We believe the freedom and exhilaration of outdoor challenges changes lives. No one should be left behind simply because of a disability!

**Winter Office Hours:**

8:00 AM – 4:00 PM

Daily

Disabled Sports Eastern Sierra is a volunteer-based nonprofit dedicated to changing the lives of children and adults with disabilities and their families by:

* offering year-round outdoor sports and activities,
* creating inspiring challenges,
* providing expert instruction and adaptive equipment,
* rallying the community to comfortably accommodate people with disabilities.
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Board of Directors
Rick Taylor, Brent Truax, Shields Richardson, Penny Bordokas, Stacey Adler, PhD., Carolyn Escoto, Patrick Gramuglia, Tom Mahr, Tom Schroeder, Chris Alessi, Lt Col. Stephen Mount, Yvette Malamud Ozer, PhD.
Kathy Copeland

Staff

Laura Beardsley
Deputy Director
Professional Ski Instructors of America Alpine Level 1, AAIRE Level 1, BICP Level 1

Kathy Copeland
Executive Director
Professional Ski Instructors of America (PSIA) Adaptive Level II, Alpine Level III, American Association of Snowboard Instructors (AASI) Snowboard Level II

Katie Johnson
Executive Assistant

Cara Leonard
Operations Director
PSIA Alpine Level III, Telemark Level II, Adaptive Level I, Children’s Specialist II

Laurel Martin
Finance Director

Maggie Palchak
Program Director
Chelsea Goodwin  
*Guest Services Coordinator*  
N.Z. Certificate in Alpine Operations

Mark Spieler  
*Ski School Director*

PSIA Alpine Level III, Adaptive Level II, Children’s Specialist II,  
AASI/Snowboard Level II,  
NZSIA Stage II, NZSIA Coaches Level I, USSA Coaches Level 1

**Staff Instructors**

**Barbara Bemis**  
PSIA Alpine Level 1  
Adaptive Level 1

**Wyatt Bettis**  
PSIA Alpine Level 1

**Emily Estremo**  
PSIA Alpine Level II, Adaptive Level II

**Michael Salvatierra**  
PSIA Level 1  
AASI/Snowboard Level 1

**Brendan Steinman**  
PSIA Alpine Level II  
AASI/Snowboard Level 1

**Ben Voss**  
PSIA Alpine Level 2
DSES OPERATIONS
WELCOME!

Sports provide mobility, freedom of movement and optimal health. The increased self-esteem our students gain through our program enables them to pursue a more rewarding lifestyle by focusing on their abilities rather than their disabilities.

Volunteers play a tremendous role in our program. They are our backbone and spend the most time with our students, boosting their self-esteem and preparing them for future challenges. Our goal is that volunteers are proud to be involved in such a worthwhile endeavor.

It is important that each volunteer realize the responsibilities as well as the rewards involved in teaching individuals with disabilities. Some days may be a great deal of work while others may be easy. It is the hope of the Disabled Sports Eastern Sierra (DSES) staff that each volunteer becomes a better individual because of the contribution they have made in changing the lives of our students.

Volunteers are in a unique position to promote positive public relations. They meet many different people each day, and it is important to spread the news about the achievements of Disabled Sports Eastern Sierra. We are proud to have you as an integral part of this program and we know that you will be proud to be a part of our organization.

THANK YOU!!!

For all of your wonderful contributions to DSES and those we serve. Our program exists because of you!
Challenge by Choice

- Within all programs of DSES, we utilize the Challenge by Choice concept.
  - This means that the volunteer determines their level of participation in each event.
  - There are several possible levels of participation and many helpful roles that a volunteer may take on or within the team.

If you are uncomfortable with any duty you are being asked to perform, please talk to a DSES staff member

Volunteer Job Description/Qualifications

The following describes requirements of being a volunteer winter ski, snowboard or nordic instructor with DSES. Other volunteer roles may have different requirements.

Pre-Season

- All volunteers are required to fill out a Volunteer Application every fiscal year (July 1st – June 30th)
- Attend the 3-day, (new instructors) or 2-day, (returning instructors) start-up training every fall/winter.
- Be available to commit to a minimum 36 hours of teaching or training per season, (winter or summer), in addition to the start-up training required.
- Perform a background screen once every three winter seasons. Information on this can be found below

Daily Arrival

- Arrive on time, appropriately groomed, smelling fresh and ready to participate at the highest level.
- Arrive at DSES or other lesson location a minimum of 15 minutes prior to any lesson.

