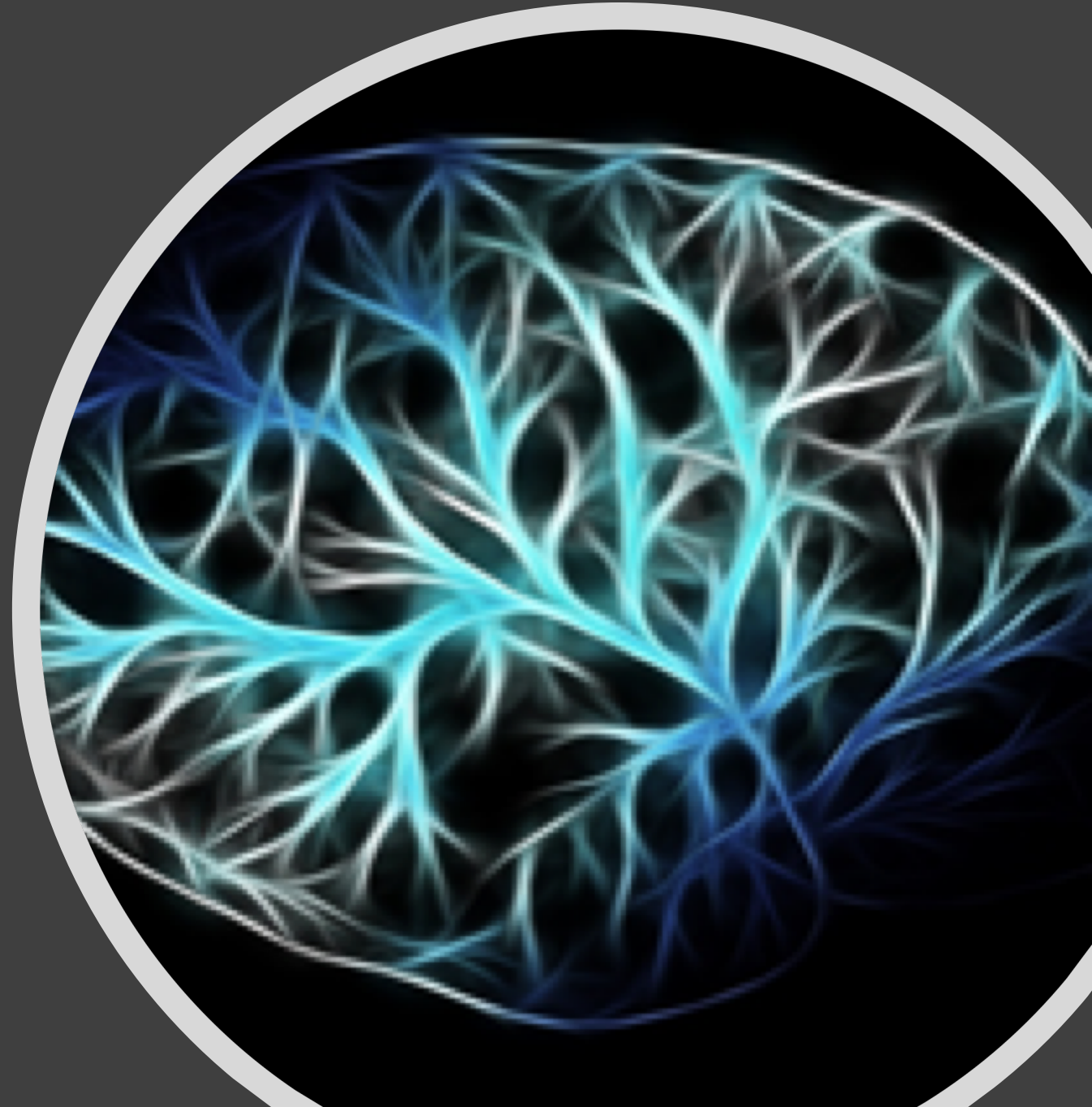




# Course Conductor Guide

## Level 1: ASD/CI Candidate Evaluation

Teaching People with  
Cognitive Impairments and  
Autism Spectrum Disorder





Welcome and thank you for your time and energy in preparing to deliver the ASD/CI portion of the CADS level 1 complete course or ASD/CI Module 1.

The goal of this guide is to get you familiar with the PowerPoint presentation, and on-hill scenarios.

This revised format for delivering the ASD/CI course will create an incredible learning opportunity for all Candidates, while making it easier for Course Conductors (CC) to use and follow with confidence, creating a fun, safe and engaging environment for everyone

The creation of the updated ASD/CI materials was a collaborative effort which accessed knowledge and expertise from CADS Technical Committee members, CADS course conductors, specialists in learning for people with autism and experts in Adult Learning methodologies. We welcome any and all feedback.

We would like to thank the Canucks Autism Network for their contribution and support in developing resources.



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# POWERPOINT INSTRUCTIONS

If you are a first time user of PowerPoint (PP), please pay close attention to following instructions. If you do NOT have PP, please download PDF version of the presentation and make available the Facilitator Guide throughout the presentation.

## Using PowerPoint

- 1 Download and open PP presentation and it should open up in PowerPoint.
- 2 Connect HDMI or other video and audio connections to device or devices that will be used for presentation and mirror your computer screen onto the new device.
- 3 Along the top of program, find 'Slideshow' tab and right click to drop down menu and select 'Play from Start' - this will result in the slide show being projected to your new device and the Facilitator notes and next slide being broadcast to your computer for your eyes only.
- 4 Forward arrow advances slides. Back arrow goes back a slide. ESC closes presenter view and puts your mirrored computer screen back on the A/V device.
- 5 TROUBLE SHOOTING – If 'Presenter view' not working properly, check your VIEW settings at top of PP and make sure you are on Presenter.

## Playing Videos During Presentation

There are 2 videos in the presentation slide deck. If you have access to an Internet connection while presenting, you can simply click the directed area on the slide and the video will start in a few moments.

If you do NOT have access to the Internet you will need to download the videos beforehand and insert them into your presentation.... it is easier than it sounds. Please follow these steps and/or check out this YouTube video and follow along. <https://youtu.be/wPYzWmYN0Fg> I would recommend that EVERYONE take this measure so ensure there is no load time or downed Internet challenges.

- 1 When you have Internet access search for a website call keepvid.com (or left click on previous bold underlined words)
- 2 You will see a big box, at top of screen, to input video information which will be provided on PP slides, so you can cut and paste into the field. After inputting the video info, hit the blue download button right of the input window. It will take you to the next screen. Select the 'Download' button next to the 480p and MP4 designations. It will take a couple of minutes and will be downloaded to your DOWNLOADS file. Move and save the files in a safe place where you will be able to access them later. They will need to be stored on the same computer you will be doing the presentation with.
- 3 Open up your PowerPoint presentation; create a new slide behind the slide of the video link. Insert newly saved video, which resides on your computer. You are now ready to go and no longer need to count on an Internet connection for the presentation.



# ITEMS TO HAVE FOR YOUR PRESENTATION

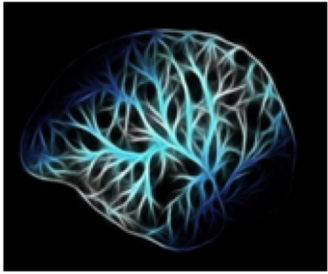
- ☐ Laptop with ASD/CI PowerPoint Presentation downloaded
  - ☐ Projector or TV and supporting audio equipment and cables to connect computer
  - ☐ White board or flip chart and appropriate markers
  - ☐ Copies of Candidates Workbook for everyone attending class
  - ☐ Pens for everyone use with workbook
  - ☐ ASD Behavior tools - Pictograms, Countdown Strips, etc
  - ☐ Adaptive Ski/Snowboard Kinesthetic Teaching Tools – tethers, tip connectors, etc
  - ☐ Timer
- 
- ☐ Optional – Bag of candies to throw out to candidates when asking for participation
  - ☐ Optional – Little prize for final game of presentation. Ex. Candy Bar, Program swag, \$5 GC Starbucks
  - ☐ Optional – Copy of CC Guide if you would prefer to use it over presenter's notes on slides

# PRESENTATION NOTES

In the following pages you will see a screen shot of the slide that the audience will see, your goal time for each slide and what your ACTION should be for each slide. Also you will find KNOWLEDGE headers that will provide extra information you may or may not want to share with the Candidates. The goal is NOT to read all of the KNOWLEDGE for each side during the presentation. Reading it all before you give the presentation should help you prepare to be more fluid in your delivery. You will also find a STORY header, on some slides, that will provide you some examples of students that apply to the slide. If you have real stories from your own experiences, the preference would be that you use them instead of the stories that have been provided. Using stories is a great way for people to learn and hang on to information more easily.

The ACTION, KNOWLEDGE and STORY EXAMPLES are also in the presenter notes on the PowerPoint presentation. If you are comfortable using the presenters view, you will have all this information at your disposal. If you are more comfortable having a physical copy, then please print out this document as a reference while presenting.

