



*CANADIAN ADAPTIVE SNOWSPORTS
SPORTS DE GLISSE ADAPTÉS CANADA*



SKI LEVEL 3 STUDY GUIDE

(Fall 2019)

National Office / Bureau National: 32 Ancolies St., SADL, Qc J0R 1B0
<http://adaptivesnowsports.ca>

CADS Mission

CADS provides opportunities for people with disabilities to experience the joy of participating and competing in alpine snowsports. CADS does this by developing and promoting adaptive snow sports through partnerships, training, and instructor certification programs.

CADS Vision

CADS is recognized nationally and internationally for its leadership in alpine adaptive snowsports.

Purpose of the CADS Technical Committee

The purpose of the Technical Committee (TC) is to provide excellent technical expertise and oversight in the delivery of training programs and certification requirements for CADS Instructors thereby contributing to the growth and enjoyment of adaptive snowsports.

Introduction

In this Study Guide, specific expressions / terms will be used and are defined here:

Student:	A person living with a disability.
Volunteer:	A person who is not CADS Certified but who works within an adaptive snowsports program.
Candidate:	A person pursuing a CADS Complete or Module Certification.
Instructor:	A person holding a CADS Complete or Module Certification.
Course Conductor:	A person holding a CADS Level 3 Certification who has passed the Course Conductor Evaluation at Pre-Course or is a CADS Level 4 or 4 Examiner.

The Certification Standards contained in this document were developed by the Technical Committee (TC) of the Canadian Adaptive Snowsports (CADS) and approved by the CADS Board of Directors. The certification standards represent a minimum standard for **Volunteers / Candidate**. The Standards also offer the basis for a program of training for potential and existing instructors.

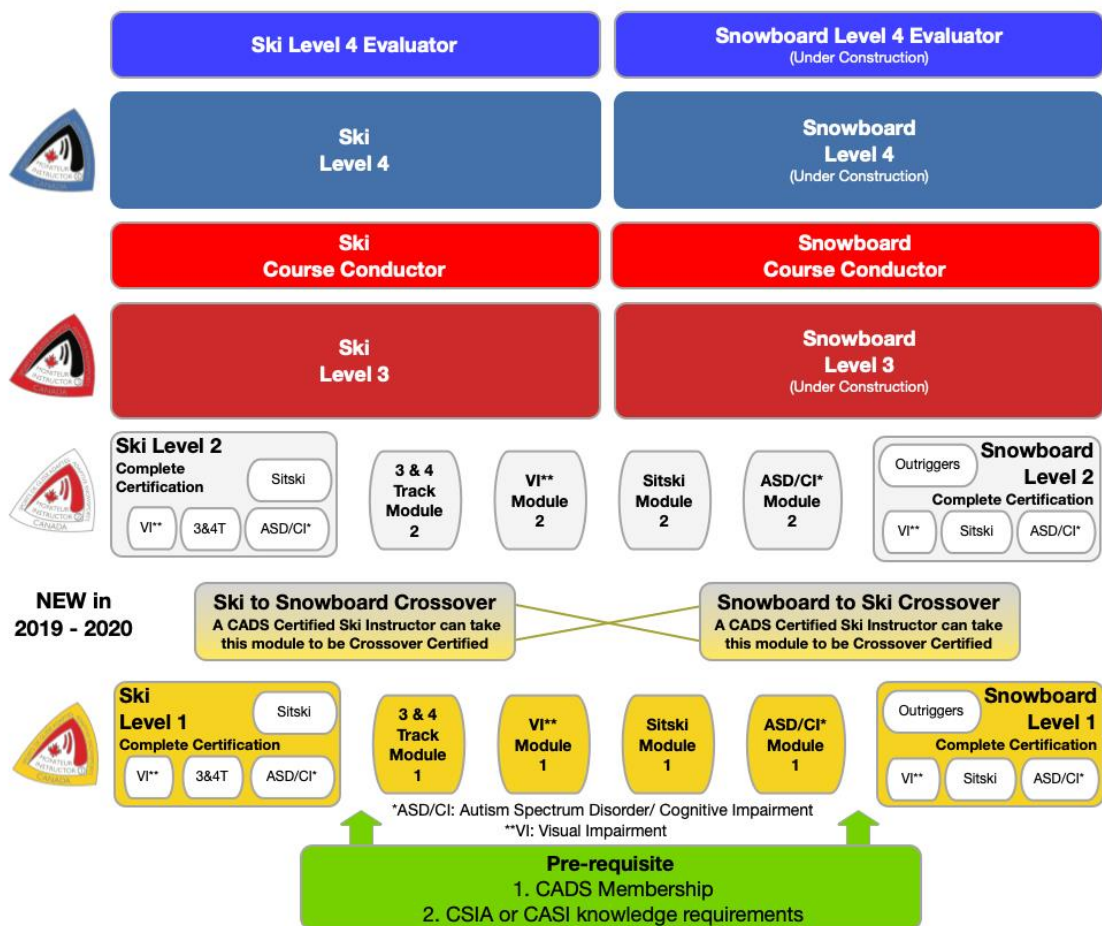
The Standards for certification are based on knowledge, teaching ability, skiing ability, and are outlined in detail in this study guide. The Standards will be reviewed by the CADS TC in consultation with key stakeholders. All updated Standards must be approved by the CADS Board of Directors.

