



Revision 12-5-17

PSIA – Central Division – AASI

ADAPTIVE ALPINE LEVEL 1 & 2 WORKBOOK

COGNITIVE DISABILITIES / VISUALLY IMPAIRED



Name: _____

This workbook is a tool for you to expand your skiing, teaching and technical skills in preparation for your Cognitive Disabilities / Visually Impaired 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 231-335-4627 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 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 a 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.*

The information in this document is provided only as a guideline. Although every effort has been made in preparing and assembling this guideline, with a goal of providing timely, complete, and accurate information, PSIA-C-AASI makes no claims, promises, or guarantees about the timeliness, accuracy, completeness, or adequacy of the contents of this guideline, and PSIA-C-AASI assumes no liability or responsibility and expressly disclaims liability for any errors and omissions in its contents

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.

Portions of this document are the copyright of PSIA-RM-AASI. Reprinted with permission.

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: COGNITIVE DISABILITIES
Free download

PSIA-RM-AASI
ADAPTIVE EXAM GUIDE: VISUALLY IMPAIRED
Free download

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.

✓	Cognitive Disabilities Preparation	Comments
	Learn to assess the guest's needs and abilities. <i>What adaptations can you make to your teaching style to accommodate your guest's needs and abilities?</i>	
	Learn to identify a guest's preferred communications systems and learning preferences. <i>What are your own preferences in this regard? Avoid the trap of using your own preferred communications systems and learning preferences with all of your guests.</i>	
	Understand principles of ski length and shape. <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	Be familiar with and use different adaptive devices. <i>What are the strengths and challenges of each device? Under what circumstances would you use each device?</i>	
	Practice various physical assists. <i>You should be able to demonstrate competency in the following assists: two-point holds; hand-in-hand (with you skiing either at the guest's side or backwards); arm-in-arm; tip holds. In what situations would you use these assists?</i>	
	Practice tethering a skier with a cognitive disability. <i>Can you safely tether? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	Practice loads/unloads and safety protocols. <i>What additional safety concerns should you address with a cognitively disabled guest?</i>	
	Read the PSIA-RM-AASI Adaptive Exam Guide for Cognitive Disabilities. <i>How can you use the progressions to help your guests improve their skiing?</i>	
	Audit an experienced instructor in a cognitive disability lesson. <i>What did you learn that you can use in your own cognitive disability lessons?</i>	
	Write out cognitive disability progressions. <i>Create sample scenarios and then write out sample progressions to fit your scenarios. Try thinking of unique scenarios! How do cognitive disability progressions differ from other stand-up progressions? How can you give your guest greater independence?</i>	

✓	Visually Impaired Preparation	Comments
	Learn to assess the guest's vision. <i>How do you test for acuity, depth perception, color blindness & angle of vision?</i>	
	Learn about and practice different guiding systems. <i>Which systems work best and why?</i>	
	Practice communication techniques. <i>Become comfortable with directional commands & verbal commands. Practice verbal descriptions of everything a guest with a visual impairment might encounter, like chairlifts and varying terrain.</i>	
	Understand principles of ski length and shape. <i>Under what circumstances would you use a longer ski or a shorter ski? A more shaped ski or a straighter ski?</i>	
	Be familiar with and use different adaptive devices. <i>What are the strengths and challenges of each device? Under what circumstances would you use each device?</i>	
	Practice various physical assists. <i>You should be able to demonstrate competency in the following assists: two-point holds; hand-in-hand (with you skiing either at the guest's side or backwards); arm-in-arm; tip holds. In what situations would you use these assists?</i>	
	Practice tethering a skier with a visual impairment. <i>Can you safely tether? Which positions and techniques work best and why? How can you stop quickly in a safe manner?</i>	
	Practice loads/unloads and safety protocols. <i>What additional safety concerns should you address with a visually impaired guest?</i>	
	Learn to be guided. <i>One of the best ways to understand what it is like to ski visually impaired is to have another instructor guide you. What is it like to depend on another person in this manner? Do NOT try to ski with a blindfold or with your eyes closed because you have not developed the compensatory senses that are developed by a person with a visual impairment.</i>	
	Read the PSIA-RM-AASI Exam Guide for Visually Impaired. <i>How can you use the progressions to help your guests improve their skiing?</i>	
	Audit an experienced instructor in a visually impaired ski lesson. <i>What did you learn that you can use in your own visually impaired lessons?</i>	
	Write out visually impaired progressions. <i>Create sample scenarios and then write out sample progressions to fit your scenarios. Try thinking of unique scenarios! How do visually impaired progressions differ from other stand-up progressions? How can you give your guest greater independence?</i>	