Qualifications

- On-snow alpine/sb winter volunteers are intermediate to advanced skiers or snowboarders.
- “Intermediate” is defined as being able to comfortably make rounded, parallel turns (skiers) and consistent, linked C shaped turns (snowboarders) on the Main Lodge run “Broadway” in most common snow conditions.
- Returning Instructors must be in “good standing” from the prior season.
**Uniform/Appearance**

- Please look professional at all times.
- DSES Staff and Volunteers Comply with the MMSA Personal Appearance Requirements. These are found here: [https://www.mammothresorts.com/jobs/about-working-at-mammoth-resorts](https://www.mammothresorts.com/jobs/about-working-at-mammoth-resorts) and click on “About Our Appearance Requirements”.
- Always wear a DSES Parka or Softshell when teaching or training.
- Uniforms are worn ONLY during clinics, lessons and other approved situations such as special events and fundraisers.
- DSES uniform pieces are kept zipped up to at least chest level.
- Always wear a nametag while volunteering. These can be found in our locker room.
- Wear personal pants and other items which are clean and in good condition while volunteering.

**Uniforms Used Daily**
- Please return parka and/or soft shell (after emptying pockets) to uniform room.
- If a uniform piece needs to be laundered, please turn it in to a DSES staff member.

**Uniforms Which are Checked Out to You**
- If Uniform needs to be laundered, please follow washing directions given to you.

**Additional Guidelines**
- Always wear a pair of gloves or liners to protect your hands from sharp edges and abrasive snow.
- Avoid dangling gloves as these are a safety issue with Chairlifts.
- Earphones of any sort are not allowed while in uniform.
- Telemark skis should have retention devices.

**Equipment**

- Use well-tuned, modern and appropriate ski and snowboard equipment which is in safe condition.
- Skis which are designed for groomed runs or a blend of on and off-piste skiing are preferred to those designed primarily for powder snow.
- Length should be shorter rather than longer.
- Please see a DSES staff member for guidance.
- Always wear a helmet when in a DSES uniform.

**Lesson Progress Notes and Daily Sign Out**

- Fill out DSES lesson progress notes/equipment forms legibly, and in a timely manner daily.
  - Please be as detailed as possible.
  - Please consider how the next instructor will interpret your notes.
- Accurately sign out with your hours daily.
  - Daily tracking of hours is very important for the future funding of DSES and for your personal benefits.
Other Duties/Requirements

- Help select and set up equipment for students, when appropriate.
- Help clean up and put away all aspects of the program equipment in their correct locations.

Volunteer Actions/Conduct

Volunteers involved with Disabled Sports Eastern Sierra represent DSES and Mammoth Mountain Ski Area. DSES Volunteers should:

- Encourage our students to challenge themselves and strive for personal independence.
- Share the responsibility for delivering high quality lessons in our program.
- Use appropriate and professional language at all times.
- Support the staff as they manage the overall program.
- Inform DSES staff about any and all of their personal limitations and hidden disabilities, physical or otherwise, which may affect their ability to work, teach and/or ski/ride.
  - DSES is inclusive and will make every attempt to accommodate those with disabilities while prioritizing student and volunteer safety.
- Strive to maintain good working relationships with employees in all departments of Mammoth Mountain Ski Area (this includes, but is not limited to; lift operations, food service, sports school, rental shop, ski patrol, etc.).
  - If you have difficulties with another department member, please disengage from that person and bring it to the attention of DSES staff as soon as possible. Your actions reflect on DSES and Mammoth Mountain Ski Area. Please keep this first and foremost in your mind.
  - Please be ready to assist instructors from the MMSA Ski School if appropriate. We all work together.
- Have knowledge of and abide by all DSES guidelines.
- Ask for clarification and guidance from the staff whenever questions arise.
- Act like our primary product is guest service and our market is the public.
- Conduct himself/herself in a manner that will reflect favorably on the image of DSES and the character and/or competence of the volunteers.

Dismissal Procedures

Any volunteer who behaves unprofessionally, or who brings discredit in any way upon him/herself, other volunteers or employees of DSES, DSES itself or Mammoth Mountain Ski Area will be terminated from the program.

