



*CANADIAN ADAPTIVE SNOWSPORTS
SPORTS DE GLISSE ADAPTÉS CANADA*



CADS LEVEL 2 STUDY GUIDE

FALL 2019

CADS National
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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

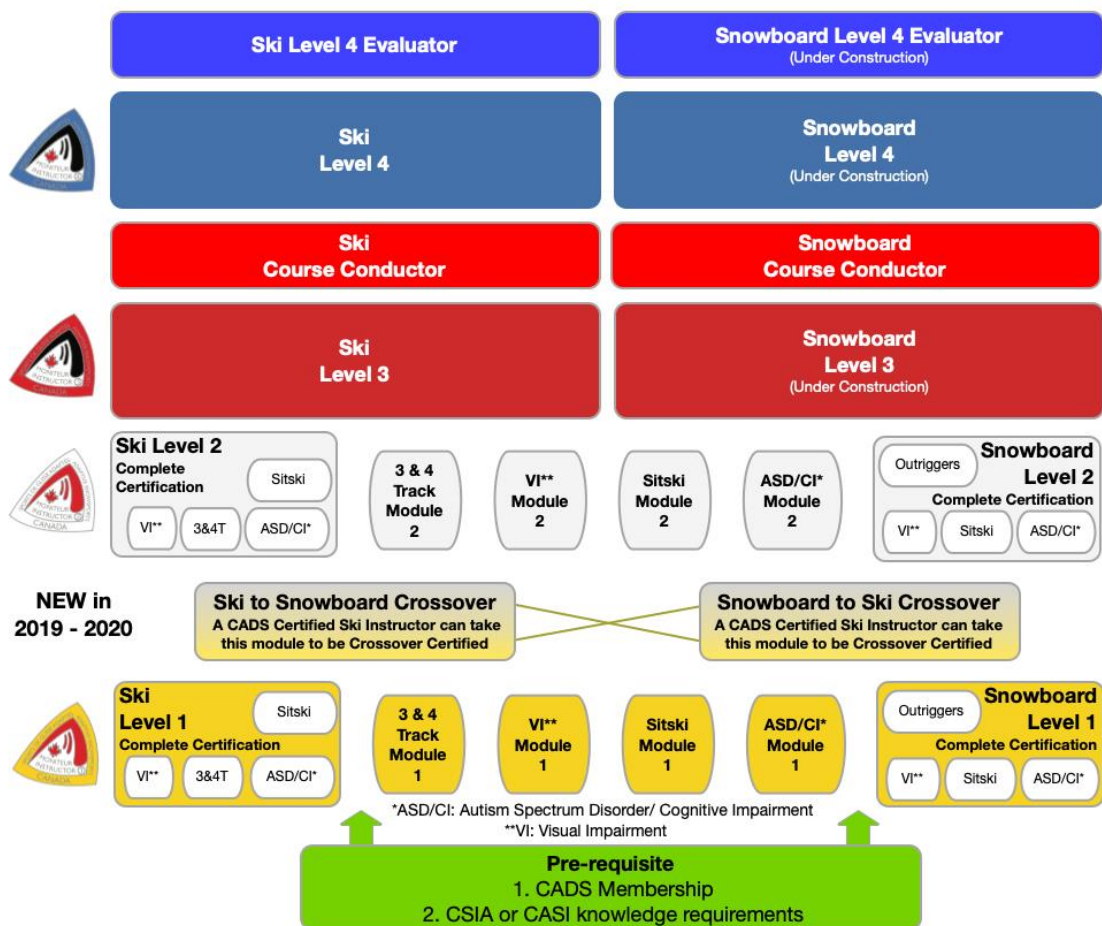
In this Study Guide, specific expressions / terms will be used extensively and are defined here:

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 Certification process may be offered as a complete course over several days or in the form of Modules which, Candidates may undertake on an individual basis. However, all Level 2 Modules must be successfully completed before Level 2 Complete Certification may be attained.

The Standards for certification are based on knowledge, teaching ability, skiing ability, and are outlined in detail in this study guide for each level. 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 Certification Pathway



CADS Certification Levels System

At CADS Ski Level 2, 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 2 Complete Certified Instructor**

If the Candidate has successfully met expectations (ME) for all disciplines during a **CADS Ski Level 2 Certification**. This must be evaluated by a **CADS Ski Certified Course Conductor** using the **CADS Ski Level 2 marking grid**.