✓	Disability Awareness
	<i>As an adaptive ski instructor, you are expected to be aware of the disabilities that might affect your guests.</i>
	Read the PSIA-RM-AASI Adaptive Encyclopedia and the Adaptive Snowsports Instruction Manual. <i>What other references are available?</i>
	Know basic Disability Etiquette. <i>Incorporate this etiquette into your lessons and interactions with your guests.</i>
	Know the disabilities and medications you are most likely to encounter with a guest who has a cognitive disability or a visual impairment. <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>

✓	Movement Analysis
	<i>Movement analysis can elevate a lesson in such a way that your guests meet their goals and improve their skiing.</i>
	Become familiar with the PSIA-C format for movement analysis (MODDS). <i>Incorporate the concepts of movement analysis into your lessons.</i>
	Practice using movement analysis. <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 Cognitive Disabilities & Visual Impairments

- Alzheimer's Disease
- Attention Deficit
- Hyperactivity Disorder
- (ADHD)
- Autism Spectrum Disorders
- Cataracts
- Cerebral Palsy
 - Spastic
 - Athetoid
 - Ataxic
 - Mixed CP
- Cerebrovascular Accident
- Cognitive Disability
- Corneal Diseases
- Detached Retina
- Developmental Disability
- Diabetes
- Diabetic Retinopathy
- Down Syndrome
- Epilepsy
- Fetal Alcohol Syndrome
- Fragile X Syndrome
- Glaucoma
- Hemiplegia
- Intellectual Disability
- Learning Disabilities
- Macular Degeneration
- Myopia
- Post Traumatic Stress Disorder
- Retinitis Pigmentosa
- Strabismus
- Sensory Processing Disorder
- Traumatic Brain Injury

Level 1 & 2 Cognitive Disabilities & Visual Impairments 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)	<u>Cause:</u>	
	<u>Effect:</u>	
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. ___ Progression | A. In the GCT model, these include a guest's awareness and understanding of their current ability or inability |
| 2. ___ Pacing | B. Piaget's stage of development from age two to six |
| 3. ___ Feedback | C. Maslow's defined need to be valued and feel a sense of worth |
| 4. ___ Pre-operations | D. Sequence of acts, movements, or events oriented toward meeting an educational objective or goal |
| 5. ___ Lesson planning | E. The instructor's process of establishing the lesson structure |
| 6. ___ Spatial intelligence | F. Information students receive about their performance that helps clarify what action they need to take to achieve a desired result. |
| 7. ___ Understanding needs | G. A sensory preference in which the student emphasizes auditory cues in learning |
| 8. ___ Reciprocal | H. Learning domain related to feelings, emotions, values |
| 9. ___ Self-esteem | I. According to Jung's functioning type, this type of person is energized by the outer world |
| 10. ___ Affective domain | J. Question that elicits a limited response. |
| 11. ___ Auditory | K. Teaching style in which pairs or groups are established and the roles of "doer" and "watcher" are clearly defined. |
| 12. ___ Extroverted | L. Orchestration of activities that make up a lesson – the intensity of the practice period, its duration, and the frequency of repeating practice |
| 13. ___ Assessing | M. The process of evaluating student characteristics to determine how to structure individualized, effective lessons |
| 14. ___ Closed question | N. Process of rewarding students for appropriate performance |
| 15. ___ Reinforcement | O. Person who has an active imagination, is adept at manipulating shapes and objects in space, and who likes to design, draw, organize, and do puzzles. |

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

Source: Core Concepts & Adaptive Alpine Exam Material

1. Feedback should be _____ (judgemental/objective).
2. List the two types of activities that instructors use in the Guest Centered Teaching model.

3. Practice is integral to the learning process. More than 300 _____ of a new movement are typically required for true learning to occur.
4. In Piaget's theory of cognitive development, the _____ stage is the time during which abstract thinking develops.
5. List Howard Gardner's original seven categories of intelligence that are described in his theory of multiple intelligences:

6. Students who have a heightened awareness of their bodies and how things feel are called _____ learners. They learn best by doing.
7. Issues such as hunger, pain, cold and fatigue fall in the level of _____ needs in Maslow's pyramid.
8. Expanding and strengthening a student's ability in a particular area before beginning a new concept is called _____. When using this teaching technique, an instructor creates progressions which vary the movement focus, yet still develop the same movement.
9. With the _____ teaching style, the instructor poses a problem to the students, setting a framework, time limit and work area for finding the answer.
10. In Kolb's classification of the four basic types of learners, _____ learners are sensory, tending to jump right into a situation and try intuitive solutions. They ask the question "What if?"