And finally, there is a supporting Candidate's Workbook that is available to help some learners. It is recommended that you have a copy for all learners. On some of the slides, you will see a little icon in the bottom right hand corner so Candidates will know where the corresponding page in the workbook is located, so they can take notes.



## Level 1: ASD/CI

Learning People with Cognitive Impairments and Autism Spectrum Disorder

## 1 – 5 minutes

### ACTION:

Put slide on screen 5 minutes before starting and inform the room that they have 5 minutes to take their seats.

## 2 - 2 minutes

### ACTION:

Before getting into this slide “Learning Objectives”, this is the opportunity to discuss all housekeeping items that will ensure a smooth and safe classroom environment. Include info about exits, fire evacuation-meeting place, bathrooms locations, your cell phone requests, and communication requests from the entire group.

Let the candidates know that the candidate study guide follows along with the presentation and there are icons with a page number in the corner of the slides that have a corresponding place in the workbook to write. Writing is not required. It is optional and designed for those that like to learn this way.

**Read slide:** Provide an estimated finish time of presentation (2hr) and any upcoming breaks (1hr from now). Like several of our students appreciate pre-loading tactics (shape-of-the-day), so do most adult learners.

### Learning Objectives

- Understanding Cognitive Impairments and ASD
- Teaching Strategies – fill your toolbox
- Assessment of Abilities
- Communication
- Behaviour/Motivation
- Kinesthetic Learning



## Cognitive Impairments

- What are some **Cognitive Impairments**?
- What are some **characteristics** of these conditions?
- How will this affect a **snowsports lesson**?



Pg 3

**3 - 2 minutes**

### **ACTION:**

Ask the questions, of the room, one at a time and ask for Candidate participation.

### **KNOWLEDGE:**

CI examples: Fragile X, Down Syndrome (Trisomy 21), TBI, Learning Disabilities and ASD.

## Defining Cognitive Impairment

A group of disorders defined by diminished cognitive and adaptive development.

Individuals with **CI** may have challenges with:

- Agility
- Fatigue
- Muscle tone
- Coordination
- Communication
- Understanding/Processing



Pg 4

**4 - 1 minute**

### **ACTION:**

Read slide

### **KNOWLEDGE:** Adaptive Development

Adaptive development is the development of a set of adaptive behaviours or adaptive skills. These are sometimes referred to as life skills. These are the skills and behaviours needed to perform everyday tasks and get along in the world with the greatest amount of success and least amount of conflict. These skills are what allow adults to live independently in their communities. They include basic living skills such as bathing, cooking, cleaning; using transportation or technological devices; understanding concepts of money and time; understanding interpersonal skills, safety and social responsibility; and how to follow rules, laws, routines and schedules.

## Down Syndrome

A Genetic disorder caused by an extra chromosome, also called **Trisomy 21**.

### May include :

- Endurance challenges
- Adaptive behaviour deficits
- Poor motor co-ordination
- Low muscle-tone, loose joints
- Cardiac, respiratory, digestive, vision and hearing impairments
- Atlanto Axial instability



## 5 - 2 minutes

### ACTION:

Ask individuals in the group to read the following 5 slides. Try to pick people that look like they are not very focused. If someone declines, allow them to and move to another person. After each reading, ask if anyone has questions and/or add any other details from your personal experience, remember real stories make the information stickier (easier to learn). There is a story example below if required.

**RED FLAG** Ask Candidates to determine which point is a medical concern. The answer is Atlantoaxial Instability. Please explain the medical concern to candidates, and tell them they can also refer to the manual.

### KNOWLEDGE: Atlanto Axial Instability

A congenital spinal defect in the top two cervical bones, which can only be identified by x-ray. It causes excessive movement between the cervical bones, which can lead to damage of the spinal cord and in extreme cases death. Occurs in approximately 10-25% of individuals with Down Syndrome.

**STORY EXAMPLE:** Anne is a 10-year-old young lady with Trisomy 21. I would describe her as floppy.... Very low muscle tone and loose joints. She also loved men, like seriously all men. To make this lesson more successful, we used some tools to help with stability, which helped give her more ability to stay standing longer. We also planned to take lots of breaks and even brought a folding chair with us which allowed quick breaks without having to take off the skis every time. We used a reward system that if we did 3 runs on the carpet, then we would introduce Anne to 3 new men (fellow ski instructors and lifties) and ask if we could take photos with them. By the end of the day she had a collection of photos on her iPhone and she had successfully developed a number of skills.

## Fragile X Syndrome (FXS)

A genetic condition that causes intellectual disability, learning and behaviour challenges, and various physical characteristics.

### May include:

- Low muscle tone
- Poor motor co-ordination
- Stereotyped movements
- Tremors
- Hyperactivity
- Memory deficits
- Social & Communication skill challenges  
(Similar to ASD)



**6 - 2 minutes**

### ACTION:

Allow next person to read the slide and then ask if there are any questions. Tell a story of your own about a student with FSX or refer to the one below as a example.

### STORY EXAMPLE:

There was a student with Fragile X that was 48 years old when he wanted to learn to ski. He used crutches and a wheel chair to get around. He had good balance to catch himself from falling but spastic body movements and tremors. This man was very intelligent and spoke 4 languages with a broken speech pattern. His ability to understand the process of skiing was very high. By using a Quadski (a biski with fixed outriggers), within a day he was able to learn how to ski it independently.... Granted with that particular setup he would only be able to control the sitski on the easiest terrain, but he was over the moon with his new ability. He also left the program with the knowledge of what he would need to achieve with his strength and balance if he wanted to move to the next level.... Or he could come back at any time and ski as he had learnt. Sometimes our students don't have the ability to move towards independence immediately, but working with their healthcare team and explaining the movements, strength, flexibility and balance we require to develop new skills can give student's goals and hope. Nothing is impossible with enough commitment, knowledge and creative genius.

## Learning Disabilities

Refers to a number of different lifelong disorders. Genetic or neurobiological factors alter the person's brain functioning.

May include:

Impacts on the **Learning Process**

E.g. -Acquisition  
-Organization  
-Retention  
-Understanding or use of verbal/non-verbal information.



## 7 - 2 minutes

### ACTION:

Allow next person to read the slide and then ask the group if anyone knows any learning disabilities? Review any that are missed.

### KNOWLEDGE: Examples of Learning Disorders:

Dyslexia - Difficulty with reading

Dyscalculia – Difficulty with math

Dysgraphia – Difficulty with writing

Dyspraxia - Difficulty with fine motor skills

Dysphasia/Aphasia – problems with language

Auditory processing Disorder – Difficulty hearing sound differences

Visual Processing Disorder – Difficulty interpreting visual information

### STORY EXAMPLE:

Raul is a fairly independent young man in his mid-twenties. Raul grew up skiing and was part of the ski development team. About 5 years ago he was given a snowboard and decided to give it a try. While working with Raul, I have learnt that he is very skilled at making it look like he understands even when he doesn't. To ensure I am communicating effectively with him, first I need to make sure that I have Raul's attention. This is done more easily 1:1 or in a small group with minimal distractions. A clue that he is paying attention is that he is looking at me and is not humming or making noises with his mouth. I have found that it is important to use short and simple sentences. To make sure he understands me, I ask him to repeat back my instructions in his own words. Raul also has some difficulty with numbers, and has very little concept of time. It is not helpful if I tell him, "we'll meet in 15 minutes." What he needs is a specific time. If I tell him, "we will meet at 1:00pm", Raul will be on time and probably 5 minutes early. Raul doesn't ski anymore, and has learned how to snowboard quite well. He is now part of the snowboard development team.

## Brain Injury

An **Acquired Brain Injury (ABI)** is damage to the brain occurring after birth, that is NOT degenerative or genetic, and is classified as either **TBI** or **NTBI**.



Could be caused by but not restricted to:

- Stroke
- Blast Injury
- Illness
- Brain tumors
- Violence
- Meningitis
- Car Accident
- Concussion



**8 - 3 minutes**

### **ACTION:**

Allow next person to read the slide and then ask:

1. Does anyone know, what is the difference between a Traumatic Brain Injury and a Non Traumatic Brain Injury?
2. Which of the examples on the slide do you think are Traumatic Brain Injuries or a Non Traumatic Brain Injuries?

### **KNOWLEDGE:**

TBI – Caused by an external force to the head.

NTBI – Caused by illness, infection or other medical condition.

### **ANSWERS**

NTBI –Stroke

TBI - Blast Injury

NTBI - Illness

NTBI - Brain tumors

TBI – Violence

NTBI - Meningitis

TBI - Car Accident

TBI - Concussion – (a concussion is classified as a mild traumatic brain injury).