➤ **CADS Ski Level 2 _____ (name of the module) Certified Instructor**

If the Candidate chooses the Modular Approach and successfully met expectations in one or more **Ski Level 2 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 2 marking grid**.

➤ **CADS Snowboard to Ski Crossover Level 2 Certified Instructor**

If the candidate has successfully met expectations (ME) in the **SB to Ski Crossover Level 2 Certification**. The candidate must already be a **CADS Snowboard Level 2 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 2 complete certification processes).

A Candidate, who undertakes the CADS Level 2 Complete Certification and does not Meet Expectations (ME) would receive Needs Improvement (NI) and would not receive a CADS Level 2 Complete Certification. Such a candidate would then revert to CADS Level 1 Complete Certification and the conditions surrounding this category until such time as completion of the CADS Level 2 Complete Certification is attained and an ME is granted.

Prerequisites for the CADS Level 2:

Several prerequisites must be met before undertaking CADS Level 2 Certification (Complete or Module):

Students WITHOUT CSIA/CASI CERTIFICATION	Students WITH CSIA/CASI CERTIFICATION*
1- Have a current CADS Level 1 certification	Same
2- Have a current CADS membership ¹	Same
3- Attend CADS Teaching Methodology Clinic for CADS Level 2	Not applicable if Level 1 CSIA or higher ²

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.

CADS Level 2 Requirements:

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

Each discipline for Level 2 is presented in the CADS Instructor Manual: (teaching steps 5 to 6):

- ✓ Visual Impairment
- ✓ 3 Track and 4 Track
- ✓ Sitski
- ✓ Autism Spectrum Disorder and Cognitive Impairment

¹ Active membership in *CADS*. Membership may be completed online.

² The CSIA Certification must be current and the recall associated with it must be completed as defined by CSIA. If not then the CADS Teaching Methodology Clinic session applies here as well.

Modular Certification Evaluation: The Course Conductor may use as much time as is required to evaluate the required information. The Modules must be completed in order (i.e. Level 2 before Level 3).

Each Module for Level 2 is presented in the CADS Instructor Manual: (teaching steps 5 to 6)

- ✓ Module Visual Impairment:
- ✓ Module 3 and 4 Track
- ✓ Module Sitski
- ✓ Module Autism Spectrum Disorder and Cognitive Impairment

NOTE: The CADS Level 2 Evaluation includes the application of CADS Teaching Methodology or CSIA knowledge for **ALL** four (4) disciplines while the Level 2 _____ (name of module) includes the application of CSIA knowledge and the Module components being pursued.

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

Requirements:

***A marking grid will be maintained for the CSIA portion and will be given to the Candidate along with any comments pertaining to improvements prior to taking the CADS Level 2 Evaluation.

Attend CADS Teaching Methodology Clinic for CADS Level 2 or achievement of similar or equal CSIA Level 1 is required to be prepared for the CADS Level 2 Evaluation.

***The following are the requirements for the CADS Teaching Methodology portion for the CADS Level 2 Evaluation.

- They must be taken prior to the CADS Level 2 Evaluation if the Candidate does not hold a CSIA Level 1 Certification or higher.
- These requirements will be examined during the CADS Level 2 Evaluation and if lacking could be the basis of a “Needs Improvement” (NI).

Ski Ability (will involve the following)

- The Candidate must demonstrate their knowledge and ability to use the Gliding Experience and Technical Reference.
- The Candidate must demonstrate their ability to use the skills in the correct sequence.
- The Candidate may demonstrate continuous flow in the turn sequence.
- The Candidate will demonstrate speed control on groomed intermediate terrain although under conditions of stress may abandon this ability.
- The Candidate will be able to perform linked turns with edging present throughout 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 action may be jerky and lack flow.

Note: At CADS Level 2 the **pole plant** will be introduced and the Candidate will experiment with it. The pole plant has several benefits:

Pole Plant

- ✓ The pole plant takes place at the end of the turn to establish balance over the edges;
- ✓ Pole basket should move forward on an arc as the arc is progressing so that it is ready to plant;
- ✓ The pole can have some weight on it to stabilize the upper body and prevent rotation;
- ✓ Once planted, ski past the pole and then ready it to move forward into the next arc;
- ✓ The pole movement will assist rhythm;

During skiing or demonstration sequences the Candidate must demonstrate the continuous movement of the pole basket through the arc as the turn is progressing; the correct timing of the pole plant; balance over the ski edges and no rotation once the pole is planted.

