



Revision 12-5-17

# *PSIA – Central Division – AASI*

## **ADAPTIVE ALPINE LEVEL 1 & 2 WORKBOOK**

### **3-TRACK, 4-TRACK & SLIDER**



Name: \_\_\_\_\_

**This workbook is a tool for you to expand your skiing, teaching and technical skills in preparation for your Adaptive 3-Track, 4-Track & Slider exam. Bring the completed workbook to your on-hill exam.**

*Note: The Americans with Disabilities Act (ADA) requires that testing entities such as PSIA-C-AASI make "reasonable accommodations" for qualified candidates with disabilities (whether physical or cognitive) and to the extent that they would not "fundamentally alter" the services being provided. Members with disabilities who are considering applying for an education course or certification exam must contact PSIA-C-AASI at 763-235-6484 at least four weeks in advance of a scheduled course or exam to provide notice of their requested reasonable accommodation and discuss their situations. This allows PSIA-C-AASI to assess your request for a reasonable accommodation and to plan for reasonable accommodations, if necessary. Requests for accommodations will be considered on a case-by-case basis.*

*The essential eligibility requirements for each Adaptive Alpine Level 1 & 2 course and exam are presented in the PSIA-C-AASI Adaptive Alpine Level 1 & 2 Exam Material. The standards are national in scope and their maintenance is necessary in the interests of public safety, effectiveness, value for the consumer, and guest/employer expectations.*

*The ADA does not require reasonable accommodations for a transitory or minor disability. A transitory disability is an impairment with a duration of six months or less, such as one caused by illness or injury. If this applies to you, you may contact the PSIA-C-AASI office to receive or refund or to transfer to a future clinic or exam.*

*You may refer to the PSIA-C-AASI Americans with Disabilities Act (ADA) Policy for further information.\**

*\*Awaiting board approval.*

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*Local and program regulations and safety guidelines take precedence over this information. It is in your best interest to exercise due diligence in determining the appropriateness of the information for your particular circumstances. In addition, please take into account any and all factors that may affect your lesson. This includes but is not limited to: the health, well-being and fitness of the student; weather conditions; terrain; other people on the slope; your own abilities, as well as those of your student and anyone who may accompany you.*

*This guideline provides links to other resources as well as websites owned by or maintained on behalf of third parties. The content of any such third-party source or site is not within our control, and we cannot and will not take responsibility for the information in them, nor should any references to them be considered any endorsement by PSIA-C-AASI.*

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All of the answers can be found in the following resources:

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Adaptive Snowsports Instruction*. Lakewood, CO: The Professional Ski Instructors of America Education Foundation, 2003.

Professional Ski Instructors of America. *Alpine Technical Manual*. Lakewood, CO: The American Snowsports Education Association Education Foundation, 2014.

Professional Ski Instructors of America & American Association of Snowboard Instructors. *Core Concepts for Snowsports Instructors*. The Professional Ski Instructors of America Education Foundation, 2001.

PSIA-RM-AASI  
ADAPTIVE ENCYCLOPEDIA  
Free download

PSIA-RM-AASI  
ADAPTIVE EXAM GUIDE: 3-TRACK / 4-TRACK  
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PSIA-RM-AASI  
ADAPTIVE EXAM GUIDE: SLIDER  
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For PSIA-RM-AASI reference materials: <http://bit.ly/2hwmYgG>



## Preparing for Your On-the-Hill Exam

Use the following tables to track your progress as you are studying and practicing for your exam.