## Brain Injury

Impacts of Brain Injury may include:

### Physical

- Balance, Agility, Coordination, Reaction Time, Fatigue
- Focal paralysis

### Sensory

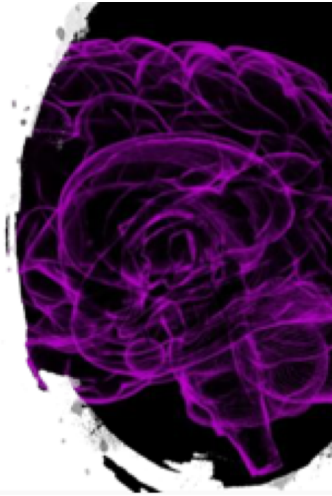
- Vision

### Cognitive

- Learning, memory

### Psychological

- Mood disorder, impulsivity



**9 - 2 minutes**

### ACTION:

Allow next person to read the slide. Tell a story of a student you have had with an ABI or use example below.

### KNOWLEDGE:

Focal Paralysis – paralysis of one or more muscles

**STORY EXAMPLE:** Rosalie was a 52-year-old woman who was in a car accident. She was diagnosed as having a TBI. It affected the way her brain translated images through her eyes, and if images moved too quickly in her peripheral, she would become very dizzy. She could no longer drive because of this new challenge. She had always skied with her family and tried after the accident but again became too dizzy.

**ASK:** Does anyone have any idea how we helped her ski again????

**ACTUAL RESULT:** We taught her how to ski with her eyes closed and to become comfortable trusting someone to guide her with voice commands. Then we taught her husband and daughter how to guide her. Now they all ski together as a family!

## Tips to create a **Successful** learning environment for students with CI



Fig 10

### 10 - 4 minutes

#### **ACTION:**

Read each circle, one at a time, starting with centre, and ask the group how they can achieve this in an on-snow environment with both adults and/or children.

#### **KNOWLEDGE:**

Positive Relationship

**Adults:** Find ways to make yourself an equal to your student. Commonalities, background, family, passions, sports teams, travel, food etc.

**Children:** Utilising a student's interests can be a great way to connect and build rapport. What do they like? What are they into? It can be helpful to get down to a child's eye-level. Try to exude a fun, positive vibe. Find ways to help the student feel successful to maintain positivity in the relationship.

#### **Examples:**

If your student enjoys penguins, you might pretend to be a penguin while you are skiing.

If your student likes Star Wars, you might all take on a character name from the movie.

#### **Clear Simple and Concise Instructions –**

**For Children and Adults:** Think before you give an instruction. Be specific but simple. Fewer words are better and be consistent in your language. E.g. If you are asking for a student to put their skis in a 'wedge' shape, don't switch it up and start talking about a 'pizza' shape.

## **Children examples:**

**Avoid:** okay now Sue I want you to look at me while you ski towards me.

**Try saying:** Eyes on me

**Avoid:** What I want you to do is bend your knees, keeping your back straight and your head facing towards me.

**Try saying:** Knees bent, back straight, look at me

## **Time to process**

**Adult and Child:** Allow time for actions to happen. You may not get as fast a response as you expect. Be respectful and give an extra moment.

Ask if your student would like more time to attempt the task before assuming it is not possible or they do not understand.

**Example:** “Ok slide to me” Instructor counts 10 in their head before adding a prompt or repeating the instruction.

## **Doer & Feeler Approach**

**Adults:** Less talk and more action. In your AOT, be aware of your student’s learning style preferences. In many cases DOING activities and associating what the student can feel in their body as they are attempting the task, will help them be successful.

**Children:** Get them sliding and moving. Let their body feel the movements and then help them to build muscle memory. Think about using adaptive equipment like a pole or a hula hoop, to give them something to hold onto while you assist them to slide on snow.

## **Positive Feedback**

**Adults:** Give genuine and accurate feedback. Don’t sugar coat it. If they do it right, praise. If they don’t, be encouraging. To help them keep trying, take the pressure of instant success away by setting realistic goals. Be mindful of frustration building for the student and take breaks before this sets in.

**Children:** Use praise often and be specific. Catch them doing something right and let them know. Focus on the positive. E.g. “Great wedge”, “Good looking at me.”, “Fantastic stop!”, “Awesome side slipping”

\*Doer and Feeler refers to Learning Styles from page 20 of the ski manual.

## Defining Autism Spectrum Disorder (ASD)



1 in 68 children  
1 in 42 boys

"If you've met  
one person with  
autism, you've  
met one person  
with autism"

The term 'spectrum' refers to a continuum of  
severity or developmental impairment.

## 11 - 3 minutes

### ACTION:

Read slide and then describe some of the range of differences you have seen in students with ASD. If you are stuck refer to story below.

### KNOWLEDGE: Spectrum Range Examples

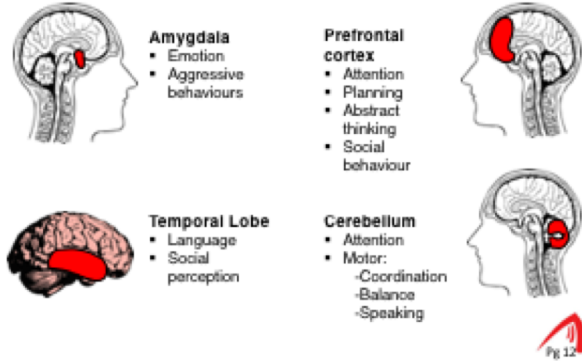
Some people on the spectrum have an intellectual disability and some people have a 'normal' or above average IQ.

Some people on the spectrum live completely independently and some people need help with almost all aspects of daily care.

Some people on the spectrum speak typically and some people cannot speak at all.

**STORY EXAMPLE:** I know one student who seems to function quite typically with the exception that he takes things very literally. When an instructor praised student with the phrase, "Dude, you're on fire!..." Student kicked off their skis and started rolling around on the ground trying to put them self out. Another student I have worked with is completely non-verbal with very low motor ability. For years he had no voice until his family discovered he could learn to type. We now know that he is fully capable of understanding very complex directions and his body sometimes just doesn't follow commands. He is an amazing poet, currently writing a novel and is so much fun to ski with providing you bring a keypad for him to be able to chat.

## Parts of the brain affected by ASD



## 12 - 2 minutes

### ACTION:

Go over slide quickly to highlight some of challenges you see with students with ASD.

Explain that this slide shows that there is something actually different in brain activity for students with ASD. Explain that what presents as “BAD BEHAVIOUR” is often just the brain processing information differently and creating atypical reactions and behaviours.

### KNOWLEDGE:

Researchers have found visible differences between brain scans of people with ASD and brain scans of people without that diagnosis in specific parts of the brain.

## Observational Activity

- What are some of Julia's **strengths**?
- What things are **challenging** for Julia?
- What are some **tactics** used to **support** Julia?

Advance Slide to START VIDEO



## 13 - 1 minute

### ACTION:

Before starting the video on the next slide, break Candidates into 3 groups. Assign one question to each group and after watching video give them 3 minutes to write the answers to their questions. Debrief and discussion - 15 min

Emphasise that this is one example and remind everyone that the spectrum is large and diverse.

### KNOWLEDGE:

This activity introduces the candidates to the skills of observation that are necessary to complete a thorough AOT.



## ASD and Sesame Street

Video: <https://www.youtube.com/watch?v=dKCoIV20dLM>



## 14 - 14 minutes

### ACTION:

Play video to the 6.46 minute mark.... Then STOP and proceed to debrief based on the previous questions.

### ASK:

What are some of Julia's strengths?

### Possible Answers:

Concentrating when motivated/interested, playing, jumping, Being: fun, happy, energetic, excited, warm. Knowing how to calm down with deep breaths and by patting her bunny.

### ASK:

What things are challenging for Julia?

### Possible Answers:

Social interactions; back and forth conversations; answering right away; gooey or sticky sensations (hyper-reactive); loud noises (hyper-reactive), hearing/attending to words when she is focused on something else; knowing the expected way to act socially (not giving a high 5); Communication – Julia may find it hard to express herself sometimes.

### ASK:

What are some tactics used to support Julia?

### Possible Answers:

Paintbrush (adaptive tool so she doesn't have to touch the paint); getting down at her eye level; getting her attention first, then asking again; taking a break; belly breathing; patting bunny 'fluffster'

## Social Skills

### Possible Challenges:

- Little to no Eye Contact
- Struggle with Perspective Taking
- Difficulties with Expected Social Behaviour



## 15 - 1 minute

### ACTION:

Quickly review these next 3 slides to ensure that your groups have discovered most of the answers from exercise. Address any that didn't come up from the video.

### KNOWLEDGE:

Little to no eye contact: Many real life stories from people with ASD about how difficult it is to look and listen at the same time or how eye contact is painful.

Struggle with perspective-taking: May not understand that you don't know what movie they watched yesterday or that Dad didn't know they went on the chairlift because he wasn't there.

Awkward, little or no social initiation: Like Julia, will appear to ignore you when you say "hi". Or instead of saying "hello", always greets you with "Why aren't you wearing your red jacket?"