CADS Level 3 Certification

The Candidate will be called a:

- CADS Level 3 Complete Certified Instructor **ONLY** if the Candidate has successfully passed the CADS Level 3 Evaluation.
- A Candidate, who undertakes the CADS Level 3 Complete Certification Course and does not Meet Expectation (ME) would receive Needs Improvement (NI) and would not pass the CADS Level 3 Complete Certification. Such a candidate would then remain as a Certified Complete Level 2 Instructor until such time as completion of the CADS Level 3 Complete Certification is attained and a ME is granted.

CADS Certification Pathway



CADS Certification Levels System

At CADS Ski Level 1, a Candidate may choose to take the Complete Certification which will include all disciplines (listed above) or may choose to take one Module at a time.

The Candidate will be called a:

➤ **CADS Ski Level 1 Complete Certified Instructor**

If the Candidate has successfully met expectations (ME) for all disciplines during a **CADS Ski Level 1 Certification**. This must be evaluated by a **CADS Ski Certified Course Conductor** using the **CADS Ski Level 1 marking grid**.

➤ **CADS Ski Level 1 _____ (name of the module) Certified Instructor**

If the Candidate chooses the Modular Approach and successfully met expectations in one or more **Ski Level 1 Modules**. (If a candidate (ME) in all Modules, then that person will receive the CADS Ski Level 1 Complete Certified Instructor designation). This must be evaluated by a **CADS Ski Certified Course Conductor** using the **CADS Ski Level 1 marking grid**.

➤ **CADS Snowboard to Ski Crossover Level 1 Certified Instructor**

If the candidate has successfully met expectations (ME) in the **SB to Ski Crossover Level 1 Certification**. The candidate must already be a **CADS Snowboard Level 1 Complete Certified Instructor**, prior to completing this certification. This is a complete certification only, there is no modular equivalency. (Alternatively, the candidate has fully completed both CADS Ski and CADS SB Level 1 complete certification processes).

A Candidate, who undertakes the CADS Level 1 Complete Certification and does not Meet Expectations (ME) would receive Needs Improvement (NI) and would not receive a CADS Level 1 Complete Certification. Such a candidate would then revert to the Volunteer category and the conditions surrounding this category until such time as completion of the CADS Level 1 Complete Certification is attained and an ME is granted.

- It is expected that the Level 3 Candidate:
 - Will conduct them self in a professional manner.
 - Will be able to exhibit an intermediate level of skiing proficiency.
 - Will maintain the use of ongoing AOT throughout the lesson.
 - Will show Duty of Care.
 - Will refer to the Alpine Responsibility Code.
 - Will be able to exhibit and demonstrate a strong degree of disability knowledge.
 - Will demonstrate a teaching effectiveness with a student at an intermediate level.
 - The Candidate will move to the appropriate terrain as the lesson progresses and as time allows.
 - The Candidate may use another person to perform any demo they require if unable to perform themselves. During the demo however, the candidate must describe what is happening as if they were doing it themselves.