✓	<b>3-Track/4-Track Preparation</b>	<b>Comments</b>
	<b>Learn to assess the guest's balance, stance &amp; physical needs.</b>	
	<b>Learn about outrigger parts and their adjustments.</b> <i>When would you adjust the length of the outrigger? The brake?</i>	
	<b>Understand principles of ski length and shape.</b> <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	<b>Be familiar with and use different adaptive devices.</b> <i>What are the strengths and challenges of each device? Under what circumstances would you use each device?</i>	
	<b>Practice various hands-on assists.</b> <i>In what situations would you use these assists?</i>	
	<b>Practice loads/unloads and safety protocols.</b> <i>What additional safety concerns should you address with a 3-Track/4-Track guest?</i>	
	<b>Learn to ski with outriggers.</b> <i>One of the best ways to understand skiing with outriggers is to practice skiing as a 3-tracker (holding one leg up) and as a 4-tracker. Notice how tired you get when one leg is supporting all your weight. How can you structure your lessons to minimize fatigue?</i>	
	<b>Practice tethering a 4-Track skier.</b> <i>Can you safely tether? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	<b>Read the PSIA-RM-AASI Adaptive Exam Guide for 3-Track/4-Track.</b> <i>How can you use the progressions to help your guests improve their skiing?</i>	
	<b>Audit an experienced instructor in a 3-Track/4-Track lesson.</b> <i>What did you learn that you can use in your own 3-Track/4-Track lessons?</i>	
	<b>Write out 3-Track/4-Track progressions.</b> <i>Create sample scenarios and then write out sample progressions to fit your scenarios. Try thinking of unique scenarios! How do 3-Track/4-Track progressions differ from other stand-up progressions? How can you give your guest greater independence?</i>	

✓	<b>Slider Preparation</b>	<b>Comments</b>
	<b>Learn to assess the guest's balance, stance &amp; physical needs.</b>	
	<b>Learn about the slider parts and their adjustments.</b> <i>What functions do they support? Think up different guest balance, stance and physical issues and then practice adjusting the slider for such issues.</i>	
	<b>Understand principles of ski length and shape.</b> <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	<b>Practice loads/unloads and safety protocols.</b> <i>What additional safety concerns should you address with a Slider guest?</i>	
	<b>Practice tethering a Slider.</b> <i>Can you safely tether a Slider? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	<b>Learn to ski with the Slider.</b> <i>One of the best ways to understand skiing with a slider is to have someone tether you in a Slider. How does it feel to depend on someone else for your speed control?</i>	
	<b>Read the PSIA-RM-AASI Adaptive Exam Guide for Slider.</b> <i>How can you use the progressions to help your guests improve their skiing?</i>	
	<b>Audit an experienced instructor in a Slider lesson.</b> <i>What did you learn that you can use in your own Slider lessons?</i>	
	<b>Write out Slider progressions.</b> <i>Create sample scenarios and then write out sample progressions to fit your scenarios. Try thinking of unique scenarios! How do Slider progressions differ from other stand-up progressions? How can you give your guest greater independence?</i>	

✓	<b>Disability Awareness</b>
	<i>As an adaptive ski instructor, you are expected to be aware of the disabilities that might affect your guests.</i>
	<b>Read the PSIA-RM-AASI Adaptive Encyclopedia and the Adaptive Snowsports Instruction Manual.</b> <i>What other references are available?</i>
	<b>Know basic Disability Etiquette.</b> <i>Incorporate this etiquette into your lessons and interactions with your guests.</i>
	<b>Know the disabilities and medications you are most likely to encounter with a guest who skis 3-Track, 4-Track or Slider.</b> <i>The disabilities and medications you are expected to know are listed on the following page. For each disability, you are expected to know symptoms and the special considerations for skiing. For each category of medication, you should know the uses and side effects.</i>

✓	<b>Movement Analysis</b>
	<i>Movement analysis can elevate a lesson in such a way that your guests meet their goals and improve their skiing.</i>
	<b>Become familiar with the PSIA-C format for movement analysis (MODDS).</b> <i>Incorporate the concepts of movement analysis into your lessons.</i>
	<b>Practice using movement analysis.</b> <i>You can find skiing videos on YouTube and Vimeo. Or you can practice movement analysis on your fellow instructors and skiers you see on the hill.</i>

## Prerequisites for Adaptive Level 1 & 2 Certification

1. Minimum 16 years of age
2. Participant shall be required to have 10 hours of on-hill Lead Adaptive ski instruction experience
3. Take the Adaptive Alpine Workshop Clinic and Functional Skiing Assessment.
4. Demonstrate level 1 or level 2 proficiency before taking an exam module
5. Be current in dues and Continuing Education Units (CEUs)
6. Level 3 Certified Instructors from another discipline may bypass the Level 1 Adaptive Alpine Workshop Clinic and Functional Skiing Assessment.