Multiple Choice: Mark the answer that best completes the statement or question.*Source: Core Concepts & Adaptive Alpine Exam Material*

1. Which of the following stages is NOT included in Benjamin Bloom's learning activities?
 - A. Knowledge
 - B. Kinesiology
 - C. Comprehension
 - D. Synthesis
 - E. Analysis

 2. Which of the following is NOT a self-esteem need as defined by Maslow's Hierarchy of Needs?
 - A. Sense of worth
 - B. Achieving small successes
 - C. Need for a feeling of well being
 - D. Recognition of competence
 - E. Need to be valued

 3. According to Jung's Functioning Types, an extroverted person
 - A. Is energized by the outer world
 - B. Should not be overwhelmed with questions
 - C. Is tuned into their own inner world
 - D. Should be allowed to think out loud.
 - E. A and D

 4. Using pairs in a group lessons requires what special considerations?
 - A. How to group them (e.g., similar speed capabilities or pairing a stronger performer with someone who is struggling)
 - B. How to give a framework for feedback so the focus stays positive and productive
 - C. How to pair them up if you have an odd number of students
 - D. A and C
 - E. A, B and C

 5. The three basic types of question are:
 - A. Closed, open and generative
 - B. Closed, open and inaugural
 - C. Imperative, cognitive and relational
 - D. Visual, auditory and kinesthetic
-

6. In terms of emotional and social development, children learn to develop key relationships with adults:
 - A. From age 7 to the onset of adolescent years
 - B. From age 3 to about age 6
 - C. In adulthood
 - D. During the adolescent years

7. A way to gauge the athletic abilities of new students is by asking them:
 - A. Their names
 - B. Where they live
 - C. What sports they enjoy watching
 - D. What sports they enjoy participating in
 - E. B and C

8. Which of the following is NOT a characteristic of visual learners?
 - A. They store information in the brain as a picture
 - B. They depend strongly on visual input
 - C. They may ask and answer questions in their own brains as they learn
 - D. They may talk fast

9. Based on the Guest Centered Teaching Model, which of the following would be considered a motivational need?
 - A. What the student says s/he wants
 - B. Equipment setup
 - C. What the student misunderstands about skiing
 - D. All of the above

10. When learning new movements, a student who can perform the movement without looking at the involved body part but who stills needs to think it though and concentrate on the parts is in which stage of development?
 - A. Initial Stage
 - B. Elementary Stage
 - C. Mature Stage

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

Source: Alpine Technical Manual & Adaptive Alpine Exam Material

1. The Teaching Cycle has several components that:
 - A. Should be used in a linear presentation
 - B. Should be used in a circular pattern
 - C. May be revisited on a continual basis, due to changes such as the energy levels, attitudes and confidence levels of your students
 - E. B and C

2. An example of transfer of learning is:
 - A. Applying familiar skills to a new sport
 - B. Changing the trail you are using for the lesson
 - C. Traversing the hill on a blue slope
 - D. A and B
 - E. A, B and C

3. The methods, models and philosophy of teaching skiing as collected, developed and disseminated by PSIA is called:
 - A. Graduated Length Method (GLM)
 - B. American Teaching System (ATS)
 - C. American Training Method (ATM)
 - D. Accessible Ski Instruction (ASI)

4. Which of the following are effective ways to respond to the needs of individual students:
 - A. Avoid overloading. Check in and learn to recognize what is too much or too little.
 - B. Do not adjust the pacing of information to the student's capacity, since doing so will make the student self-conscious
 - C. Remain flexible to adjust the lesson to specific situations
 - D. Tell the student how to perform a specific drill instead of demonstrating the drill, since your demonstration will emphasize the gap between your skills and those of the student.
 - E. A and C

5. Which of the following is NOT a component of the Teaching Cycle?
- Introduce and develop trust
 - Guide practice
 - Synthesize the information
 - Debrief the learning experience
 - Assess students and their movements