Prerequisites for the Level 3 Evaluation

Several prerequisites must be met before undertaking Level 3 Certification:

Candidates WITHOUT CSIA CERTIFICATION	Candidates WITH CSIA CERTIFICATION*
Have a current CADS membership.	Same.
Have a current CADS Level 2 certification.	Same or equivalent
Attend CADS Level 3 Teaching Methodology.	If holding a CSIA Level 1 Certification, the candidate needs to attend the CADS Level 3 Teaching Methodology. Hold a current CSIA Level 2 Certification or higher.
Strongly recommended: Attend a CADS Level 3 training Preparation session.	Strongly recommended: Attend a CADS Level 3 training Preparation session.

For the Candidate living with a disability:

- Must demonstrate the skills applicable to their ability and equipment, and use others to demonstrate those functions they are unable to perform while explaining what is happening. This applies to all aspects within each discipline.
- Including the CADS Teaching Methodology Clinic based on the CSIA methodology.

Level 3 Requirements

Instructor Certification Course: The Course Conductor may use as much time as is required to evaluate the information as outlined below.

Each discipline (below) for Level 3 is evaluated on the Candidates ability to teach intermediate ski lessons to the following:

- ✓ Visual Impairment
- ✓ 3 Track and 4 Track
- ✓ Sitski

NOTE: The CADS Level 3 Evaluation includes the application of the CADS Teaching Methodology based on the CSIA knowledge for **ALL** three (3) disciplines listed above.

Ongoing assessment throughout the Certification will form the basis for a mark of “Needs Improvement” (NI) or “Meets Expectation” (ME). Ski ability will be assessed throughout the course.

It is the intent of the Technical Committee to revise the CADS Instructor Manual to include Intermediate Teaching Methodology. As such, the CADS Technical Committee has decided to include CADS Intermediate Teaching Methodology in the Level 3 Certification as it will be linked with the upcoming CADS Instructor Manual revision as well as the certification revision for Level 3 and higher.

The new CADS Intermediate Teaching methodology is described below, and the Level 3 Candidate is required to ski and teach at the intermediate level.

All teaching must be linked to the Gliding Experience and the Technical Reference.

Level 3 Candidate evaluations will be ongoing throughout the process and will result in either Meets Expectation (ME) or Needs Improvement (NI). To Meet Expectations, the candidate needs to successfully ME both the Skiing Outcomes and the Teaching Outcomes portion.

- CADS Teaching Methodology portion:
 - Candidates will work through the Gliding Experience and the Technical References in teaching scenarios.
 - Candidate will work on in their own skiing acquisition to consolidation based on CSIA definition (see note) level for:
 - The Gliding Experience
 - The Technical References
 - The Skiing Objectives

Note:

Acquisition

- The skier coordinates and executes the key components of the movement in the correct order;
- Execution is inconsistent and lacks precision;
- Conscious execution by skier;
- Rough form, lack synchronization, rhythm and flow.

Consolidation

- Coordination of movements appears;
- Controlled and rhythmical execution of task under stable conditions;
- Some performance elements are maintained, but are inconsistent when skier is under pressure, conditions change or demands increase.

- CADS portion:
 - Candidate will apply the CADS Teaching Methodology to the CADS disciplines: VI, Sitski, 3/4-Track.
 - Choice of terrain is on intermediate runs.
 - Candidate will teach techniques at an intermediate level.
 - Candidate will be able to demonstrate or can use someone else to perform the demonstrate in the CADS disciplines.
 - Candidate will assess and create a development plan relative to the student abilities within the situation.

Level 3 Evaluation consists of:

1. Personal skiing assessment based on the CADS Teaching Methodology and requirements marked in the Skiing Outcomes section of the Level 3 Grid.
2. Teaching Outcomes will be assessed on CADS disciplines (VI, Sitski, 3/4-Track).

The Skiing Outcomes involve the following, in 3 separate assessed runs, short radius, intermediate parallel, free run (mixed radius).