Difficulties with Expected Social Behavior: Instead of throwing snowballs makes the snowballs and eats the snow instead. Or Like Julia – doesn't understand hi-5s.

## Communication

### Possible Challenges:

- Repetitive language
- Back and forth conversation
- Non-verbal communication



## 16 - 1 minute

### ACTION:

Quickly review to ensure that your group have discovered most of the answers from the exercise. Address any that didn't come up from the video.

### KNOWLEDGE:

**Repetitive Language:** Like Julia, who often repeats back what others have said. (Echolalia) Or asking the same question repeatedly. “Are we going on the chairlift”

**Staying on-topic:** Eg. Has difficulty discussing your interests and always finds a way to bring the conversation back to dinosaurs.

**Back and forth conversation:** Eg. Some students may be very skilled at talking but struggle to listen or ask questions. Or when you ask a student questions, it may be difficult to obtain any response at all.

**Non-verbal Communication:** Eg. Not being able to read facial expressions, not noticing when everyone has stopped listening.

## Restricted or Repetitive Behaviours

### Possible Challenges:

- Perseveration
- Dependence on routine
- Difficulty with transitions

### Sensory Sensitivities

- **Hyper-reactivity** (Greater than expected reaction)
- **Hypo-reactivity** (Lesser than expected reaction)



## 17 - 1 minute

### ACTION:

Quickly review to ensure that your groups have discovered most of the answers from the exercise. Address any that didn't come up from the video.

### KNOWLEDGE:

**Perseveration:** Getting 'stuck' on a topic, word, thought, activity or action. E.g.. Student tells you they are scared of the chairlift every 5 minutes.

**Dependence on routine:** May feel discomfort with schedule changes or newness. E.g. "Why are we lining up here, we always line up on the other side."

**Difficulty with transitions:** Can feel challenging to stop doing something fun or to move onto something new. E.g.. Just like we don't like to hear last call at the bar, or that the hot-tub is closed.

**Hyper-reactivity:** E.g.. individuals with hands covering their ears or fascinated with snow. Or the tag of their pants is excruciatingly uncomfortable.

**Hypo-reactivity:** E.g.. Has a bad fall but doesn't act hurt (get them checked out) or doesn't react to loud noises.

Frequently  
associated  
Challenges:

- Sleep
- Gastrointestinal
- Eating/diet
- Motor skills
- Anxiety
- Focus and Attention



## 18 - 1 minute

### ACTION:

Quickly review slide and ask if there are any other questions.

### KNOWLEDGE:

**Sleep:** Many people with ASD have sleep challenges which may impact their ability to learn, focus and be energised. Generally, caregivers are also not sleeping well.

**Gastrointestinal:** May include diarrhoea, constipation, gaseousness and bloating. Can cause physical discomfort and may make learning and focusing challenging.

**Eating/Diet:** Many people with ASD have restricted diets - Self imposed, allergies or intolerances. Never give a child with ASD food/drink without permission.

**Motor Skills:** Relatively common for individuals to have difficulties with fine and gross motor skills. Including balance, co-ordination, agility, low muscle tone etc.

**Anxiety:** It is common for people with ASD to also have anxiety. This can make learning and following directions more challenging and increase challenges with change or new situations. (Snow environment involves lots of new & different)

**Focus and Attention:** People with ASD may have excellent focus and attention to things they are interested in but difficulties attending to tasks that they are not interested in or motivated by.

## Strengths (vary by individual)

Individuals may have strengths in these or other areas

- Exceptional memory
- Visual and Spatial abilities
- Music
- Drawing
- Reading
- Computer skills
- Non verbal reasoning, e.g. Chess.
- Perceptual Motor skills, e.g. Baseball



## 19 - 1 minute

### ACTION:

Read slide and emphasize that these are just examples of where individuals may have strengths. Individuals with ASD have varied strengths just like the neurotypical population.

**KNOWLEDGE:** Neurotypical – is a term used to describe someone with ‘typical brain functioning’, often used by people with ASD to describe people without ASD.

## 20 - 5 minutes

### ACTION:

Before starting video, ask candidates to start using their Observation skills and ask everyone to come up with a question they would ask Stephen after gaining some information from the short 90 sec video.

After the video, start by saying that it is very difficult to learn a lot about Stephen and what supports he might need in a 90 second clip. Ask for some questions Candidates would ask.

**KNOWLEDGE:** The questions generated from the candidates should be questions you would ask anyone who was taking a snowsports lesson.

E.g. Have you ever skied or snowboarded before?, What other sports do you play?, Why do you want to learn how to ski/board?

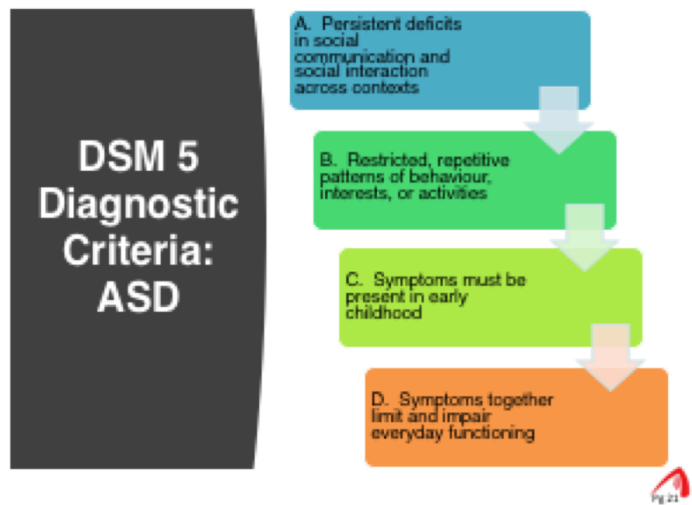


If Stephen was taking a lesson. What are some questions we would like to ask Stephen to make the lesson more successful?

VIDEO LINK:

<https://www.youtube.com/watch?v=gW1eSvCOFvE>

Meet  
Stephen Wiltshire



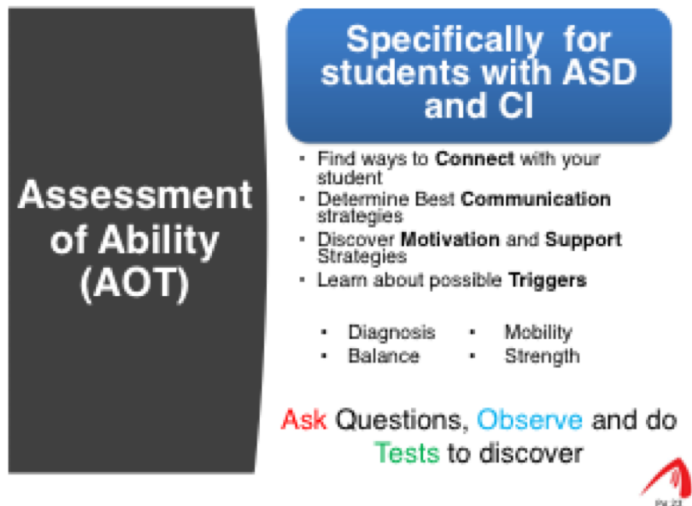
**21 - 1 minute**

**ACTION:**

Read and ask if there are any questions. This slide ties everything together ending up at factors that must be present for ASD to be an official diagnosis.

**KNOWLEDGE:**

DSM 5 is the Diagnostic Statistics Manual version 5. This is the diagnostic criteria used by psychologists and psychiatrists to evaluate individuals.



**22 - 3 minutes**

**ACTION:**

Quickly review what an AOT is trying to achieve. If students have yet to be introduced to AOT information, it may require a little more explanation.

**KNOWLEDGE:**

AOT is a continual assessment tool that allows us to learn about a student in the moment and as the day, weeks and months move on. To assume that your student of yesterday is at exactly the same level of ability today is a lot to ask of any person taking snowsports lessons in succession or through a period of weeks.



### Key Questions for parent/care-giver

- What does your child **like**? (For rapport)
- Is there anything I should **avoid**?
- Is there one **support strategy** you would recommend I definitely use?

## 23 - 2 minutes

### ACTION:

Challenge everyone to memorize these questions in the next 60 second. Cover the screen and ask people to provide one of them until all 3 have been addressed. There is a slide at end of presentation for retesting later.

### KNOWLEDGE:

These are strongly recommended questions to be asked in an initial AOT intake for a lesson with a student with ASD.

### Why are these questions important?

What does the student like?

Knowing what the student likes is **CRITICAL** for developing rapport, and rapport is the most important factor for success.

Is there anything I should avoid?

There may be certain words or situations that are a trigger for problem behaviour that you might want to avoid or minimize when possible. Try to give a choice of what the student can have vs. saying no when possible.

### Avoidance Example:

Once a parent told me to never to say 'good job' to his non-verbal 15 year old with ASD because he felt like he was being treated like a baby (even if he couldn't communicate that, you could see it in his face).