Technical Section

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

Source: *Alpine Technical Manual*

- | | |
|------------------------------|---|
| 1. ___ Dynamic parallel turn | A. Steering the skis toward a parallel position from either a convergent or divergent position |
| 2. ___ Flexion | B. To bend the ski enough that the camber is momentarily gone, such as results from flexing the ski during a turn |
| 3. ___ Skidding | C. The process of assessing a student's ability and identifying the cause-and-effect relationships |
| 4. ___ Retraction | D. A position in which the skis are converging so that the tips are closer together than the tails and the skis are on opposing edges. Also, an alternative stepping stone for getting students to parallel |
| 5. ___ Edging | E. Movements that originate in the feet, ankles and lower legs and continue up through knees and hips as necessary to control edge angle |
| 6. ___ Tipping | F. Twisting the upper body in one direction and the lower body in another direction at the same time |
| 7. ___ Movement analysis | G. The path which a ball would take if you let it roll down the slope |
| 8. ___ Canting | H. Directed or proceeding toward the side, away from the middle of an object |
| 9. ___ Smart Style | I. Skill that is generated from tipping movements |
| 10. ___ Wedge | J. Concepts developed to make it easier for people to understand and respect what's going on in the park and pipe |
| 11. ___ Counter-rotation | K. Any movement that decreases the angle at a joint |
| 12. ___ Matching | L. A combination of sliding and slipping as the skis move forward through a turn |
| 13. ___ Fall line | M. Turns with more carving than skidding |
| 14. ___ Lateral | N. Pulling the legs up under the body or allowing the terrain to push the legs up under the body |
| 15. ___ Decamber | O. The process of making lateral adjustments to skis, bindings, or boots for optimal alignment and effective edging |

Fill-in-the-blank: Fill the blank with the appropriate terminology.*Source: Core Concepts*

1. Name the three types of muscle contractions:

2. Development of the muscular system as humans grow from infants to children to adolescents proceeds in three directions. Name them.

3. _____ is a physical condition that may occur at altitudes above 6,000 feet. It is caused by lack of oxygen, which injures body cells directly because it interferes with oxygen-requiring chemical reactions.

4. A cold injury in which only the outer skin layer is frozen and is characterized by pain and blanching of the skin is called _____.

5. The joint that gives the skier the greatest range of motion in the lower half of the body is the _____ joint, a ball and socket joint.

Matching: Match the following words with their definition. Each definition is used only once.*Source: Adaptive Snowsports Instruction & Adaptive Encyclopedia*

- | | |
|---------------------------------|---|
| 1. ___ Nystagmus | A. Chromosomal abnormality exhibiting mental retardation in combination with other birth defects |
| 2. ___ CNS stimulants | B. Behavioral changes in a person's response to events or stimuli that occur. |
| 3. ___ Edgie wedgie | C. Inability to understand or utilize words and their meanings |
| 4. ___ Glaucoma | D. The use of some system of reward or punishment to change undesirable behavior |
| 5. ___ Operant conditioning | E. Condition that interrupts or delays normal growth or development, having onset before age 18, and of indefinite duration |
| 6. ___ Clock system | F. Increased intraocular (inside-the-eye) pressure, which may result in impaired vision or blindness |
| 7. ___ Mental retardation | G. Helping a student generate movement, or control speed or turning by physically maneuvering the skier's equipment or guiding the skier's body |
| 8. ___ Developmental disability | H. Spectrum of neurological disorders defined by symptoms that include problems with communication and behavior |
| 9. ___ Physical Assists | I. Medications used for behavioral control |
| 10. ___ Aphasia | J. Below-average intellectual ability present from birth or early infancy and associated with difficulties in learning and social adaptation |
| 11. ___ Antidepressants | K. Brain damage affecting the ability to process information and/or to coordinate and control the body or its movement. Such damage arises after age 18 |
| 12. ___ Behavior modification | L. Medications used to treat depression |
| 13. ___ Down syndrome | M. Relating position on the hill to numbers on a clock face |
| 14. ___ Cognitive disability | N. Rapid, involuntary oscillation of the eyeballs |
| 15. ___ Autism | O. Lightweight piece of rubber tubing with a small clamp and a thumb screw at each end |

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

Source: Adaptive Snowsports Instruction & Adaptive Encyclopedia & Adaptive Information Guides (Visually Impaired & Cognitive Disabilities)

1. When riding a chairlift with a student who has an uncontrolled seizure disorder, the instructor should use a _____.
2. _____ is a progressive disease that affects the macula, resulting in loss of vision in the center of the field of view.
3. Pervasive developmental disorder (PDD) and Asperger's Syndrome are disorders that fall into the _____ spectrum.
4. A student with spina bifida or hydrocephalus may have a surgically implanted shunt. Explain the purpose of the shunt: _____
5. The class of medications that help control high blood pressure is _____.
6. A disorder found in infants of alcoholic mothers and characterized by small size and weight before and after birth, small head size, small eyes, underdeveloped upper lip and impaired brain function manifested by delay in development or intellect is called _____ and is abbreviated _____.
7. Low blood sugar can be called insulin shock or _____.
8. Dilantin and Klonopin belong to the class of medications called _____.
9. The legal definition of blindness is a corrected visual acuity of _____ or less or a peripheral field restriction to a diameter of _____ degrees or less, in the better eye.
10. Linking turns, varying turn shape and size are all objectives of the Developmentally Disabled level _____ progressions.