- Whenever a volunteer’s behavior warrants disciplinary action, DSES staff will determine the appropriate action.
- Types of discipline may include verbal warning, written warning or termination from the program.
- The disciplinary action taken will depend upon the seriousness of the offense.
Lesson Procedures and Guidelines

Volunteer Scheduling

- Volunteers can call the DSES Office at (760) 934 0791 or email info@disabledsportseasternsierra.org to schedule themselves when they are available.
- Volunteers can commit to mornings, (our busiest times), afternoons or both.
- DSES may call all current volunteers to request time during periods of heavy demand.
- Holiday periods are very busy times and we appreciate volunteers scheduling themselves during holiday periods.
  - Our busiest holiday periods are over the Winter Holidays, MLK, Presidents Holidays and Spring Break.
- Fridays-Sunday mornings are generally busy times.
- School Programs. We have a growing list of schools which enjoy our services. These happen mid-week. If you are available to help with these, please let our staff know!
- If you are going to be late at any time, please call the office.
- If you are sick or otherwise unavailable after you have committed to teaching, please call the office.

Daily Schedule

- 8:30 – 9:15 Morning Clinic
- 9:15 – 9:30 Personal Needs/Lesson Prep
- 9:30 – 12:00 Am Lesson (Return from lesson at 11:45)
  - Arriving back 15 minutes early allows time to summarize for parents, assist students and complete progress notes.
- 12:45 – 1:00 Lesson Prep
- 1:00 – 3:30 Pm Lesson (Return from Lesson at 3:15)
  - Arriving back 15 minutes early allows time to summarize for parents, assist students and complete progress notes.

Lesson Details

- If you are going to work a half day, please see the office to get an instructor ticket rather than using a voucher ticket for yourself.
- Daily assignments are posted in the locker room.
- Daily assignments change frequently, thanks in advance for your flexibility.
- All Alpine /Snowboard lessons start/stop inside DSES Office. If a parent wants to start or finish at another location, please seek approval from DSES Outside Operations Staff.
- Fill out a Lesson Progress Note after every lesson.
- Ask Parents to fill out a Comment Card after every series of lessons.
- If a student cancels with such short notice that a volunteer cannot be notified and the volunteer arrives at DSES to teach, the volunteer will still receive teaching credit towards earning a voucher if they are available to help out in another capacity during the scheduled time (even if not used in another capacity).
Lift Line Priority

- All DSES lessons can use the group lesson priority line.
- Use of private lesson priority line is allowed if absolutely required by the student.
  - See DSES Staff for guidance.
- Be conscious and courteous to members of the skiing public when “cutting” the line.
  - Smile, ask for permission, and say thank you to the public prior to/after entering the line.
- During training clinics, instructors will use public lift line.

Lesson Rates

- $105 per Half Day Lesson includes lesson lift and equipment, (Nov 1, 2019).
- NO ANNUAL MEMBERSHIP ANY LONGER
- Scholarships are always available for those who need them.

Main Lodge Kids Kitchens/Restrooms

Injuries caused by instructors slipping on the tiled surfaces of both the Kitchen and Restrooms have occurred in the past resulting in emergency room visits.

- Please refrain from walking into the kitchen in ski boots.
- Take your time when moving around on firm or icy surfaces inside or outside the building.
- When on the above surfaces, use small steps and proceed slowly to avoid slipping.

Volunteer Suggestions

Suggestions concerning the operation of Disabled Sports Eastern Sierra, the care of our students and families and other matters important to the welfare of volunteers and students are greatly encouraged.

- Volunteers are encouraged to write down suggestions and bring them to the attention of the DSES Staff.

Primary Instructor Roles

One Instructor will be assigned as Primary Instructor for every lesson. Primary Instructor Roles are:

- Prepare for lesson by reviewing Student Information Form and previous Lesson Progress Notes.
- Prepare and gather all appropriate adaptive equipment necessary.
- Guide any Secondary Instructor to assist in any way needed.
- Greet student, parent, caregiver in a professional and organized manner.
- Greet student at eye level, if possible.
- Perform a thorough assessment of the student.
- Develop and administer the lesson plan.
- Summarize the lesson.
• Make sure Lesson Progress Notes are completed.
• Review lesson for any Secondary Instructors if asked and appropriate.
• Make sure comment cards are given to student/parent/caregiver if the last in a series of lessons.
• *Primary Instructor always has the final say and is responsible for the quality and safety of the lesson.*

**Secondary Instructor Roles**

• Many lessons will be assigned with Secondary Instructors.
• The student’s situation might require multiple instructors present, or the lesson may be used as a training opportunity.
• Secondary Instructor roles are:
  • Assist in getting student ready for lesson.
  • Demonstrating for the student
  • Assisting the student with speed control.
  • Assisting sit skis on and off of lifts.
  • Carrying items necessary for the lesson.
  • Blocking and general support.