Is there one support strategy, you would recommend I definitely use:

This simplifies the question for the parent. Some parents have tons of ideas and some parents might not be sure but by providing one really important strategy, this will give the instructor a simple starting point of something to try.

## AOT Activity

- 2 min exercise
- In pairs, one person is the student's parent and one person is the instructor doing the introductory AOT (after already connecting with their student).
- Jack is 8, ASD, highly social, strong verbal language skills, and has an Educational Assistant at school to keep his focus.



## 24 - 5 minutes

### ACTION:

Ask Candidates to pair up, then read and explain the exercise and just have them try it.

(Next slide reveals communication strategies )

### Debrief Questions:

1. How was that for everyone?
2. Did anyone ask a question, observe or test something in order to be a better communicator with your student? (probably not)
3. What would someone ask, observe or possibly test to better communicate with your student?

### KNOWLEDGE/Possible Answers:

**Ask:** Any communication tools? best method of communication?; best communication strategies?; how much language the student uses?; how much language the student understands? how the student communicates?; best way to get the student's attention?;

**Observe:** how the student communicates with their parents/caregiver; method of communication used, the type of language the student can understand; how many words per sentence the student uses?; how people get the student's attention?, can they follow multiple step directions?; processing time?

**Test:** Ability/Willingness to follow verbal instructions; ability to maintain attention to words; ability to follow multiple step directions; ability to summarise or repeat back information; processing time.



## 25 - 5 minutes

### ACTION:

Read through slide and give greater detail for statement or give personal examples of times this was true for a student of yours. Stories help people retain information.

**ASK:** Of these communication strategies, which one/s do you think would work well for Jack and WHY?

**ANSWER:** Talk less and Do more – Jack has a short attention span. Long-winded wordy explanations will not work well.

Using show and say strategies may be effective because we know he has an EA, which we can infer means that the traditional model of teaching by standing in front of the class giving verbal instructions is probably not an effective teaching strategy.

### KNOWLEDGE:

Talk less – Do more: Less talk/more action

Use Show and Say strategies: Pair your instructions with a visual. Could be a demonstration, a drawing in the snow, a visual support (pictogram) etc.

Avoid Yes/No Questions: Reframe questions if you don't want no to be an option, instead of "are you ready to go outside?" Try, "Ok in 1 minute its time to go outside". Or "do you want to go outside now or in 2 minutes?"

Give time to Process: Don't assume they don't understand if they don't do it right away. Allow time for processing.

Match their communication style: When giving instructions, use sentence length similar to what they are using. E.g. if they use 2 word sentences, use no more than 3-word sentences. E.g. "Bend your knees"

Say it back to me: Ensure your student understands by getting them to repeat back your instructions. Eg. "I want you to slide to Xavier. Where do I want you to slide?"

Or "When we get to outside, we have to wait. What are we doing when we get outside?"

## Communication Activity

You have **90 seconds** to complete the next task

Write down how to tie your shoes in the fewest number of words possible



## 26 - 5 minutes

### ACTION:

Read the slide directions and start your timer. Use a real timer if you can, as this a strategy that will come up later.

After people have written down their instructions take a poll to see who has the lowest. Use your shoe, if you have laces, or borrow from someone in the room, and ask the **LOWEST** number of words person to read the instructions aloud as you try to follow the directions exactly until you find an effective solution.

### KNOWLEDGE:

Awesome activity for effective simple communication and task analysis. Most Candidates will make several assumptions in common knowledge. Don't give in. Be very literal in your attempt to tie the shoe.

This activity is also designed to be fun and add a boost of energy into the room. Make it exciting and challenging.



**BREAK TIME**

## **27 - 5 minutes**

### **ACTION:**

Take a short break of at least 5 minutes. Set a timer and let people know you will start again when the timer rings.

### **KNOWLEDGE:**

Allowing people a few minutes for bio needs and to check their messages is a great tool to maximize continued attention. Using the timer is a tool you will be discussing the next section and it is a nice segue.



## Behaviour & Motivation Strategies

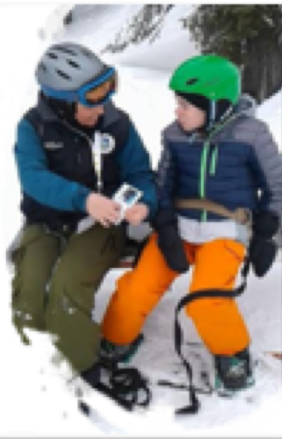
### 28 - 30 seconds

#### **ACTION:**

Just a title page. Click to next slide.

**PREPARATION:** For each of the following 7 slides please have real life examples of the tools. Each of the following slides will give a DESCRIPTION OF TOOL, REAL STORY BASED EXAMPLES, AND QUESTIONS TO ASK CANDIDATES that will further illustrate the concepts.

- First/Then
- Timers
- Countdown Strips
- Token boards/Points system
- Wait, Stop and Go cards
- Visual schedule
- Choices
- Take Breaks
- Front Loading



## 29 - 2 minutes

### ACTION:

Below is a formula that will repeat over the next 7 slides. Description of tool, Passing it around the room, Asking questions to engage Candidates and Sharing real stories. If you have your own stories about successful use of the tools, please insert instead of below.

### First/Then

### DESCRIPTION:

Ask student to do something that we want them to do and then they get to do or have something they want. Use actual visual tool to show group.

PASS it around

**ASK:** When could you use this in a Snowsports lesson?

**STORY:** Dakota loved dinosaurs. We were working on having him makes turns to control his speed. First make 10 turns on this next run and then you can choose a dinosaur sticker to put on your helmet. One pack of stickers later, Dakota was a master at speed control and we could advance to steeper terrain.

**ASK:** Where do we see this tactic being used in our everyday life?

**Answer:** E.g. First you work 80 hours and then you get a pay check. There are lots of examples.... Be creative.

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** You can use this format verbally. You could draw it in the snow. You could use physical actions to describe (charades).

## Behaviour & Motivation Strategies

### Token Boards / Points System

- Motivation
- Positive feedback

### Countdown Strips

- Shows how many more
- Help stretch the First/Then



## 30 - 2 minutes

### Token Boards

#### DESCRIPTION:

Token boards and countdown strips are the same tactics in reverse of each other. Token boards/point systems count upwards and when you hit a goal number you get a reward. Fun way to do goal setting. Countdown strips start at a higher number and decrease each time an action is completed. Great to use if a student may not want to do something, as it places strong boundaries for the completion of task.

PASS it around

**ASK:** When could you use this in a Snowsports lesson?

**STORY:** Li was 7 and loved to build snow people. Using a token board we photocopied, every time she came to a full stop using a great pizza shape with her skis, we would draw a little snowperson on the check boxes. When she collected 10 snow people, she could trade in the card for a 10 minute session of giant snowperson building.

**ASK:** Where do we see this tactic being used in our everyday life?

**Answer:** McDonalds coffee cup sticker program. Starbucks Reward Card, Airmiles

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** TB-Use little toys as tokens to collect. CS-Make 5 snowballs at the top of the run somewhere and when you complete a run, mash one of them to count down.

31 - 2 minutes

## Timer

**DESCRIPTION:** A timer is a device used to signal the end of an activity. This may be ending an activity the student has chosen or to help them persist through an activity the instructor has chosen. Let the student know how much time they have and when time is almost finished. The great benefit of using a timer is that you don't have to be the 'BAD GUY'.... It is the timer saying the activity is over.

**Pass it around ... download app 'Countdown'.**

This app allows student to be involved in choosing a image that the timer will cover up. Awesome tool.

**ASK:** When could you use this in a Snowsports lesson?

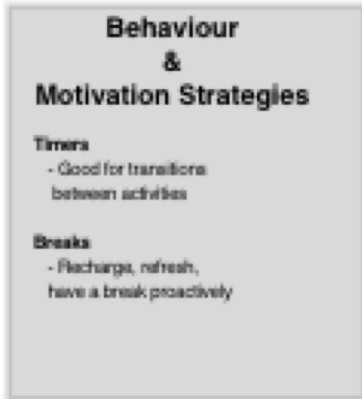
**Story:** Kenji arrived for his lesson on time. He walked in room and laid down on the bench pretending to take a nap. I asked him if he wanted a 30 second nap or a 60 second nap. He responded a 30 sec nap, I set the timer and 30 seconds later he was ready to put on his snowboard boots. There was nothing to gain from fighting the nap.... Everyone got what they wanted and I knew I could use the timer later to limit the time of certain behaviours in the future.

**ASK:** Where do we see this tactic being used in our everyday life?

**Answer:** Electric tooth brushes (turns off after 2 min). Traffic lights.

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** I am going to countdown from 10 and then we will....; After 10 chairlifts go by us we are going to 'X'



# Break

**Description:** Use breaks to recharge, refresh and manage stress. Be proactive. If you see signs of anxiety or elevation, try taking a break.