## Requirements to Achieve Adaptive Level 1 Certification

1. Completed the Adaptive Alpine Workshop Clinic and Functional Skiing Assessment demonstrating level 1 or level 2 proficiency.
2. Complete the corresponding workbook for the Module Exam
3. Attend and pass the corresponding on-hill Module Exam.

## Requirements to Achieve Adaptive Level 2 Certification

1. Completed the Adaptive Alpine Workshop Clinic and Functional Skiing Assessment demonstrating level 1 or level 2 proficiency.
2. Complete the corresponding workbook for the Module Exam
3. Attend and pass the corresponding on-hill Module Exam
4. Meet the Adaptive Level 1 standard in all Exam Modules
5. Meet the Adaptive Level 2 standard in at least one Exam Module

## Disabilities and Medications to Study for Your Level 1 & 2 Exam

*As an adaptive instructor, you are expected to know the common disabilities that might require the use of adaptive ski equipment or techniques, as well as the medications that these individuals might use. You may be tested verbally on the following disabilities and medications throughout the course of your Level 1 & 2 exam.*

*It is expected that you have basic knowledge of each of the disabilities listed, including symptoms and the special considerations for skiing. For each category of medication, you should know the uses and side effects. You are **not** expected to know specific brand names for each classification of medicine.*

### Level 1 & 2 3-Track, 4-Track & Slider Disabilities

- Amputation
- Balance impairments
- Cerebral Palsy
  - Spastic
  - Athetoid
  - Ataxic
  - Mixed CP
- Cerebrovascular Accident
- Congenital anomalies of hip/leg/foot
- Epilepsy
- Limb Deficiency
- Multiple Sclerosis
- Muscular Dystrophy
- Paralysis & Paresis
- Polio
- Post Polio Syndrome
- Spina Bifida
- Spinal Cord Injuries
- Traumatic Brain Injury

### Level 1 & 2 3-Track, 4-Track & Slider Medications

- Analgesics
- Antibacterials
- Antibiotics
- Anticholinergics
- Anticoagulants
- Anticonvulsants
- Antidepressants
- Antidiabetics
- Antiemetics
- Anti-inflammatory
- Antispasmodics
- Chemotherapy
- Diuretics
- Immunosuppressives
- Muscle Relaxants
- Nonsteroidal anti-inflammatory drugs (NSAID's)
- Psychostimulants
- Sedatives
- Steroids

***Observation and Description Movement Matrix (4 to 6 Words)***

	Tipping Movements	Twisting Movements	Bending Movements
Initiation Phase			
Shaping Phase			
Finish Phase			

***"SKIER HEADLINE"*** What can be changed in the shortest amount of time & be most effective why?- Assist the skier to make movement generated at the feet/snow for greater control and quicker activity from the skis.

**MODDS**

M (Motivation)		
O (Observation)		
D (Describe)		
D (Determine)	<b><i>Cause:</i></b>	
	<b><i>Effect:</i></b>	
S (Suggest)		

**Lesson / Coaching Plan**

What:	
How:	
Why:	
What:	
How:	
Why:	
What:	
How:	
Why:	
What:	
How:	
Why:	
What:	
How:	
Why:	

5 SKIING FUNDAMENTALS

1. Control the relationship of the "Center of Mass" to the base of support to direct pressure along the length of the ski.
2. Control the pressure from ski to ski and direct pressure toward the outside ski.
3. Control edge angles through a combination of inclination and angulation.
4. Control the skis rotation (turning, pivoting and steering) with leg rotation separate from the upper and lower body.
5. Regulate the magnitude of pressure created through ski/snow interaction.