**Use of Mobile Devices**

• Carrying a mobile device is encouraged for safety purposes and overall lesson communications.
• Please do not use your mobile device for personal business while on a lesson. This is unprofessional.

**Important/Emergency Contacts**

• DSES Office – 760.934.0791
• Mark Spieler – 760.914.2339
• Maggie Palchak – 760.793.3023
• MMSA Emergency Hotline 760.934.0611
Liability and Liability Release Forms

Liability Insurance

- Volunteers are covered by Disabled Sports Eastern Sierra/ DSUSA’s General Liability Policy if all liability forms are current and have been signed.

Health and Accident Insurance

- Volunteers of Disabled Sports Eastern Sierra are not employees, and therefore are not covered under Worker's Compensation Insurance for accidents occurring during volunteer service.
- DSES is not able to offer Health or accident insurance to volunteers. All volunteers are strongly encouraged to have their own individual health and accident insurance coverage.

Background Screens

- All regular DSES volunteers must complete an online background screen through National Center for Safety Initiatives.
- The cost is $20 plus any State/County Fees.
- Volunteers pay for the screen.
- The screen is good for three winter seasons. It will then need to be repeated.
- The link to NCSI and the directions for commencing a background screen can be found on the DSES website under “Volunteer Resources”.
- New volunteers should wait to complete a background screen until after the first day of Startup Training.
- Livescan screens are acceptable if volunteers bring proof of completion and the screen was completed within the previous two years.

DSES/MMSA Liability Forms

- These forms are usually filled out electronically upon student sign up.
- This form covers DSES/MMSA.
- This may be completed by hand as well.
- Must be done once per year.
- All volunteers must sign this form.

DSUSA Liability Forms

- This form covers DSES, the volunteers, and staff from liability issues which may arise in the lesson.
- These forms must be completed once per year, by hand, by everyone involved in the program including staff, volunteers, students, (or parent or caregiver, as appropriate).
- It is especially important to make sure this form is completed by the responsible party to cover all instructors’ liability.
Drug/Alcohol, Tobacco and Anti Harassment Policies

DSES/MMSA Drug and Alcohol Free Work Place Policy

DSES/MMSA operates in a drug and alcohol free environment. All volunteers and staff must conform to the following.

- DSES conforms to the MMSA Drug and Alcohol Free Workplace Policy

DSES/MMSA Tobacco Policy

- Mammoth Mountain Ski Area and Disabled Sports Eastern Sierra are smoke free environments.
- Smoking is not allowed at any time while volunteering for DSES or while wearing a DSES uniform – including during lunch or other personal breaks.
- If you must smoke during breaks, please only smoke outdoors and 50 feet from any entrance/exit from a building.

DSES Anti-Harassment Policy

- It is the policy of DSES that there is no harassment of our Staff or Volunteers by co-workers, supervisors, or non-employees with whom we come in contact during the course of our working activities.
- Harassment serves no legitimate business purpose.
- DSES will not tolerate any harassment, including, but not limited to, harassment or discrimination based upon race, national origin, religion, gender, sexual orientation, pregnancy, age, marital status, physical or mental disability, mental condition, or veteran status.
- Examples of activities NOT constituting harassment include constructive suggestions, comments or interventions, and actions to terminate participation of athletes in the DSES program.
- DSES takes issues of harassment seriously, and will take immediate and appropriate steps to investigate and correct violations of our policy.
- DSES volunteers should report any instances of alleged harassment to the Executive Director.
- It is the policy of DSES to resolve issues of harassment in a prompt and consistent fashion and to maintain the highest levels of confidentiality in all aspects of such matters.
Safety and Security

Student Safety

- Routinely communicate the theme of safe skiing and riding to students.
  - You are a role model and should practice safe skiing/riding habits at all times.
- Carefully choose where you take your students.
- Choose runs that are appropriate for their ability.
  - Do not allow yourself to be manipulated into taking a student on terrain beyond their abilities.
  - If you are not sure if your skier is ready for more advanced terrain, seek advice from a DSES staff member.
  - When in doubt, choose the easier option. Always err on the conservative side!
  - All participants should use sunscreen appropriately.
  - Reapply at midday.

