



NORTHERN ROCKY
MOUNTAIN DIVISION

ADAPTIVE LEVEL 1 AND 2
INTELLECTUAL/COGNITIVE WORKBOOK

Name: _____ School: _____

This workbook is a tool for you to develop your general Snowsports knowledge in preparation for your Adaptive Level 1 Evaluated Clinic or Adaptive Level 2 Exam. As you are preparing for your Clinic/Exam, include comments and notes that you find beneficial, including notes from your trainers. At the time of your Clinic/Exam, you will be required to turn in the development workbook for your Clinician/Examiner to review, in electronic format or hard copy. It will be returned to you after the exam so that you can use it as an ongoing resource. **Please note: The outcome of your Clinic/Exam does not depend on how much you write herein, but rather the content.**

**You will be graded on this workbook, but it is expected that you have conversations with co-instructors and your trainers if/when you do not know an answer, or to gain a deeper understanding of the contents.

Please see the first two pages of the PSIA-NRM Adaptive Alpine or Adaptive Snowboard General Development Workbook for additional information regarding resources and ADA compliance.

You must score at least 45 of 56 points to pass.

1. 12 points – Disabilities

In the Northern Rocky Mountain Division we recognize 9 disabilities associated with cognitive/intellectual disabilities for Level 1 and 2 candidates. Name at least 6 disabilities (ideally the most common you would see) and please give a brief description of each one listed.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

2. 1 point

When a child is born with a disability it is considered to be:

- A. Cognitive
- B. Congenital
- C. Degenerative
- D. Remission

3. 3 points

What are some common characteristics or behaviors of a person with a cognitive disability?

4. 2 points

With which cognitive disability is cervical instability a concern, and what safety precautions should be taken for this student?

5. 1 point

What is aphasia?

6. 6 points

What are 6 common concerns/red flags you should be aware of for students with autism?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. 1 point

It is important to know about red flags and other aspects of the disabilities of your students. However, what aspect of each student do you want to focus on when teaching a lesson?

8. 2 points

Why is it important to set the ground rules before going out on your lesson?

9. 3 points

Explain 3 reasons your student may show a decreased level of performance towards the end of a full day lesson.

1. _____
2. _____
3. _____

10. 1 point

What would you do with a student who has autism with sensory issues and they have meltdown because the area you are in is too crowded and noisy?

11. 1 point

When instructing individuals with disabilities your goal should be to focus on what areas?

12. 1 point

When instructing individuals with intellectual disabilities, it is best to assess and identify the students' ability to take in information from V.A.K. (Visual, Auditory, Kinesthetic) cues.

True / False

13. 6 points

Please describe what a tether is, and when it would be appropriate to use one?

14. 2 points

Please describe why you would use a waist tether versus a tip-connector/board-connector and tether.

15. 1 point

It is important to know if you participant is seizure prone. In this instance, what piece of equipment is necessary (as an industry standard) for riding the lift?

16. 3 points

Please list 3 progressive steps you would take when teaching to a never-ever student, in a typical lesson.

1.

2.

3.

17. 4 points

Please list the prerequisites (skills/abilities) for a student to go up their first chairlift.

18. 3 points

Please give 3 examples of games you might play on the flat land to get students more comfortable in their equipment.

1. _____

2. _____

3. _____

19. 2 points

When your student is ready to start making turns, what are 2 different exercises/drills/games you can use to get them to make turns?

1. _____

2. _____

20. 1 point

What do you do if your student skis away from you (i.e. they ski downhill of you when this is not desired)?

** Please be prepared to teach *at least* one progression in a scenario to correct or develop a skill. The student's skiing skills will range from a never-ever student through the Novice Zone for Level 1, and through the Intermediate Zone for Level 2. The student may have any disability listed on the [Adaptive Level 1 and 2 Disabilities, Red Flags and Medications Requirements](#), be prepared to do an assessment and cater to your student's strengths and needs. Be familiar with most forms of adaptive equipment and hands-on assists appropriate for cognitive stand-up lessons, be prepared to use them appropriately in the scenarios and be able to explain why you chose that equipment and not another piece. Examples of equipment include, but are not limited to:

- Edgie-Wedgie or similar (Ski Only)
- Tethers
- Seizure belt/harness
- Sno-Wing
- Tip-connectors (Ski Only)
- Board-connectors (Snowboard only)
- Rider Bar (Snowboard only)
- Outriggers (Snowboard Level 1 and 2, Ski Level 2)
- Waist harness
- Bamboo pole
- Horse and Buggy