



Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for taking time to complete this Quiz. This is designed to be a learning tool, **not an evaluative tool**. Most of the questions can be answered by reading the 2017 Winter Instructor Manual. Some require you to use your knowledge and best judgment to interpret the answer. Instructors with less experience may have trouble answering some questions. Just do your best and we will discuss answers at training. **Completing this quiz is essential**, as it will give you a head start on training and earn you 2 volunteer voucher hours. **Please print and complete this quiz and bring it with you to the Operations portion returning instructor training! Thank You!**

From Part 2 : DSES Teaching Theory Section

1. Why is important to understand the CAP Model?

2. Please match the following statements to the appropriate age group:

- |                                  |                          |
|----------------------------------|--------------------------|
| a. Clever as a fox morals        | Tweens 11 -13 yrs        |
| b. All in favor say Aye!         | Younger Children 3-6 yrs |
| c. Right is right/wrong is wrong | Older Children 7 -10 yrs |

3. Please match the following statements to the appropriate age group:

- |  |                          |
|--|--------------------------|
| a. Can deal with more than one direction | Tweens 11 -13 yrs        |
| b. Can follow a single direction         | Younger Children 3-6 yrs |
| c. Imaginary Audience                    | Older Children 7 -10 yrs |

4. Please match the following statements to the appropriate age group:

- |                                    |                          |
|------------------------------------|--------------------------|
| a. Rapid growth/body changes       | Tweens 11 -13 yrs        |
| b. Fine coordination is developing | Younger Children 3-6 yrs |
| c. Control of Head and Torso first | Older Children 7 -10 yrs |

5. Which is more desirable? An S or Z shaped turn? Why?

6. Why would you select to use the Alternative First Time Progression in the Instructor Manual?

7. What do you feel qualifies a student to leave Chair 11, Discovery Lift for intermediate terrain?
  
  
  
  
  
  
  
  
  
  
8. You are trying to use the PDAS model for a lesson plan. Your student can wedge but does not use turns to control her speed. Please provide an example of how you would use the Play, Drill and Adventure steps of the PDAS model to encourage a fun and adventurous experience while making progress towards turning.
  
  
  
  
  
  
  
  
  
  
9. Please list the seven points of your responsibility code:
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  
  
  
  
  
  
  
  
  
  
10. With your student you will need a full stop at the top of Chair 11 to help her out of the chair. When and what do you tell lift operator?

**From Part 3: Disability/Adaptive Discipline Section**

11. Name four common characteristics of people on the autism spectrum.
  - a.
  - b.
  - c.
  - d.
  
  
  
  
  
  
  
  
  
  
12. Name four areas of safety concern, or **Red Flags**, for skiing/riding with people on the autism spectrum.
  - a.
  - b.
  - c.
  - d.
  
  
  
  
  
  
  
  
  
  
13. Please describe what is involved with the disability Cerebral Palsy.

14. What are five **Red Flags** for people with the disability Cerebral Palsy.
- a.
  - b.
  - c.
  - d.
  - e.
15. Name five **Red Flags** to be aware of when working with people with Down Syndrome
- a.
  - b.
  - c.
  - d.
  - e.
16. What kind of allergy do people with Spina Bifida usually have and what products do you need to be aware of to avoid a reaction?
17. You have an 8 year old girl with Down Syndrome who is a wedge turner when she motivated. Reading the lesson progress notes you find that she often tries to control, or establish dominance, with the instructor (s) frequently accelerating down the slope showing little control. The notes also say that if you can engage her and get her involved in the lesson it goes much better for everyone. Please share a strategy for a first contact which is going to keep her engaged and motivated.
18. You have a 17 year old male on the autism spectrum. He pays attention to you and is cooperative. He is a solid wedge turner using a larger wedge and is uncomfortable on intermediate terrain. What teaching strategies can you employ with this student to help him gain confidence in his skiing?
19. You have a first time student on the autism spectrum, 7 years old and nonverbal, for a half day lesson. He is new to skiing and DSES. What behaviors should be prepared to deal with? How should you be prepared to adjust your teaching and pacing to accommodate a new learner?
20. What is the difference between a complete and incomplete spinal cord injury?

- 21. Please supply a checklist of questions to ask before allowing a person with a spinal cord injury to transfer into a sit ski.**
- 22. You are working with a semi independently skiing person in a biski who has suffered a traumatic brain injury. What behaviors must you be aware of regarding his ability to ski more independently?**
- 23. You are assigned a student who, because of her disability, lacks strength and coordination on her right side. She walks without assistance but has a slightly disturbed gait. Her right leg muscles are obviously less developed than her left leg muscles. What questions do you have for her to determine how to proceed with an alpine lesson? How would you know whether to suggest stand up outriggers.**
- 24. You have a brand new student to DSES who has skied twice at other areas. The student has a genetic condition which results in lack of coordination, strength, balance and a delay in motor function. The intake form says she has skied on beginner runs with assistance and Mom is hoping she can ski independently on this ski trip. What questions would you ask, and what movements would you have her do inside during your assessment to determine how to proceed?**