Restricted Terrain

- Runs off the top (including Roadrunner/Summer Road), face runs of Chair 22, all parks and pipes (excluding features found on beginner chairlifts), and the Twilight Zone are off limits to students during lessons.
- If there is a student whose skills can benefit from accessing the above terrain, the primary instructor must first consult with the DSES staff member in charge for permission prior taking a student there, even if they have skied or ridden that terrain previously.

Magic Carpet Safety

- Always have a magic carpet operator present at the emergency stop button before loading the magic carpet.
- Make sure student does not walk or run while on carpet, they must stay stationary.
- Allow a safe distance in-between magic carpet riders.
- In case of a fallen student, call out to operator as quick as possible to stop the carpet.

Chairlift Safety

- Chairlifts are an area of particular safety concern for adaptive instructors.
- Clear communication with the lift operator is mandatory while on a lesson.
- Notify bottom lift operator if you need a slow to a stop at the top prior to moving to the loading board.
- Use the term “MISLOAD!” when you want the chair stopped during the loading process.
- Use the hand signals: “Thumbs Up” for full speed, “Thumbs Down” for slow down and “Hand Across the Throat” for a full stop to communicate with the top lift operator while already on the chair.
Restroom Guidelines

- Only enter a restroom of your own gender.
- If you are working with a student not of your gender, please find a member of the staff or public who is of the student’s gender to assist you.
  - Please call the DSES office for assistance or guidance.
- To protect yourself and DSES, never enter into a bathroom stall alone with a student.
  - If a situation arises where a student needs assistance in a bathroom stall, find a witness to be with you at all times. Please call the DSES office for assistance or guidance.

Medication Guidelines

- DSES instructors do not carry medication.
  - If a student needs have medication present, the student must carry their medication.
- See DSES staff if you have questions or need guidance.
- DSES Instructors do not administer medication.
  - If a student may need to have medication administered, they must be able to administer it themselves, or have a caregiver present who can do so.
  - See DSES staff if you have questions or need guidance.

Transfer of Responsibility

- If an instructor needs to briefly leave a student for any amount of time, (to get a needed piece of equipment, for example), a “positive transfer of responsibility” should take place to another DSES volunteer or staff member.
  - Be sure to make eye contact and get a verbal response from the person taking responsibility.
  - Introduce the student to the new responsible person and make sure they know to stay with that person.
  - If no staff member or volunteer is available, please maintain custody of the student.
  - Please call the office or see a DSES staff member if you have questions or need guidance.

Observations of Abuse

- As volunteers, you are not mandated to reports signs of physical or sexual abuse.

Helmet Guideline

- All DSES students must wear appropriate helmets.
  - If you have questions or need guidance, please see staff.
  - There is a supply of DSES helmets for student use in the locker room.
Student Injuries on the Hill

- If you have a student sustain an injury on the hill
  - Cross skis in the snow or place snowboard upside down 10 feet above the student.
  - Do not move the student.
  - Call 760.934.0611 and relay the nature of the injury and exact location of the injured party. Phones are also located at the top and bottom of all lifts.
  - Stay with the student until Ski Patrol arrives. Assist Ski Patrol as necessary.
  - If the injury involves a collision with another skier/rider, do your best to keep all parties there until ski patrol arrives. Assist Ski Patrol in getting contact information of all parties.
  - Call the DSES Office to let us know of the incident.
  - Follow student to Patrol Room and assist with patrol paperwork.
  - Complete DSES Incident paperwork.
    - Avoid statements like: “too bad you fell on that icy spot,” or "your skis should have released."

Collisions On the Hill

- A collision which results in anyone being knocked over due to the force of the collision mandates that Ski Patrol MUST be called and all parties must wait until Ski Patrol arrives to document the incident.