What will be covered in this discipline:

- 1. Assessment of Abilities**
 - 2. Teaching Aids**
 - 3. Teaching Techniques**
 - 4. Tethering Techniques**
 - 5. Lift Procedures**
 - 6. Safety**
-

1-Assessment of Abilities - knowledge/demonstration

- Candidate has to demonstrate proficient understanding of the assessment of ability starting with the CADS Student Information and Medical Form as an ongoing process (Static / dynamic - indoor / outdoor).
- Must demonstrate proficient knowledge of tables found in the AOT.
- Refer to the AOT to help develop the lesson plan to assess student's progression and develop the lesson plan.

Expectation

- ❖ Appendix 6 (Page 178): Candidate should be able to explain why parts of the CADS Student Information and Medical Form obtain important information that they will need for their lesson and why. (Personal information, emergency contact information, ski / snowboard experience, general information, medication, learning environment, participant recreation and leisure information).
- ❖ *Assessment of Abilities (page 21)*: Candidate should be able to demonstrate ability to gather important information by using 3 or more relevant examples for each.

- ❖ *Student Assessment: Ask, Observation, & Test (page 24):* Demonstrate ability to gather important information by using 3 or more relative examples of each (what / why / where / when / how type questions) from the AOT for each step. The Candidate should ask related questions for each area.

2-Teaching Aids – knowledge/demonstration

- Safe falling and rising demonstration and knowledge
- Use of physical touch to guide indoors and outdoors.
- Use of voice to guide outdoors.
- Equipment for guiding / general discussion.

Expectation

- ❖ Candidate is able to teach the student in a safe manner for falling and getting up.
- ❖ *Types of Guiding (page 32):* Candidate should be able to explain the different options to guide. The understanding on which technique is best for each student and condition.
- ❖ *Types of Guiding (page 32):* Candidate is able to explain why the voice is important and what are the sounds the student will hear outside. The Candidate will review the emergency guiding situation.
- ❖ *Guiding from the Front – Instructor skiing backwards or forward (page 33):* Candidate is able to demonstrate their ability to ski backwards or forward in front, while guiding.
- ❖ *Guiding from behind (page 33):* Candidate is able to demonstrate how to use the voice when skiing from behind.

3-Teaching Techniques –knowledge/demonstration

- Ski Techniques –must have a proficient understanding of the Gliding Experience and basic Technical Reference understanding and be able to explain and demonstrate the content of each.
- Demonstrate CADS Steps 5-6.
- Knowledge and apply the CADS Teaching Methodology skills and how they occur in relationship to the technical reference.
- Identify applicable tasks appropriate to the lesson.
- Speed Management by maintaining consistent speed via turn shape.

Expectation

- ❖ *CSIA website / CADS Teaching Methodology Reference Guide: The Candidate should know the components of the Gliding Experience and Technical Reference.*
- ❖ *Teaching Techniques (page 146) and CSIA websites: Candidate need to have a good understanding of how the Technical Reference effects Teaching Steps 5-6.*
- ❖ *Linking Turns (page 42): Candidate is able to teach the students with the focus on Steps 5 & 6. Able to reflect on what task would be appropriate to the lesson and the cause and effect of this task.*

4-Tethering Techniques - knowledge/demonstration

- From the Sitski section of the CADS Instructor Manual understand the tethering techniques.

Expectation

- ❖ *Tethering (page 118): Candidate should understand the drills that make up the tethering techniques.*
- ❖ *Tethering a weighted sitski and stand up skier (page 119): Candidate must demonstrate Step 11 of tethering a stand-up skier.*
- ❖ *Tethering can be done from the tips, boots, or body.*
- ❖ *No specific test will take place for the steps of Tethering Techniques. However, the Candidate **must be able to demonstrate the Techniques** during the Level 2 Course to achieve Meets Expectation.*

5-Class Management and Lift Procedures – knowledge/demonstration

- Demonstrate good teaching practices.
- Demonstrate and explain the evacuation process and special student considerations.