## Teaching Section

**Matching:** Match the following words with their definition. Each definition is used only once.

Source: *Core Concepts & Adaptive Alpine Exam Material*

- |                           |  |
|---------------------------|--|
| 1. ___ Learning Style     | A. Questions that provide insights to your students' level of commitment and their emotional response to the lesson                |
| 2. ___ Formal Operations  | B. Piaget's stage of development from age 10+  |
| 3. ___ Generative         | C. In the GCT model, these are considered the most powerful needs in determining a positive guest experience                       |
| 4. ___ Motor Learning     | D. Movements learned by practice or experience that lead to a relatively permanent gain in performance                             |
| 5. ___ Open               | E. Discussing the basic lesson format with students so they know what to expect  |
| 6. ___ Proprioception     | F. A person's dominant or preferred mode of processing information   |
| 7. ___ Guided Discovery   | G. A sensory preference in which students have a heightened awareness of their bodies and how things "feel"                        |
| 8. ___ Self-Actualization | H. A teaching procedure in which a person demonstrates the correct performance of skills   |
| 9. ___ Kinesthetic        | I. The sense of the position and movements of the body and body parts  |
| 10. ___ Musical-Rhythmic  | J. Focus on a broad range of activities within an ability level so the student can experience in-depth learning before progressing |
| 11. ___ Modeling          | K. Repetition of movement patterns or other activities designed to develop or refine a skill                                       |
| 12. ___ Practice          | L. One of the intelligences described by Gardner in which the learner has a propensity for sounds and rhythm and making music      |
| 13. ___ Previewing        | M. The highest level of needs, as postulated by Abraham Maslow   |
| 14. ___ Lateral Learning  | N. Questions used to initiate a discussion or gain information about a student's insights and opinions                             |
| 15. ___ Motivational      | O. Leading the students through a range of activities and/or questions that lead them to a specific answer                         |



**Fill-in-the-blank: Fill the blank with the appropriate terminology.**

*Source: Core Concepts & Adaptive Alpine Exam Material*

1. The process of evaluating student characteristics to determine how to structure individualized, effective lessons is known as \_\_\_\_\_
  
2. When learning new movements, people move through three basic stages of development, which are lengthened for someone who has not yet matured. List these three stages:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. List Maslow’s Hierarchy of needs, beginning with the most pressing needs  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. In the GCT model, \_\_\_\_\_ are the lesson planning exercises which include anything we do or say in response to an identified need.
  
5. When an instructor sets the students in pairs or groups, defining the roles of “doer” and “watcher”, the instructor is using the \_\_\_\_\_ teaching style.
  
6. List the eight basic personality categories, based on Jung’s Functioning Types:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
7. \_\_\_\_\_ is Piaget’s stage of development in which a person begins to visualize and manipulate objects mentally.
  
8. Dealing with issues such as low blood sugar or shivering from cold fall into Maslow’s \_\_\_\_\_ needs.

9. We all pursue three basic goals. List these goals:

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10. The learning domain related to thinking, analyzing and speaking is called the \_\_\_\_\_ domain.

**Multiple Choice: Mark the answer that best completes the statement or question.**

*Source: Core Concepts & Adaptive Alpine Exam Material*

1. In terms of sensory preferences, students who depend strongly on visual input are considered \_\_\_\_\_ learners
  - A. Visual
  - B. Auditory
  - C. Kinesthetic
2. For students who have a high level of musical-rhythmic intelligence, the best way to learn to vary turn size is to
  - A. Pair them up and have them imitate their partner's turn size
  - B. Ask them to visualize making short and long turns
  - C. Suggest that they sing a quick song in their head for short turns and a slow song for long turns
  - D. Ask them to plan the shape of the turn by spotting the trees on the side of the slope
3. Which of the following is NOT a tip for using drills, progressions or games?
  - A. Relate drills and progressions to actual situations
  - B. Avoid emphasizing precision and accuracy in executing drills to prevent the student from becoming discouraged
  - C. Use drills and games to achieve technical goals
  - D. Explain why a drill is being used and how it will be beneficial
  - E. Provide ample practice time
4. Which of the following is NOT a characteristic of kinesthetic learners?
  - A. They have a heightened awareness of their bodies and how things "feel"
  - B. Directions make sense if given step-by-step
  - C. They learn best by doing
  - D. They may need to experience the sensation associated with a type of movement to understand the concept

5. Needing to be accepted and respected and be part of a group falls into the \_\_\_\_\_ level of Maslow's Hierarchy of Needs.
  - A. Physiological
  - B. Safety/Security
  - C. Recognition/Social/Belonging
  - D. Self-esteem
  - E. Self-actualization
  
6. The three types of needs included in the GCT model are
  - A. Visual, Auditory, Kinesthetic
  - B. Extroverted, Sensing, Perceiving
  - C. Interpretive, Generative, Declarative
  - D. Physiological, Biological, Metalogical
  - E. Motivational, Understanding, Movement
  
