and common accompanying diagnoses – as well as applicable medication classifications and their potential side effects – in relation to the adaptive discipline, skiing performance, and teaching considerations for mono-skiers in all zones. Implements appropriate solutions to improve student performance.	Leverages knowledge of technical tactics and communication strategies for working with and guiding all mono-skiers through the mountain environment.
Learning Experiences	Benefits from learning experiences related to working with people with disabilities and all segments of the snowsports population, which can include e-learning, videos, seminars, presentations, reading, workbooks, home-area training programs, individual teaching sessions, small-group teaching sessions, guided debriefs of teaching sessions, and in-person training focused on: <ul style="list-style-type: none"> <li>Communicating with and guiding individuals and small groups on a variety of snow conditions through all zones (as applicable to the equipment) – observing others, practicing with others, and receiving feedback.</li> <li>Using a variety of equipment options with different populations and recognizing cause-and-effect relationships of equipment choices on the students' success.</li> <li>Using different types, sizes, adjustments, and purposes of gear in multiple types of terrain and snow conditions.</li> <li>Shadowing/observing other instructors to see how they adapt their teaching skills for people with a variety of single and/or concomitant diagnoses, followed by a review and debrief.</li> <li>Identifying diagnoses and medication-classification characteristics, informed by a broad range of reliable sources.</li> <li>Analyzing efficient and inefficient riding/skiing to better understand best practices relevant to the diagnoses and equipment choices and how those choices positively or adversely affect performance of the Snowboarding/Alpine Skiing Fundamentals.</li> <li>Planning learning outcomes, implementing learning experiences, and identifying and communicating performance changes through all zones (as applicable to the equipment).</li> <li>Attending local, regional, and national alpine, snowboard and adaptive education events.</li> </ul>		
Assessment Activities	Performs assessment activities – which vary between divisions and also between examiners, depending on conditions and group experiences – that may include online exams, e-learning courses, individual or group interviews with examiner(s), video analysis, simulated or real lessons, and presentations (with discussion) on self-reflection to examiners, trainers, and peers.		
Assessment Criteria	Within the following lesson components, leverages their knowledge of cause-and-effect relationships to meet goals and improve performance and skill development of mono-skiers through all zones: <ul style="list-style-type: none"> <li>Appropriate student assessments.</li> <li>Assistive equipment choices.</li> <li>Assistive equipment set-up.</li> <li>Assistive technique and tactical choices.</li> </ul>	Maximizes the performance of students who are mono-skiers, through a process of analysis, prioritization, and integration of advanced knowledge of: <ul style="list-style-type: none"> <li>Single and multiple diagnoses.</li> <li>Medication classifications and potential side effects.</li> <li>Strategies to prevent, reduce, and safely respond to corollary effects of students' diagnoses and medications.</li> </ul>	Consistently demonstrates their ability to work with students who are mono-skiers by: <ul style="list-style-type: none"> <li>Accurately demonstrating procedures for safely navigating the mountain environment.</li> <li>Anticipating and adjusting personal performance, teaching, and tactics to positively impact and refine accuracy of student performance – using timing, intensity, duration, and more – and accounting for changes in terrain and conditions through all aspects of the mountain environment.</li> <li>Evaluating and influencing students' performance through creative use of verbal and nonverbal two-way communication.</li> </ul>

	Movement Analysis	Adaptation of Teaching & Learning
Learning Outcomes	Describes cause-and-effect relationships of all the Alpine Skiing Fundamentals through all turn phases, resulting in an effective prescription for change for mono-skiers through all zones.	Demonstrates their ability to adapt Teaching Skills learning outcomes relative to mono-skiers, plan learning outcomes, and create individualized experiences – moving skiers toward agreed-upon outcomes while optimizing engagement in the process.
Learning Experiences	See <b>Learning Experiences</b> in table above.	
Assessment Activities	See <b>Assessment Activities</b> in table above.	
Assessment Criteria	Consistently demonstrates their ability to work with mono-skiers by: <ul style="list-style-type: none"> <li>Observing and describing the application of three or more Technical Fundamentals in all phases of the turn/ATML.</li> <li>Evaluating and describing the cause-and-effect relationships between multiple Technical Fundamentals relative to the desired outcome.</li> <li>Prescribing a specific change, related to multiple Technical Fundamentals, to achieve the desired outcome.</li> <li>Evaluating equipment-based cause-and-effect relationships relative to the student and their objectives in all zones.</li> </ul>	Consistently demonstrates their ability to work with mono-skiers by: <ul style="list-style-type: none"> <li>Continually assessing student motivations, performance, and understanding.</li> <li>Collaborating with students to establish and adapt a lesson plan with a common theme and a clear direction, and individualized focus throughout the lesson.</li> <li>Planning creative, playful, and exploratory learning experiences in which movement, practice time, and terrain are optimized for individuals.</li> <li>Tailoring the learning environment to align with the needs of individuals.</li> <li>Providing clear and relevant information (descriptions, demonstrations, and feedback) that encourages learning.</li> <li>Proactively managing physical and emotional risk to promote engagement in the learning environment.</li> <li>Customizing and pacing learning activities to allow students reflection time as they explore, experiment, and/or play toward desired outcomes.</li> <li>Encouraging the students to communicate change in performance and/or understanding.</li> <li>Collaborating with students to apply gained skills to skiing situations.</li> </ul>