Expectation

- ❖ *Teaching Tips (page 44)*: Class management on the hill with regard to speed of the lesson and changing condition.
- ❖ *Keys to Chairlift Loading and Unloading Success (page 45)*: Candidate should be able to lead the student with verbal commands and determine if there is any anxiety.
- ❖ No specific test for Lift Procedures will take place. However, the Candidate **must present all the above points** during the Level 2 Evaluation to achieve Meets Expectations.

6. Safety - knowledge/demonstration

- Discussion during set up and during demonstrations on hill:
 - Safe procedures when working with a person with VI.
 - Be aware of their surroundings and traffic at all times.
 - Be aware that the assessment is crucial for the outcome of the ski lesson safety.
 - Continuous discussion of safety aspects throughout the lesson.
- Communication with the lift attendant is clear and using the appropriate language.
- Knowledge of the Alpine Responsibility Code.
- Discussion of the Duty of Care.
- Discuss and define how to recognize and deal with on-hill fatigue symptoms.
- Know the lift evacuation procedure.

NOTE:

No specific test for Safety will take place. However, the Candidate **must present all the above points** during the Level 2 Evaluation to achieve Meets Expectation.

What will be covered in this discipline:

- 1. Assessment of Abilities**
 - 2. Teaching Aids**
 - 3. Teaching Techniques**
 - 4. Tethering Techniques**
 - 5. Lift Procedures**
 - 6. Safety**
-

1. Assessment of Abilities - knowledge/demonstration

- Candidate has to demonstrate their proficient understanding of the assessment of ability starting with the CADS Student Information and Medical Form as an ongoing process (Static / dynamic - indoor / outdoor).
- Must demonstrate proficient knowledge of tables found in the AOT.
- Refer to the AOT to help develop the lesson plan to assess student's progression and develop the lesson plan.

Expectation

- ❖ Appendix 6 (Page 178): Candidate should be able to explain why parts of the CADS Student Information and Medical Form obtain important information that they will need for their lesson and why. (Personal information, emergency contact information, ski / snowboard experience, general information, medication, learning environment, participant recreation and leisure information).
- ❖ *Assessment of Abilities (page 21)*: Candidate should be able to demonstrate ability to gather important information by using 3 or more relevant examples for each.

- ❖ *Assessment of Abilities – 3 Track (page 48) & 4 Track (page 69):* Candidate should be able to demonstrate ability to gather important information by using 3 or more relevant examples for each.
- ❖ *Teaching Technique – 4 Track (page 73):* Candidate is able to use the AOT to determine the lowest joint he student can use.

2. Teaching Aids – knowledge/demonstration

- Safe falling and rising demonstration and knowledge
- Equipment usage – discussion during demonstrations.
- Demonstrate proficient knowledge of adjusting outriggers for proper use and student success.

Expectation

- ❖ *Falling Safely - 3 Track (page 66):* Candidate is able to teach the student in a safe manner for falling and getting up.
- ❖ *Outriggers (page 17):* Candidate should be able to explain the parts and how-to set-up the outriggers.
- ❖ *Equipment – 3 Track (page 51) & 4 Track (page 92):* Candidate should be able to explain the parts and how-to set-up the outriggers for a 3 Track or 4 Track student. The Candidate should be able to recognise a few adjustments that can improve the student's centered mobile stance and effect the turn shape.

3. Teaching Techniques –knowledge/demonstration

- Ski Techniques –must have a proficient understanding of the Gliding Experience and basic Technical Reference understanding and be able to explain and demonstrate the content of each.
- Demonstrate CADS Steps 5-6.
- Knowledge and apply the CADS Teaching Methodology skills and how they occur in relationship to the technical reference.
- Identify applicable tasks appropriate to the lesson.
- Speed Management by maintaining consistent speed via turn shape.

Expectation

- ❖ *CSIA website / CADS Teaching Methodology Reference Guide*: The Candidate should know the components of the Gliding Experience and Technical Reference.
- ❖ *Teaching Techniques (page 146) and CSIA websites*: Candidate need to have a good understanding of how the Technical Reference effects Teaching Steps 5-6.
- ❖ *Linking Turns – 3 Track (page 58) & 4 Track (page 80)*: Candidate is able to teach the students with the focus on Steps 5 & 6. Able to reflect on what task would be appropriate to the lesson and the cause and effect of this task.
- ❖ Candidate should be able to demonstrate linked turns on a beginner / intermediate terrain in a controlled manner doing various turn shapes as a 3 Tracker and 4 Tracker.