7. Which of the following is NOT a suggestion for dealing with your students' fear?
  - A. Develop a list of "cue sounds" that link them to past successes
  - B. Modify the task in a way that accommodates the student's fear
  - C. Avoid discussing the fear, since talking about it magnifies the level of fear
  - D. Introduce the task on terrain where the student is comfortable
  
8. According to Jung's Functioning Types, a perceiving person
  - A. Orients to the outerworld by being flexible, spontaneous and adaptive
  - B. Needs to get the global concept
  - C. Learns by attending to facts and data
  - D. Makes decisions based on values and inner harmony
  - E. Is very intuitive
  
9. The learning partnership consists of:
  - A. Student Makeup plus Instructor Behavior
  - B. Movement Analysis plus Teaching Cycle
  - C. Image plus Communication
  - D. Problem Solving plus Guided Discovery

10. According to Gardner's theory of multiple intelligences, a person who is adept in social situations and is persuasive as a leader is exhibiting \_\_\_\_\_ intelligence:
- A. Verbal-Linguistic
  - B. Interpersonal
  - C. Intrapersonal
  - D. Spatial
  - E. Bodily-Kinesthetic

**Multiple Choice: Mark the answer that best completes the statement or question.**

*Source: Alpine Technical Manual & Adaptive Alpine Exam Material*

1. Which of the following is NOT a point of *Your Responsibility Code*?
  - A. Always stay in control.
  - B. People ahead of you have the right of way.
  - C. Stop in a safe place for you and others.
  - D. Observe signs and warning, and keep off closed trails.
  - E. None of the above. They are all part of *Your Responsibility Code*.
2. Gauging your student's ability level, expectations, goals, motivations, limitations and concerns are all part of the \_\_\_\_\_ step in the Teaching Cycle.
  - A. Introduce and develop trust
  - B. Assess students and their movements
  - C. Help determine goals and plan experiences
  - D. Present and share information
  - E. Guide practice
3. When an instructor controls all of the action, making all of the decisions and telling students if they are right or wrong, that instructor is exhibiting the \_\_\_\_\_ teaching style.
  - A. Command
  - B. Task
  - C. Reciprocal
  - D. Guided discovery
  - E. Problem solving

4. Which of the following is NOT a point of the Smart Style Program? (Note: The Smart Style Program has been updated, so make sure that you check a current reference, like [www.freestyleterrain.org](http://www.freestyleterrain.org).)
- A. Make a plan
  - B. Look before you leap
  - C. Always look
  - D. Take it Easy
  - E. Respect
5. The Smart Style Program was designed:
- A. For use on steep terrain
  - B. For use on beginner terrain
  - C. For use in the park and pipe
  - D. To make chairlift lines safer
  - E. For young students as an alternative to *Your Responsibility Code*

## Technical Section

**Matching:** Match the following words with their definition. Each definition is used only once.

Source: *Alpine Technical Manual*

- |                            |   |
|----------------------------|---|
| 1. ___ Carved turns        | A. Maximum result or performance with minimal effort  |
| 2. ___ Angulation          | B. Where the turn begins  |
| 3. ___ Efficiency          | C. Used to shift your center of mass from side to side  |
| 4. ___ Initiation phase    | D. Turns in which the skis travel on an edge with minimal lateral slipping or skidding                                    |
| 5. ___ Countered stance    | E. Turns in which the skis skid on corresponding edges  |
| 6. ___ Lateral movements   | F. The recoil or springing back of a decambered ski   |
| 7. ___ Rebound             | G. Laterally tipping and flexing certain parts of the body more than others to form angles between body segments          |
| 8. ___ Stemming            | H. Any kind of tipping of a body part relative to the slope   |
| 9. ___ Eversion            | I. The application of force across a surface  |
| 10. ___ Christie turns     | J. One of the skills of the PSIA skills concept   |
| 11. ___ Vertical movements | K. Used to raise or lower your center of mass   |
| 12. ___ Inclination        | L. Movement of a body part outward, away from the midline of the body. Typically, this is associated with foot pronation. |
| 13. ___ Rotary             | M. Movement of the skis sideways  |
| 14. ___ Slipping           | N. The displacement of one ski to a position convergent with the weighted ski   |
| 15. ___ Pressure           | O. Involves the inside (uphill) half of the body leading the outside (downhill) half of the body through the turn         |