**ASK:** When could you use this in a Snowsports lesson?

**Story:** Eloise didn't really speak much and loved listening to Disney soundtracks. After a couple of runs something happened and I observed she was starting to squeeze her eyes in repetition and was moving her head back and forth. I thought this might be a sign that she needed a break, so I moved us to a safe location on the side of the run, kicked off our skis and asked if she would join me for a couple of minutes to close our eyes and listen to one of my favourite songs on my iPhone, "Under the Sea" from Little Mermaid. She agreed and when the song was over I observed she seemed more relaxed. We continued skiing until lunch.

**Other Examples:** Switching activities can be taking a break. Anything iPhone/Android can be taking a break. Building snow people.

**ASK:** Where do we see this tactic being used in everyday life?

**Examples:** Smoking, playing games on your phone, going for a walk in the middle of your work day.

32 - 2 minutes

## Choices

**DESCRIPTION:** This tool allows students to gain some control in their lives. Great when combined with Visual supports (pictograms) and always loaded with options that serve the instructor's agenda while meeting the student's goals.

**PASS** it around

**ASK:** When could you use this in a Snowsports lesson?

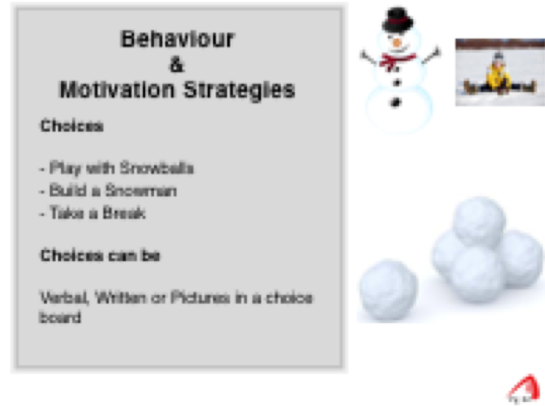
**STORY:** Snowboarding with Jason is always a great day as he is BLUE level rider and loves to explore the mountain. I always look at the grooming report to see if there are any areas we should avoid for safety. This one day, there was a big race on part of the mountain and I was concerned about traffic from racers trying to get to their events. I grabbed a mountain map and on every chair ride up, I would show Jason 2 runs we could take and allowed him to choose. Great day, I kept it safe and he did what he wanted.

**ASK:** Where do we see this tactic being used in our everyday life?

**Answer:** Multiple lanes of traffic on a highway, Being presented a choice of dressing for your salad at a restaurant.

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** Draw pictures on paper or snow, verbally offer options, verbal plus gesture-Use 2 hands- Choice A=tap left hand/Choice B=tap right hand





33 - 2 minutes

## Visual Schedules

**DESCRIPTION:** Front-loading allows your student to understand what is coming next and can offer some stress relief about next events and time frames.

**PASS** it around

**ASK:** When could you use this in a Snowsports lesson?

**STORY:** Fatima was having her first ski lesson and didn't want to leave her Daddy.

We created a visual schedule that showed we would:

1. Get on all of our ski gear. 2. Play in the snow and try some sliding with skis on. 3. Take a break and read a story. 4. Try some more skiing. 5. Meet Daddy for lunch at 12pm. Once she knew that she would see Daddy in a couple of hours she was willing to come with us and try a ski lesson.

**ASK:** Where do we see this tactic being used in our everyday life?

**Answer:** In this course in the second slide, you were given an outline of the day. On a flight, the captain addresses everyone and gives you a layout of the flight plan.

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** VISUAL SUPPORTS (Pictograms) in a specific order, verbal agreement, drawing on paper or the snow.

## Behavior & Motivation Strategies

Video-modelling  
(Front load)

Social Scripts  
(Front load)



**34 - 2 minutes**

## Video Modelling

**DESCRIPTION:** Using video can be very effective for some students. Showing exactly what is expected on a screen, allows student to focus in vs using live modelling.

**ASK:** When could you use this in a Snowsports lesson?

**STORY:** After a 2 hour session with Janice, I was struggling to explain how to put her skis in a pizza (wedge) position. I made a quick video of the moment. First from me skiing towards the camera and then from my eye view of the skis moving underneath me. The total clip was 12 seconds. I showed it to Janice.... 3 times. Then I asked her to try. Magic.... We used the technique for all new skills and she was quickly able to achieve them. I also found a few videos on YouTube and asked her Mom to show them to Janice through the week before she came to ski with us again. She now skis with her family and is thinking of joining the race team next year.

**ASK:** Where do we see this tactic being used in everyday life?

**Answer:** Cooking shows, golf swing video analysis

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** If you don't have perfect examples on file quickly create them or look to YouTube.

## **Social Script (also called social story)**

**DESCRIPTION:** This uses a story format to describe upcoming events and expected behaviours.

**PASS it around**

**ASK:** When could you use this in a Snowsports lesson?

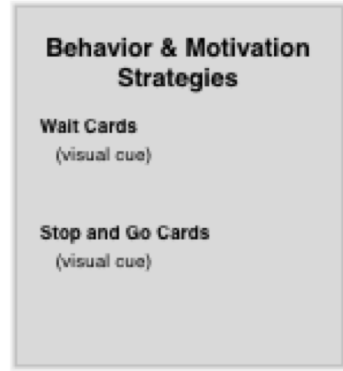
**STORY:** Enrico was feeling very nervous about attending a 4-day Snowsports festival and having to go on a chairlift, so his mum read him a social story everyday for a week beforehand. When he arrived, he felt safe because he knew before he went on the chairlift, his instructors would teach him how, and when he was ready, the safety bar would stop him from falling out. He also knew that he had to keep his body still and calm on the chair and not lift up the bar until his instructor said it was ok.

**ASK:** Where do we see this tactic being used in our everyday life?

**Answer:** Lego instructional booklet, air-safety card in seat-pocket.

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** Draw stick figure stories on paper, Draw it on the snow.



**35 - 2 minutes**

## **Wait, Stop, Go Cards**

**DESCRIPTION:** BIG Bold single word signs can be simple clear directions and offer a focal point for students.

**PASS it around**

**ASK:** When could you use this in a Snowsports lesson?

**STORY:** Andrew was a good snowboarder and was using chair lifts on a regular basis. He didn't love waiting in long lines. Andrew always snowboarded with 2 instructors and he and I would ski to the front of the line outside the ropes at which point I would hand him a wait card and Andrew knew we would stay there until I asked for the card back. The other instructor would go and get in line. When the second instructor reached us, I would ask for the card and we would all go up together.

**ASK:** Where do we see this tactic being used in our everyday life?

**Answer:** Stop sign in traffic. Queue at the bank.

**ASK:** How do you adapt this when you don't have the physical tool?

**Answer:** Create a WAIT SNOWBALL, Use hand signs for stop and go

**Please note:** There are many other types of visual cues that may be used like following lines in the snow, cues, manoeuvring around obstacles etc.

### Equipment Activity

A role play in groups of two. The younger candidate will be the instructor. The other person will be the student.

The instructor is assisting the student to put on Ski/SB boots, gloves and a helmet, using behaviour/motivation strategies.



Pg 38

## 36 - 8 minutes

**ACTION:** Read the role of each Candidate and allow 5 minutes for role-play. Spend 2 minutes debriefing afterwards to point out some things you observed being done well and ask Candidates to describe what they did to have that success.

**Instructor Role:** You will have 5 minutes for this role-play. Assume you have done an initial AOT and learned that your student doesn't like wearing things that put pressure on their skin, uses few words when communicating and loves Team Canada in hockey. Your task is to use visual supports (pictograms) and behaviour and motivation strategies to have your student put on ski or SB boots, gloves and helmet.

**Student Role:** IMMEDIATELY show discomfort and unhappiness with having restrictive articles put on you unless you feel the instructor has used effective tactics and communication (visual supports/Pictograms in this case) to allow you comfort while trying these new items on.

**KNOWLEDGE:** This activity allows candidates to start to use some of the tools they have just seen. Visual supports/Pictograms or pictures being drawn or use of phones for pictures is what you are looking to see being used. And then seeing if candidates can use a tactic to overcome any behaviour challenges.



## 37 - 1 minute

### ACTION:

This is a title page and a cue for you to get lots of gear ready. The RED sign is the big focus in this section.

### PREPARATION:

This slide is the list of tools that you should have with you for the presentation and you can take them out one at a time, explain and use Candidates to demonstrate basic setup and usage indoors. Photos have been included in case you do NOT have the specific tool. This process will speed up your time on the snow. Each slide will have HOW and WHY to use tool as well as SAFETY concerns.



## Hands-On

# 38 - 3 minutes

## ACTION:

Below is a formula that will repeat over the next 6 slides. Each slide will cover the topics: HOW to use, WHY to use and SAFETY concerns. The information is a guideline and please adapt for your own program if required.

## HOW to use:

Through physically touching the student, with permission, you are able to: create a greater base of support; offer emotional support; put student in correct body positions; and initiate turns.