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

Source: Alpine Technical Manual & Adaptive Alpine Exam Material

1. Angulation is usually associated with:
 - A. Steering movements
 - B. Pressure control movements
 - C. Canting movements
 - D. Edging movements
 - E. Forward movements

2. Which of the following is a classic type of rotary movement for stand-up skiers?
 - A. Upper body rotation
 - B. Counter-rotation
 - C. Leg rotation
 - D. A and B
 - E. A, B and C

3. Noticing a student's stance, turn shape and skill application are all examples of which movement analysis step?
 - A. Student profile
 - B. Observe and Describe (Description of mechanics)
 - C. Cause and effect relationship
 - D. Prioritize
 - E. Lesson plan

4. Which of the following movements can affect balance?
 - A. Changing the width of your stance.
 - B. Increasing and decreasing muscle tension
 - C. Using fore and aft movements to shift your center of mass
 - D. A and C
 - E. A, B and C

5. Which of the following is NOT one of the points of Your Responsibility Code?
- A. Always stay in control.
 - B. Stop in a safe place for you and others.
 - C. Look before you leap
 - D. Whenever starting downhill or merging, look uphill and yield.
 - E. Know how to use the lifts safely

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

Source: Adaptive Snowsports Instruction & Adaptive Encyclopedia & Adaptive Information Guides (Visually Impaired & Cognitive Disabilities)

1. Which of the following is not generally considered a Developmental Disability?
- A. Mental retardation
 - B. Parkinson's Disease
 - C. Epilepsy
 - D. Autism
 - E. Down Syndrome
2. In terms of behavior management, when an activity becomes so stimulating that the student cannot control negative behavior, the act of removing the student from the activity to a predetermined quiet place is called:
- A. Operant conditioning
 - B. Behaviorism
 - C. Timeout
 - D. Delayed gratification
 - E. Reinforcement
3. Medium to short radius turns and feeling carving sensations are two objectives of the Visually Impaired progression Level _____.
- A. Three
 - B. Four
 - C. Five
 - D. Six
 - E. Seven

4. Which of the following is NOT a recognized directional command for guiding Visually Impaired students?
 - A. Vision assessment
 - B. Clock system
 - C. Auditory cues
 - D. Verbal commands
 - E. Grid system
5. Expressive aphasia refers to:
 - A. The inability to understand words
 - B. The inability to translate an image to the word which represents the image
 - C. The inability to say words formulated in thought
 - D. The inability to express emotions
 - E. The inability to communicate appropriately in social situations
6. Which of the following is NOT typically included in the level 4 Cognitive Disabilities progression?
 - A. Develop greater skill blending
 - B. Vary turn shape for the terrain situation
 - C. Explore a variety of snow conditions
 - D. Refine turning and edge control
 - E. Feel carving sensations
7. When introducing pole use to a visually impaired skier, it is important to:
 - A. Discuss pole use before introducing the pole swing and tap
 - B. Practice the pole swing only when the student is moving, since stationary pole swings are lacking in the proper rhythm
 - C. Emphasize rhythm through counting or singing
 - D. A and B
 - E. A and C
8. The progressive hereditary disorder that usually appears in childhood and causes slow degeneration of the light receptors in both eyes is called:
 - A. Detached retina
 - B. Cataracts
 - C. Retinitis pigmentosa
 - D. Diabetic retinopathy
 - E. Optic nerve disease

9. Which of the following is NOT a common behavior modification tool?
- A. Time-out
 - B. Horse and buggy
 - C. Environmental changes
 - D. Modeling behavior
 - E. Written behavior contracts
10. When assessing a visually impaired student, which of the following assessments is NOT an assessment of the nature and extent of the visual impairment?
- A. Does the student have usable vision?
 - B. Can the student distinguish colors and shapes?
 - C. Can the student use two-way radios for auditory cues?
 - D. How near or far can the student see?
 - E. Is the student's vision better inside or outside?