**Fill-in-the-blank:** Fill the blank with the appropriate terminology.

Source: *Core Concepts & Adaptive Alpine Exam Material*

- The patella is also called the \_\_\_\_\_.
- Freezing or partial freezing of a body part is called \_\_\_\_\_.
- Compared to an adult, a child's center of mass is located slightly \_\_\_\_\_ (lower/higher) in the torso.
- A joint in which a convex part of one bone fits into a concave part of another, allowing motion in only one plane is called a \_\_\_\_\_ joint. Knee and finger joints are examples of such joints.

5. In terms of physics, the \_\_\_\_\_ is the average position of the mass of an object in three dimensions: front-back, left-right and up-down. This is also known as the center of gravity.

**Matching: Match the following words with their definition. Each definition is used only once.**

*Source: Adaptive Snowsports Instruction & Adaptive Encyclopedia*

- |                                 |   |
|---------------------------------|---|
| 1. ___ Paper-clipping           | A. Disorder resulting from anoxia to the brain before, during or shortly after birth  |
| 2. ___ Multiple Sclerosis       | B. Medications prescribed for blood clot prevention   |
| 3. ___ Cerebral palsy           | C. Hereditary disease appearing in childhood, involving steady, progressive degeneration of spinal column and cerebrum  |
| 4. ___ Epilepsy                 | D. Used for students who are unable to hold their legs in a wedge   |
| 5. ___ Arthrogyrosis            | E. Amputation in which half of the pelvis and the associated leg are gone   |
| 6. ___ Anti-coagulant           | F. Chronic inflammation of the spine. Bones will often fuse   |
| 7. ___ Parallel progression     | G. Progressive disease that causes the myelin sheath around nerve cells to become scarred or to disappear so that the nerves no longer transmit the necessary signals |
| 8. ___ Friedreich's ataxia      | H. Medications that control nausea and vomiting   |
| 9. ___ Outriggers               | I. Tubular frame for trunk and forearm support  |
| 10. ___ Hemipelvectomy          | J. Bamboo pole held at waist or chest height. Instructor and student ski beside each other.   |
| 11. ___ Single long pole assist | K. Forearm crutches with a regular or lightweight ski tip mounted at the base   |
| 12. ___ Antiemetic              | L. Condition of having immovable joints   |
| 13. ___ Ankylosing Spondylitis  | M. Disorder characterized by disturbed electrical rhythm of the nervous system and typically manifested by lapses of consciousness and/or seizures                    |
| 14. ___ Slider                  | N. Clamp type device with a hook and eye assembly, which screws to the tips of the skis   |
| 15. ___ Ski-bra                 | O. Occurs when the skier bends forward at the waist and relies excessively on the outriggers  |

**Fill-in-the-blank: Fill the blank with the appropriate terminology.**

*Source: Adaptive Snowsports Instruction & Adaptive Encyclopedia & Adaptive Information Guides (3-Track/4-Track & Slider)*

1. \_\_\_\_\_ is a system in which a webbing strap goes around each thigh, with a cord from each strap passing over a little pulley at the top of a slender fiberglass rod and down to a thick rubber band anchored in a swivel at the back of each boot, which also sockets the lower end of the rod.
2. The \_\_\_\_\_ gait is characteristic of quadriplegic spastic cerebral palsy. The legs are flexed and abducted at the hip joint, causing them to cross alternatively in front of each other with the knees scraping together.
3. Outrigger lead change; refining proper body movement; and developing long to medium and medium to long radius turns are all objectives of the Slider level \_\_\_\_\_ progressions.
4. When in doubt on the length of the outriggers for a beginning student, go \_\_\_\_\_ (shorter/longer) rather than \_\_\_\_\_ (shorter/longer) to avoid a stooped stance.
5. An outrigger that is \_\_\_\_\_ (too short/too long) will force the student to bend at the waist, which shifts weight to the \_\_\_\_\_ and applies little or no pressure to the boot tongue.
6. When teaching three-track skiers to turn, the first turn typically should be \_\_\_\_\_ (toward/away from) the side without the ski in order to utilize the student's strengths.
7. For a four-track skier, a \_\_\_\_\_ gait may indicate inability to ski in a wedge.
8. Outriggers bouncing and skipping on the snow indicate \_\_\_\_\_ (too much/too little) brake.
9. Medicines used for treatment of bladder spasms are called \_\_\_\_\_.
10. An amputation at the ankle is called a \_\_\_\_\_ amputation.