- The Candidate will demonstrate their ability to use the Gliding Experience (based on CSIA) in all CADS disciplines and in within their personal skiing where appropriate.
 - Mobility
 - Gliding
 - Direction change
 - Speed management
- The Candidate will demonstrate their ability to use the Technical Reference (based on CSIA) in all CADS disciplines and in within their personal skiing where appropriate.
 - **Use of all joints helps maintain balance**, providing the ability to manage forces acting on the ski and skier
 - **Turning is led by the lower body** and ski design
 - **Upper and lower body separation** allows for angulation to provide grip
 - **Coordinated movement patterns** direct the forces acting on the skis and the momentum of the skier from turn to turn
- The Candidate will demonstrate their ability to combine all the skills.
- The Candidate will demonstrate continuous flow in the turn sequence.
- The Candidate will demonstrate speed control on intermediate terrain.
- The Candidate will be able to perform linked turns with edging present at the end of the arc.
- The Candidate will utilize a pole plant at the end of the arc to prepare for the upcoming new turn.

The Teaching Outcomes as marked on the grid will involve the candidates' ability to:

- Establish a learning contract
 - Determine experience level of Student
 - Set goals (achievable)
 - Analyze (physical ability and capacity, mental state)
 - Apply two-way communication
 - Give individual feedback
 - Use debriefing
- Establish the situation (terrain, safety, learning environment, conditions)
 - Use best practices (security)
 - Use/apply group or individual control principle
 - Choose of proper terrain
 - Adapt to snow and weather
 - Follow an appropriate learning tempo
- Select the appropriate objective in relation to goals and AOT
 - Set objective align with the student goals
 - Develop the skiing objectives (mobility, gliding, speed management, and direction change) in relationship to the AOT
 - Use objectives in every situation
 - Choose objective related to Technical Reference
- Select the appropriate motor skill development relative to AOT
 - Use task related to technical reference
 - Use a proper task relative to situation
 - Apply cause-effect understanding
 - Determined require time for a task
 - Select between complexity or simplicity for a task
 - Use the above to develop the lesson plan
- Establish reflective learning
 - Task - Target concrete learning task
 - Reflect - Initiate with Student a reflective learning process towards the task
 - Comprehension - Use debriefing to compare objective and what is acquired or consolidated
 - Variation - Choose and work with one task at the time, relative to the aim of the Student.
 - Was the task meaningful and did the reflection match the observation (AOT) and understand the cause and effect.
- Select and set up the appropriate equipment correctly
 - Understand the components of the equipment

- Understand the affect of correct set-up of equipment has on the student.
- Identify where the technical reference will assist in the gliding experience
 - Demonstrate how the technical reference affect the skiing objectives
- Identify the appropriate technical reference point
 - Understand the key components (i.e. big picture) of how the student is skiing
 - Explain what technical reference they need to work on.
- Establish a consistent lesson plan relating to the appropriate technical reference
 - Demonstrate a consistent theme to the lesson plan based on an appropriate technical reference. (beginning, middle, end)
- Adapt explanations to different learning type/style
 - Show appropriate demonstration and teaching ability to adapt to different learning styles
 - Staying consistent throughout the lesson plan.
- Provide a correct demo of the task
 - Show appropriate demonstration of the technical reference they are teaching.
 - If you are not able to provide the demonstration you can use someone else to perform the demonstrate in the CADS disciplines.
- Utilize a student-centered approach of teaching
 - Show appropriate demonstration of the skiing objective (student centered) they are teaching.
- Give internal and external clues to develop the skill
 - Prime the task by starting with external cue then internal cue to reflect the skiing objective.
- Change one variable and review potential new outcomes
 - Adjust one variable/experience to deepen the student's knowledge and understanding.
 - Demonstrate this process during the reflective learning model.
- Use a task relevant to the situation

- Match the task with the skiing objective and motor skill that was developed during the learning contract
- Provide a reasonable time frame for the task
 - Establish this during the learning contract discussion,
 - Is the goal obtainable in the allotted time frame.
- Use a task appropriate to intermediate skiers
 - Demonstrate that the task given is appropriate to the skill level of the student.
- Receive and build upon personal feedback
 - Demonstrate the ability to receive feedback (positive or constructive) and apply it during your evaluation