4. Tethering Techniques - knowledge/demonstration

- From the Sitski section of the CADS Instructor Manual understand the tethering techniques.

Expectation

- ❖ *Tethering (page 118)*: Candidate should understand the drills that make up the tethering techniques.
- ❖ *Tethering a weighted sitski and stand up skier (page 119)*: Candidate must demonstrate Step 11 of tethering a stand-up skier.
- ❖ Tethering can be done from the tips, boots, or body except for 4-tracking which can be done from the boots or body.
- ❖ No specific test will take place for the steps of Tethering Techniques. However, the Candidate **must be able to demonstrate the Techniques** during the Level 2 Course to achieve Meets Expectation.

5. Class Management and Lift Procedures – knowledge/demonstration

- Demonstrate good teaching practices.
- Demonstrate and explain the evacuation process and special student considerations.

Expectation

- ❖ *Monitor Fatigue (page 65)*: Regular stops on the hill with regard to speed of the lesson and changing condition.
- ❖ *Ski Lift Procedures (page 66)*: Candidate should be able recognise the signs of fatigue.
- ❖ No specific test for Lift Procedures will take place. However, the Candidate **must present all the above points** during the Level 2 Evaluation to achieve Meets Expectations.

6. Safety – knowledge/demonstration

- Discussion during set up and during demonstrations on hill:
 - Safe procedures when working with a 3 or 4 Track skier.
 - Be aware of their surroundings and traffic at all times.
 - Be aware that the assessment is crucial for the outcome of the ski lesson safety.
 - Continuous discussion of safety aspects throughout the lesson.
- Knowledge of the Alpine Responsibility Code.
- Discussion of Duty of Care.
- Communication with the lift attendant is clear and using the appropriate language.
- Discuss and define how to recognize and deal with on-hill fatigue symptoms.
- Know the lift evacuation procedures.

NOTE:

No specific test for Safety will take place. However, the Candidate **must present all the above points** during the Level 2 Course to achieve Meets Expectation.

What will be covered in this discipline:

- 1. Assessment of Abilities**
 - 2. Teaching Aids**
 - 3. Teaching Techniques**
 - 4. Tethering Techniques**
 - 5. Lift Procedures**
 - 6. Safety**
-

1. Assessment of Abilities - knowledge/demonstration

- Candidate has to demonstrate their proficient understanding of the assessment of ability starting with the CADS Student Information and Medical Form as an ongoing process (Static / dynamic - indoor / outdoor).
- Must demonstrate proficient knowledge of tables found in the AOT.
- Refer to the AOT to help develop the lesson plan to assess student's progression and develop the lesson plan.

Expectation

- ❖ Appendix 6 (Page 178): Candidate should be able to explain why parts of the CADS Student Information and Medical Form obtain important information that they will need for their lesson and why. (Personal information, emergency contact information, ski / snowboard experience, general information, medication, learning environment, participant recreation and leisure information).
- ❖ *Assessment of Abilities (page 21)*: Candidate should be able to demonstrate ability to gather important information by using 3 or more relevant examples for each.
- ❖ *Ask, Observation, & Test (page 97)*: Demonstrate ability to gather important information by using 3 or more relative examples of each (what / why / where / when / how type questions) from the AOT for each step. The Candidate should ask related questions for each area.

2. Teaching Aids – knowledge/demonstration

- Safe falling and rising demonstration and knowledge
- Equipment usage – discussion during demonstrations.
- Demonstrate thorough knowledge of adjusting outriggers for proper use and student success.
- Discuss and perform the dowel test on an empty Sitski.
- Discuss set up of a sitski for a particular student as well as the tethers.