**Multiple Choice: Mark the answer that best completes the statement or question.**

*Source: Alpine Technical Manual & Adaptive Alpine Exam Material*

1. In PSIA terminology, ATS is an acronym for:
  - A. Altitude, terrain and slope
  - B. Advanced training system
  - C. American teaching system
  - D. Altitude training school
  - E. Advanced terrain skiing



2. What are the standard phases of a turn?
  - A. Initiation, shaping, finishing
  - B. Front, middle, back
  - C. Primary, secondary, final
  - D. Preceding, shaping, following
  - E. Foregoing, seminal, following
3. The acronym DIRT stands for:
  - A. Duration, intensity, rate and timing
  - B. Deflection, inclination, retraction and traverse
  - C. Drill, inquiry, reply and task
  - D. Demonstration, inclination, reinforcement and task
4. Flexing and extending in a turn are:
  - A. Rotary movements
  - B. Pressure control movements
  - C. Balancing movements
  - D. Edge Control movements
  - E. Steering movements
5. Garlands are turns that emphasize:
  - A. The shaping phase of a turn
  - B. The transitional phase between turns
  - C. The initiation and finishing phases of a turn
  - D. Edge and pressure control movements

**Multiple Choice: Mark the answer that best completes the statement or question.**

*Source: Adaptive Snowsports Instruction & Adaptive Encyclopedia & Adaptive Information Guides (3-Track/4-Track & Slider)*

1. Which of the following adjustments can be made on a slider?
  - A. Height
  - B. Flexion and extension
  - C. Arm position
  - D. A, B and C
  - E. A and C

2. When using heel stabilizers and tip stabilizers, what is the general rule of thumb?
  - A. You should never use heel stabilizers with a tip stabilizer.
  - B. You should not use heel stabilizers without a tip stabilizer
  - C. Heel stabilizers cannot be used by students who ski in a wedge
  - D. A and C
  - E. B and C
3. The four basic functions served by outriggers are:
  - A. Aid balance, propulsion, slowing and turning
  - B. Aid propulsion, impulsion, momentum and carving
  - C. Aid balance, inertia, matching and anticipation
  - D. Aid stopping, starting, diverging and flow
4. Cants may be used to
  - A. Correct for pronation
  - B. Correct for supination
  - C. Compensate for differences in leg lengths
  - D. A and B
  - E. A, B and C
5. If a student has an atrophied leg, which of the following topics should be questioned as part of the student assessment?
  - A. Circulation
  - B. Feeling
  - C. Ability to control movements
  - D. A and C
  - E. A, B and C
6. Which of the following is NOT a common disability for using the Slider?
  - A. AK (Above the Knee amputation)
  - B. Spina Bifida
  - C. Spinal cord injury C7 complete
  - D. Osteosarcoma and other cancers

7. For three-track skiers, pronation or supination of the dominantly weighted foot may indicate:
  - A. That the student will predominantly pressure the front or back of the ski
  - B. Inability to maintain a flat ski
  - C. A bilateral amputation
  - D. Nothing. This is not a reliable indicator
  
8. For a three-track skier, edging during a straight run may indicate:
  - A. The boot is too loose
  - B. The outriggers are too short
  - C. The need for canting
  - D. A and C
  - E. A and B
  
9. Speed control, turning to a stop and linked turns are all objectives of the Slider level \_\_\_\_ progression
  - A. One
  - B. Two
  - C. Three
  - D. Four
  - E. Five
  
10. Choice snow conditions and terrain for a 3-Track/4-Track Level 6 student would be:
  - A. Powder on any terrain
  - B. Bumps on easy blue terrain, as long as they are not icy
  - C. Only groomed blue trails
  - D. A variety of snow conditions on trails that are not too steep and do not have bumps
  - E. A and B