## WHY would you try this:

1. Student has very poor balance on skis/snowboard and you are creating a larger base of support through physical connection to you. The goal is to use very light pressure and remove as soon as possible.
2. Student is showing signs of fear and your hope is to offer a short term calming effect through touch to allow student time to learn new skills and gain confidence.
3. Student under no circumstances can incur a fall or bump to the head and you believe this is the best measure to ensure this.
4. Can sometimes be used as a communication tool, asking your student to mimic with their feet and legs the model you are creating with their hands.

## **SAFETY Concerns:**

1. Your safety is always most important. If the student can grab, push and pull you, be aware and ensure you have great footing. Better to be off of skis or board to keep you safe.
2. Be aware of your posture. Bend knees, head up and a straight back are always good goals. IF you cannot find away to achieve this, find a better solution.
3. What happens if you are off of your skis/board and the student gets away from you and starts sliding away. TERRAIN, TERRAIN, TERRAIN. Be on easy terrain that has a natural stopping point with limited traffic. Also having a second instructor with you may give you more safe solutions.

## 39 - 3 minutes



Tether

### HOW to use:

By attaching tethers to fixed points on the student's gear, you can affect the behaviour of the gear and help in directional change and speed control.

### WHY would you try this:

1. Helps student initiate turns while encouraging full independence
2. Helps maintain speed control if learning through longer sessions of Doer/Feeler methods. E.g. Allowing a student to straight run an entire carpet run while you control the speed for safety.
3. To teach a student that we control speed through turning back and forth across the fall line.

### SAFETY Concerns:

1. The proximity of student and instructor is very close when using tethers. Speed should always be slow to maximize instructor's stopping opportunity if student falls.
2. If tethers become too long, there is a chance another guest on the mountain may try to ski between you and become tangled in the gear and cause a crash for all. Always have a second instructor with you and they can warn off all other guests while you are moving.
3. BEWARE of entanglement in lift equipment. Before using any type of lift, remove all tethers and place in a safe place such as zipped up pocket.



## 40 - 3 minutes

### HOW to use:

By attaching to the tips of skis, it encourages feet to turn in slightly, and create a wedge position for DOER/FEELEER learners. Also helps tips from crossing and helps tips from splaying outwards.

**Snowboard:** This tool may also be used by clamping to the nose of a snowboard to attach tethers from the nose.

### WHY would you try this:

1. Helps student maintain a wedge position offering a large base of support and putting skis slightly on edge that will help turns while encouraging full independence
2. While skis are in a wedge shape they create more friction which will slow speed slightly.

### SAFETY Concerns:

1. Reduces student's ability to move freely. They will have limited independent ski movement, making shuffling and picking up feet and skis difficult.
2. Using any lift with tip connectors still attached is DANGEROUS. Remove from at least one ski before using all types of lifts and ensure second connection is tightly fastened.



## Poles

**41 - 3 minutes**

### **HOW to use:**

This device has many uses. For skiing or boarding, you can use it with an instructor on both sides of the student or with one instructor on one side of the student. In all cases it allows the instructor to affect direction change, balance and speed control through an indirect connection to the student.

### **WHY would you try this:**

1. Can create a safe environment for students to explore sliding and watch instructors modelling skills, while not being as concerned with traffic and environmental dangers.
2. Allows instructors to initiate and/or complete turns with and/or for the student.
3. Can be used to team ski/board and allow the FEELER to experience the forces on themselves and their gear.
4. And there are many more uses.... please fill in your favorite or add a story about a unique use you had one time.

## **SAFETY Concerns:**

1. Close quarters with students, always increases the risk of accidents. Keeping to easier terrain and maintaining lower speeds will mitigate the severity of an incident.
2. When using the pole, always ensure that student and other instructors know who is the lead communicator commanding the group for all actions. This will eliminate confusion and make one person responsible for making safe decisions for the group as you navigate the mountain.
3. When using lifts with a big pole, assign one person to be responsible for handling it. If using a chairlift, ensure that person is positioned outside the wheel of the chair and holds the pole parallel to the ground and outside the chair until airborne. Once airborne, place pole across everyone's lap. One tower before top of lift, position pole outside of chair again and ski off the lift.



## Hoop/Sno-wing/ Ski-Pal

**42 - 3 minutes**

### HOW to use:

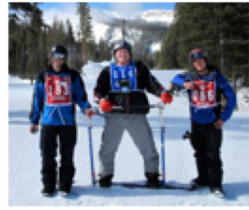
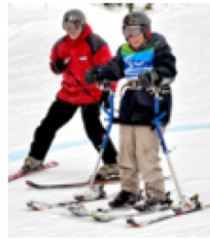
Like the pole, this device has many uses. For skiing/boarding, it allows the instructor to affect direction change, balance and speed control through an indirect connection to the student.

### WHY would you try this:

1. Can create a safe environment for student to explore sliding while not being as concerned with traffic and environmental dangers.
2. Allows instructors to initiate and/or complete turns with and/or for the student.
3. And there are many more uses.... please fill in your favourite or add a story about a unique use you had one time.

### SAFETY Concerns:

1. Close quarters with students, always increases the risk of accidents. Keeping to easier terrain and maintaining lower speeds will mitigate the severity of an incident. Often being off skis/board will create a safer environment for everyone.
2. When using lifts with a hoop/ski-pal/sno-wing, assign one person to be responsible for handling it. Be aware of objects that you can come into contact with while riding lifts and avoid.



Slider / Rider Bar

## 43 - 3 minutes

### HOW to use:

Can be effective if a student does not have the ability to support themselves fully while sliding. Can be used through all developmental stages of a student's ability and may be the way that they enjoy the mountain. If it is possible to develop strength and ability to stand independently, this can become a future goal so device may be removed in the future.

### WHY would you try this:

1. Can assist with student's stance and balance while allowing student to develop other skills.
2. Easy to attach a tether to, so the instructor can assist in direction change and speed control while allowing student to have more independence and sense of free-skiing/riding.

### SAFETY Concerns:

1. Crashes with hard equipment like the slider/rider bar are your number one concern. Mitigate all accidents with easy terrain, a very slow speed and start without instructor's skis/board on.
2. The proximity of student and instructor is very close when using tethers. Speed should always be slow to maximize instructor's stopping opportunity if student falls.
3. If tether becomes too long, there is a chance another guest on the mountain may try to ski between you and become tangled in the gear and cause a crash for all. Always have a second instructor with you who can warn off all other guests while you are moving.
4. Before using any type of lift, remove all tethers and place in a safe place such as zipped up pocket. Assess with your safety/ski patrol on safest measures when using all types of lifts with these devices.

## Adaptive Tools

Should tools be used as a **safety** device?

How are tools used to manage **fear**?

How do we test the **success** of the tool?



### Warning:

Excessive use of any adaptive tool  
may cause reliance!



## 44 - 3 minutes

### ACTION:

Using questions provided have a open conversation to see if Candidates can determine the answers. Fill in any gaps.

### KNOWLEDGE:

1. Avoid using adaptive tools as a safety device, look at which other variables you can change. Consider moving to more suitable terrain (easier); consider reducing speed or consider increasing the level of support for the student (this may mean increased number of instructors).
2. If attempting more challenging terrain, take a tool your student is comfortable with and could be used in an emergency situation to allow you to return to easier terrain. This allows the student to develop the required skills to be successful on new terrain.
3. Remove tools to test skill development on easier terrain that allows for safe experimentation. As a guideline I would suggest using the tool for no more than 5 short runs and then testing without the tool. If successful, move onto the next skill development, if not successful, assess whether you believe it is the tool that is not effective, or more repetitions with the same tool is required.



**Key Questions for parent/care-giver**

**45 - 1 minute**

**ACTION:**

Here is the retest of these questions. Ask who can remember one of the key questions to ask parent/ care-givers.

**KNOWLEDGE:**

What does your child like? (For rapport)

Is there anything I should avoid?

Is there one support strategy you would recommend I definitely use?

**These are strongly recommended questions to be asked in an initial AOT intake for a lesson with a student with ASD.**

**How to be Successful in a Lesson**

- Continually use your AOT
- Build Rapport
- Remember your Toolbox
- Stay Safe
- Have Fun!
- Teach a snowsports lesson first then adapt as you need.



**46 - 2 minutes**

**ACTION:**

Go through this slide and set your Candidates up for success with this quick review.



## Final Game...

May I please have 4 volunteers come to the front of the room!!

**47 - 5 minutes**

**This is a great way to end a PowerPoint presentation that had lots of information.**

**You Say:** I (CC) will be flipping through the all the slides again but this time at a very fast pace, about 5 seconds per slide. In order from right to left, and then jumping back to the first person, recap as clearly as you can what the slide was about and any key factors.

**Whom ever does the best could earn a prize if you have something to give away.**



Thank You

## 48 - ACTION:

Genuinely thank everyone for taking time to come and learn.