Expectation

- ❖ *Falling / getting up with assistance (page 125)*: Candidate is able to teach the student in a safe manner for falling and getting up.
- ❖ *Outrigger Set-up (page 108)*: Candidate should be able to explain the parts and how-to set-up the outriggers for a sitski student. The Candidate should be able to recognise a few adjustments that can improve the student's centered mobile stance and effect the turn shape.
- ❖ *Dowel Testing (page 109)*: Candidate should be able to explain and perform the dowel test for a student to find centre of balance and why is this important.
- ❖ *Sitski Strapping Steps (page 107)*: Candidate should be able to explain each component of the sitski, how to adjust them, order of set-up and length of outriggers and / or tethers for a particular student.
- ❖ *Note (page 127)*: Candidate should be able to explain how the placement of fixed-outriggers facilitate the turn shape and terrain.

3. Teaching Techniques –knowledge/demonstration

- Ski Techniques –must have a proficient understanding of the Gliding Experience and basic Technical Reference understanding and be able to explain and demonstrate the content of each.
- Demonstrate CADS Steps 5-6.
- Knowledge and apply the CADS Teaching Methodology skills and how they occur in relationship to the technical reference.
- Identify applicable tasks appropriate to the lesson.
- Speed Management by maintaining consistent speed via turn shape.

Expectation

- ❖ *CSIA website / CADS Teaching Methodology Reference Guide*: The Candidate should know the components of the Gliding Experience and Technical Reference.
- ❖ *Teaching Techniques (page 146) and CSIA websites*: Candidate need to have a good understanding of how the Technical Reference effects Teaching Steps 5-6.
- ❖ *Linking Turns (page 113)*: Candidate is able to teach the students with the focus on Steps 5 & 6. Able to reflect on what task would be appropriate to the lesson and the cause and effect of this task.
- ❖ Candidate should be able to demonstrate how to ski a sitski on a beginner / intermediate terrain in a control manor doing various turn shapes.

4. Tethering Techniques – knowledge/demonstration

- From the Sitski section of the CADS Instructor Manual understand the tethering techniques.
- Tether an occupied Quadski doing linking turns on a beginner / intermediate terrain (if appropriate).
- Tether an occupied Sitski on a groomed beginner / intermediate terrain (if appropriate) while linking turns.
- Demonstrate speed control and various turn shapes on a beginner / intermediate terrain (if appropriate).

Expectation

- ❖ *Tethering (page 118)*: Candidate should understand the drills that make up the tethering techniques.
- ❖ *Tethering a weighted sitski and stand up skier (page 119)*: Candidate must demonstrate Step 11 of tethering a quad skier on beginner terrain moving to intermediate terrain.
- ❖ *Quad ski and Teaching Technique (page 126)*: Candidate must be able to safely tether a quad skier though Steps 1-4
- ❖ No specific test will take place for the steps of Tethering Techniques. However, the Candidate **must be able to demonstrate the Techniques** during the Level 2 Course to achieve Meets Expectation.

5. Class Management and Lift Procedures – knowledge/demonstration

- Demonstrate proficient teaching practices.
- Demonstrate and explain the evacuation process and special student considerations.

Expectation

- ❖ *Teaching Techniques (page 110)*: Class management on the hill with regard to speed of the lesson and changing condition.
- ❖ *Keys to Chairlift Loading and Unloading Success (page 45)*: Candidate should be able to lead the student with verbal commands and determine if there is any anxiety.
- ❖ No specific test for Lift Procedures will take place. However, the Candidate **must present all the above points** during the Level 2 Evaluation to achieve Meets Expectations.

NOTE:

No specific test for Lift Procedures will take place. However, the Candidate **must present all the above points** during the Level 2 Course to achieve Meets Expectations.

6. Safety - knowledge/demonstration

- Discussion during set-up and during demonstrations on hill:
 - Safe procedures when working with a Sitskier.
 - Be aware of their surroundings and traffic at all times.
 - Be aware that the assessment is crucial for the outcome of the ski lesson safety.
 - Continuous discussion of safety aspects throughout the lesson.
- Knowledge of the Alpine Responsibility Code.
- Discussion of Duty of Care.
- Communication with the lift attendant is clear, using the appropriate language.
- Discuss and define how to recognize and deal with on hill fatigue and hypothermia symptoms – page 128
- Know the lift evacuation procedures – page 125

No specific test for Safety will take place. However, the Candidate **must present all the above points** during the Level 2 Course to achieve Meets Expectation.