# THE END

## INSTRUCTIONS POUR LES SCENARIOS

Les scénarios sont conçus pour être réalisés avec 2 à 4 personnes. Il devrait toujours y avoir une personne qui joue le rôle de l'élève, et une autre personne qui joue le rôle du moniteur. Si il y a trois personnes dans le groupe, cette troisième personne jouera le rôle de simple observateur; si il y a une quatrième personne, elle jouera le rôle du deuxième moniteur.

Les candidat(e)s devraient tous avoir la chance de jouer le rôle au moins une fois d'élève, de moniteur, et d'observateur, en utilisant les trois scénarios prévu à cet effet. Avancez au travers des étapes 2 à 4; vous allez faire face à une variété de défis en enseignant à des personnes atteintes d'un trouble cognitif, et utilisez les stratégies qui vous ont été proposé lors de la présentation.

**\*\*\* VEUILLEZ IMPRIMER LA PAGE SUIVANTE (Scénarios Niveau 1 TSA / TC) OU BIEN DE TÉLÉCHARGER LE DOCUMENT PDF SUR UN APPAREIL ÉLECTRONIQUE QUE VOUS POUVEZ AVOIR AVEC VOUS SUR NEIGE, LORS DE LA PRÉSENTATION DES SCÉNARIOS\*\*\***

## **Scénarios Niveau 1 TSA / TC**

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Les candidat(e)s devraient tous avoir la chance de jouer le rôle au moins une fois d'élève, de moniteur, et d'observateur, en utilisant les trois scénarios prévu à cet effet. Avancez au travers des étapes 2 à 4; vous allez faire face à une variété de défis en enseignant à des personnes atteintes d'un trouble cognitif, et utilisez les stratégies qui vous ont été proposé lors de la présentation.

# Scénario #1

## Rôle de l'élève

Nom: Christiane

Diagnostic: TSA - fonctionnement élevé

Age: 7 ans

Habiletés verbales élevées

Difficultés avec la concentration

Difficultés à garder le contact visuel, et de se concentrer sur les démonstrations

Crises, causés par 'X'

## Directives pour le Moniteur

Supposez que la 1<sup>re</sup> étape de la progression du skieur a déjà été accompli, et que c'est la première fois que vous rencontrez l'élève.

Effectuez votre DOÉ avec l'élève, et demandez à l'évaluateur de jouer le rôle de parent pour la première minute du scénario. Poursuivre la leçon jusqu'à l'étape suivante de la progression du skieur. Durée: 15 minutes.

## Rôle de l'Observateur

Soulignez au moins 2 tactiques qui ont servi durant la leçon avec une personne atteinte d'un TC, et qui ont fonctionné tels que prévu.

Analysez le développement des habiletés durant la 2<sup>ème</sup> étape de la progression de l'élève, et apportez des suggestions qui pourraient améliorer l'expérience de l'élève.

# Scénario #2

## Rôle de l'élève

Nom: Annita

Diagnostic: Trisomie 21 (Syndrome de Down)

Age: 14 ans

Habiletés verbales en-dessous de son âge

Tonus musculaire diminué

N'est pas motivé pour la pratique du ski

Doit toujours avoir raison

## Directives pour le Moniteur

Supposez que les étapes 1 et 2 de la progression du skieur ont déjà été accompli, et que c'est la première fois que vous rencontrez l'élève.

Effectuez votre DOÉ avec l'élève, et demandez à l'évaluateur de jouer le rôle de parent pour la première minute du scénario.

Poursuivre la leçon jusqu'à l'étape suivante de la progression du skieur. Durée: 15 minutes.

## Rôle de l'Observateur

Soulignez au moins 2 tactiques qui ont servi durant la leçon avec une personne atteinte du Syndrome de Down, et qui ont fonctionné tels que prévu.

Analysez le développement des habiletés durant la 3ème étape de la progression de l'élève, et apportez des suggestions qui pourraient améliorer l'expérience de l'élève.

# Scénario #3

## Rôle de l'élève

Nom: Lucienne

Diagnostic: TSA - fonctionnement moyen

Age: 8 ans

Non verbale

ADORE le film animé 'X'

Réponds à toutes les instructions, amis avec un délai de 5 secondes

Va fuguer, au cours de la leçon

## Directives pour le Moniteur

Présumez que les étapes 1 à 3 de la progression du skieur ont déjà été accompli, et que c'est la première fois que vous rencontrez l'élève.

Effectuez votre DOÉ avec l'élève, et demandez à l'évaluateur de jouer le rôle de parent pour la première minute du scénario.

Poursuivre la leçon jusqu'à l'étape suivante de la progression du skieur, en incluant l'utilisation de la remontée. Durée: 20 minutes.

## Rôle de l'Observateur

Soulignez au moins 2 tactiques qui ont servi durant la leçon avec une personne atteinte d'un TC, et qui ont fonctionné tels que prévu.

Analysez le développement des habiletés durant la 4ème étape de la progression de l'élève, et apportez des suggestions qui pourraient améliorer l'expérience de l'élève.

## **FAQ (Foire Aux Questions)**

### **Quelle est la cause de l'autisme?**

Nous ignorons la cause de cette maladie. Les travaux de recherche continuent, par contre CADS n'est pas impliqué au niveau de la recherche sur l'autisme. Pour de plus amples informations, veuillez vous rendre à [fr.autismspeaks.ca](http://fr.autismspeaks.ca)

### **Pourquoi l'autisme serait il en croissance?**

Il y a plusieurs théories à cet effet, par contre CADS n'est pas impliqué au niveau de la recherche pour répondre à ce genre de question. Une bonne source d'informations serait [fr.autismspeaks.ca](http://fr.autismspeaks.ca)

### **Est-ce qu'il y a une cure pour l'autisme?**

L'autisme est une maladie chronique, bien que la manifestation de l'autisme peut évoluer au cours de la vie d'une personne lors de la croissance de l'individu et de l'apprentissage de nouvelles compétences.

### **Quels seraient les traitements optimales pour l'autisme?**

CADS n'est pas impliqué dans le traitement de l'autisme, et nous ne préconisons aucune thérapie particulière. Nous sommes neutres à l'égard des traitements disponibles, et nous encourageons les familles d'opter pour les moyens qui donneront les meilleurs résultats pour eux.

### **Les vaccinations peuvent-elles causer l'autisme?**

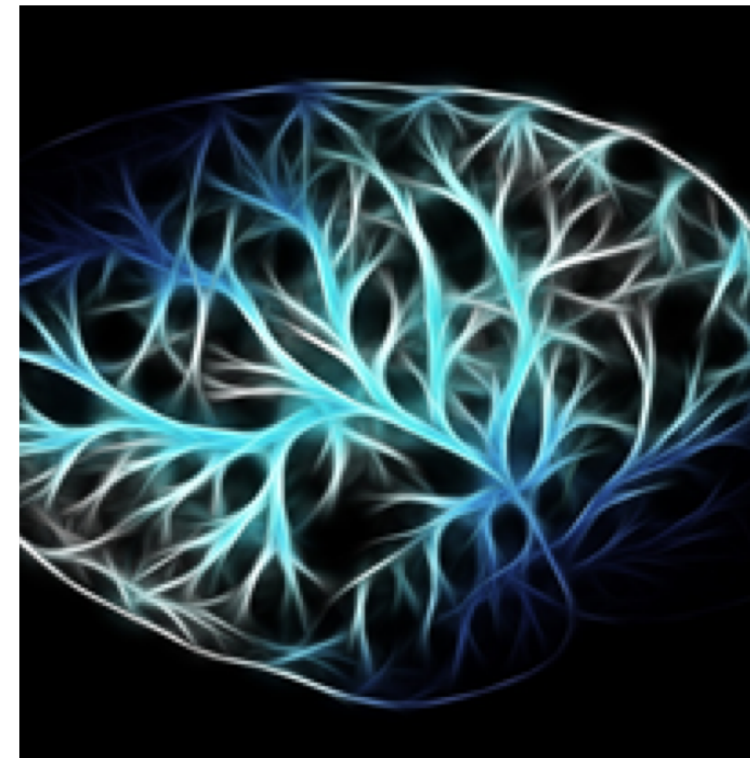
Les travaux de recherche démontrent que les vaccinations ne sont pas la cause de l'autisme.

### **Pourquoi est-ce l'autisme se révélerait plus fréquemment chez les garçons?**

Les travaux de recherche laissent croire que l'autisme serait sous diagnostiqué chez les filles. D'autres recherches indiqueraient qu'il y aurait un élément génétique de l'autisme, et que cet élément se retrouverait plus chez les garçons. CADS n'est pas impliqué au niveau de la recherche sur l'autisme, et nous vous recommandons de vous rendre à [fr.autismspeaks.ca](http://fr.autismspeaks.ca) pour de plus amples informations.

### **L'alimentation affecterait-il l'autisme? (sans gluten / dé lactose)**

CADS ne fournit pas des recommandations alimentaires aux familles. Nous vous encourageons à trouver ce qui fonctionnerait le mieux pour vous et votre famille.



# Guide du Formateur