What will be covered in this discipline:

- 1. Assessment of Abilities**
 - 2. Teaching Aids**
 - 3. Teaching Techniques**
 - 4. Tethering Techniques**
 - 5. Lift Procedures**
 - 6. Safety**
-

1. Assessment of Abilities - knowledge/demonstration

- Candidate has to demonstrate their proficient understanding of the assessment of ability starting with the CADS Student Information and Medical Form as an ongoing process (Static / dynamic - indoor / outdoor).
- Must demonstrate proficient knowledge of tables found in the AOT.
- Refer to the AOT to help develop the lesson plan to assess student's progression and develop the lesson plan.

Expectation

- ❖ Appendix 6 (Page 178): Candidate should be able to explain why parts of the CADS Student Information and Medical Form obtain important information that they will need for their lesson and why. (Personal information, emergency contact information, ski / snowboard experience, general information, medication, learning environment, participant recreation and leisure information).

- ❖ *Assessment of Abilities (page 21)*: Candidate should be able to demonstrate ability to gather important information by using 3 or more relevant examples for each.
- ❖ *Assessment of Abilities - ASD (page 138) & CI (page 160)*: Demonstrate ability to gather important information by using 3 or more relative examples of each (what / why / where / when / how type questions) from the AOT for each step. The Candidate should ask related questions for each area.

2. Teaching Aids – knowledge/demonstration

- Safe falling and rising demonstration and knowledge
- Any communication aid that is involved with individual with ASD and /or CI.
- Create a lesson with and without visual supports, while teaching a specific step for an individual with ASD or CI.
- Participate in the Slide Show and scenarios.

Expectation

- ❖ Candidate is able to teach the student in a safe manner for falling and getting up.
- ❖ *Support Strategies (page 134)*: Candidate should be able to explain why and how different communication strategies work. (Picture, gestures / modelling, video modelling, visual cues, or text.)
- ❖ *Behaviour Support Tools (page 134) & Appendix 9 (page 187)*: Candidate should be able to create and use different styles of visual supports for an indoor and outdoor lesson and be able to communicate the lesson.

3. Teaching Techniques –knowledge/demonstration

- Ski Techniques –must have a proficient understanding of the Gliding Experience and basic Technical Reference understanding and be able to explain and demonstrate the content of each.
- Demonstrate CADS Steps 5-6.
- Knowledge and apply the CADS Teaching Methodology skills and how they occur in relationship to the technical reference.
- Identify applicable tasks appropriate to the lesson.
- Speed Management by maintaining consistent speed via turn shape.

Expectation

- ❖ *CSIA website / CADS Teaching Methodology Reference Guide*: Candidate should know the components of the Gliding Experience and Technical Reference.
- ❖ *Teaching Techniques (page 146) and CSIA websites*: Candidate need to have a good understanding of how the Technical Reference effects Teaching Steps 5-6.
- ❖ *Linking Turns – ASD (page 152) & CI (page 170)*: Candidate is able to teach the students with the focus on Steps 5 & 6. Able to reflect on what task would be appropriate to the lesson and the cause and effect of this task.

4. Tethering Techniques–knowledge/ demonstration

- From the Sitski section of the CADS Instructor Manual understand the tethering techniques.

Expectation

- ❖ *Tethering (page 118)*: Candidate should understand the drills that make up the tethering techniques.
- ❖ *Tethering a weighted sitski and stand up skier (page 119)*: Candidate must demonstrate Step 11 of tethering a stand-up skier.

- ❖ Tethering can be done from the tips, boots, or body except for 4-tracking which can be done from the boots or body.
- ❖ No specific test will take place for the steps of Tethering Techniques. However, the Candidate **must be able to demonstrate the Techniques** during the Level 2 Course to achieve Meets Expectation.

5. Class Management and Lift Procedures – knowledge/demonstration

- Demonstrate good teaching practices.
- Demonstrate and explain the evacuation process and special student considerations.

Expectation

- ❖ *Teaching Tips - ASD (page 153) & CI (page 170):* Class management on the hill with regard to speed of the lesson and changing condition.
- ❖ *Lift Procedures – ASD (page 155) & CI (page 172):* Candidate should be able to use communication methods that are related to the student and the considerations.
- ❖ No specific test for Lift Procedures will take place. However, the Candidate **must present all the above points** during the Level 2 Evaluation to achieve Meets Expectations.

NOTE:

No specific test for Lift Procedures will take place. However, the Candidate **must present all the above points** during the Level 2 Course to achieve Meets Expectations.

6. Safety – knowledge/demonstration

- Discussion during set up and during demonstrations on hill:
 - Safe procedures when working with a ASD/CI skier.
 - Be aware of their surroundings and traffic at all times.
 - Be aware that the assessment is crucial for the outcome of the ski lesson safety.
 - Continuous discussion of safety aspects throughout the lesson.
- Knowledge of the Alpine Responsibility Code.
- Discussion of Duty of Care.
- Communication with the lift attendant is clear and using the appropriate language.
- Discuss and define how to recognize and deal with on hill fatigue and hypothermia symptoms.
- Know the lift evacuation procedures

No specific test for Safety will take place. However, the Candidate **must present all the above points** during the Level 2 Course to achieve Meets Expectation.

Marking Grid

		Candidate #1		CADS LEVEL 2 COMPLETE CERTIFICATION - SKI		
		Location:	-	Result	-	
		Name of the Candidate (Print):	-			
		Course Conductor Name (Print):	-			
		Date (yyyy/mm/dd):	-			
CSIA Teaching Methodology Equivalent						
	Be able to demonstrate Step 5-6 for 3 Track, 4 Track and Sitski. The Personal Skiing standard is equal to CSIA Level 1.	3 Track (NI/ME)	4 Track (NI/ME)	Sitski (Mono/BI) (NI/ME)	Personal Skiing (NI/ME)	Short Comments
	I – Gliding Experience					
A	Terrain Assisted Development: Maintain a turn shape relative to speed and terrain					
B	Mobility: Combine abilities for obtaining a round turn					
C	Speed Management: Modify turn shape					
D	Gliding: Use all articulations / joints to maintain balance					
E	Direction Change: Lead turns from the lowest workable joints and the shape of the ski					
	II – Technical Reference					
F	Maintaining centered mobile stance					
G	Turning is led by the lower body					
H	Managing separation and edging with angulation					
I	Coordinated movement patterns for linking turns					
J	Pole plants (outrigger)					
	RESULTS ACHIEVED DEMO SECTION (24/30 ME). PERSONAL SKIING NI or ME					
CADS Level 2						
	For the complete course: Section I, IV & V must obtain (19/24 ME) *Section II & III must obtain (33 ME)	VI (NI/ME)	3 Track & 4 Track (NI/ME)	Sitski (NI/ME)	ASD/CI (NI/ME)	Short Comments
	I – Assessment of Abilities - AOT					
1	Use the CADS Student Information and Medical Form					
2	Demonstrates understanding of the AOT process					
3	AOT to develop lesson					
	II - Teaching Aids *					
4	Demonstrate how to get up from a fall					
5	Guiding		N/A	N/A	N/A	
6	Set-up outriggers (stand up and fixed)	N/A			N/A	
7	Demonstrate the use of outriggers	N/A			N/A	
8	Demonstrate the dowel test	N/A	N/A		N/A	
9	Demonstrate set up of a sit ski for student + tethers	N/A	N/A		N/A	
10	Uses visual supports	N/A	N/A	N/A		
11	ASD/CI slideshow and scenarios.	N/A	N/A	N/A		
	III - Teaching Techniques *					
12	Gliding Experience. (appropriate to CADS steps 5-6)					
13	Demonstrate Teaching Steps 5-6.					
14	Technical reference					
15	Identify applicable tasks appropriate to the lesson.					
16	Speed management					
	IV - Tethering Techniques					
17	Stand up student Steps 5-6			N/A		
18	Occupied quad-ski or occupied bi-ski on appropriate terrain.	N/A	N/A		N/A	
	V - Class Management & Lift Procedures					
18	Demonstrates good teaching practices					
19	Understand evacuation process and special student considerations					
	RESULTS ACHIEVED FOR SECTION					
Safety						
20	Alpine responsibility code	Candidate has to obtain 3/3 to get ME				Short Comments
21	Duty of care					
22	Critical points from AOT					
	OVERALL RESULTS ACHIEVED					
	Presentation					No marks overall comments only
	The candidate is friendly and confident. The candidate uses appropriate language, makes eye contact, demonstrates appropriate body language, is clear and concise in explanations and displays appropriate dress and deportment.					