If you witness a collision, not involving a DSES lesson:
  - Try to get everyone to remain on scene until patrol arrives
  - Give Patrol a witness statement
  - Assist Patrol in any way needed
  - Continue on with your lesson

If the collision involves a DSES Lesson, (instructor or student):
  - Try to get everyone to remain at the scene until patrol arrives.
  - If a party leaves the scene, get a description of the person and options on which chairlift(s), they may have proceeded to.
  - If a Secondary Instructor is present and is not needed, they can be asked to follow leaving party and ID them to Lift Operations or Patrol.
  - Inform DSES Office as soon as practical, (760) 934-0791
  - Primary Instructor should stay with the student at all times.
  - Assist Patrol as needed, including providing a statement.
  - If student is the injured party: Follow student to Patrol Room and help complete Patrol paperwork.
  - Complete DSES Incident Report form at DSES Office.
Equipment Safety:

- If something breaks on a piece of our equipment:
  1. Fill out Red Tag and affix to piece of equipment
  2. Tell a staff member
  3. Don't use equipment until Red Tag has been removed by staff member
- Retention Straps are always used with DSES sit down equipment while on chairlifts
- Wrist Retention Straps for all tethered biski, slider or other lessons where adaptive equipment provides a wide base of support.

Seizure Belt Guidelines

- Any student who has had a seizure of a type which may endanger their security on the chairlift must use a seizure belt or similar device if:
  - They have had a seizure of this type in the last six months.
  - Had a change of seizure medication in the last six months.
  - If you have questions or are unsure, please consult DSES Staff.

Lifting/Transfer Guidelines:

- Do not lift anyone if you are not comfortable.
- Person being lifted knows best!
- Ask before touching student.
- Be gentle while moving student.
- Decide how and where it will happen ahead of time.

- Use a wide stance to lift.
- Neutral spine/tightened abs.
- Stand close to person to be lifted.
- Lift with your legs, not your back!

Emergency Action Plan and Procedures

- There is an emergency action plan posted in the locker room, Inside Operations and Outside Operations offices.
- DSES has established a meeting place at the Woolly Mammoth Statue in case of these events.
- Please review these documents for your own and others safety.
Your Responsibility Code

DSES Instructors should always follow and model this code while skiing and riding on their own or with a lesson.

1. Always stay in control and be able to stop or avoid others.
2. People ahead of you have the right of way. It is your responsibility to avoid them.
3. You must not stop where you obstruct a trail or are not visible from above.
4. Whenever starting downhill or merging into a trail look uphill and yield to others.
5. Always use devices to help prevent runaway equipment.
6. Observe all posted signs and warnings. Keep off closed trails and areas.
7. Prior to using any lift, you must have the knowledge and ability to load, ride, and unload safely.

Relevant Laws/Offenses

The following misdemeanors are punishable by a fine of up to $1,000 and loss of lift privileges:

- Skiing/snowboarding within or entering a CLOSED area. PC 602(0) or 602(r).
- Leaving the accident scene if involved in a collision, except to notify authorities or obtain assistance. PC 653.
- Lift ticket fraud. PC 537(a), (b).

Volunteer Privileges

Training

- DSES offers multiple types of instructor training.
- DSES requires early season Startup Training. This training is designed to get you “up to speed” for the season. Some version of it is mandatory for all program volunteers.
  - Startup Training is the minimum required, however, most instructors need to attend other forms of training to become effective adaptive instructors.
  - DSES strongly encourages you to schedule yourself for additional training beyond the minimum required. This will benefit your students, yourself, and the program.
- Morning Clinics are offered daily 8:30 am – 9:15 am.
  - If you are late to the morning clinic, do not try to “catch up” with the clinic. Please stay inside and assist in other areas.
  - DSES Instructors are not allowed to ski in uniform unless attending an organized clinic or teaching a lesson.
Multi-hour clinics (usually 2.5 hours) are offered on a variety of topics including teaching different disabilities, using different forms of adaptive equipment, skiing/riding skill improvement.

- Please sign up in advance on the locker room wall or by emailing: info@disabledsportseasternsierra.org
- Certification training is available on a weekly basis after the winter recess holidays for those seeking PSIA/AASI certifications.
  - We offer, or can arrange for, certification training for all levels and disciplines.
- As a PSIA Member School, DSES will offer two clinics this season which can be used for PSIA education, credit free of charge, to DSES instructors who are PSIA members.
  - These will be posted in the usual locations.
  - Please see DSES staff for more information.
- All training sessions, other than Morning Clinics, are posted in the locker room and on the DSES Website Calendar and in the DSES Instructors Facebook Group Page.

**Locker Room**

- The locker room is for volunteer use only – not students or friends, etc. Please do not give out the combination.
- Storing equipment in the locker room is a privilege; please only keep equipment there if you volunteer frequently.
- The Locker Room is everyone’s… please pick up after yourself and put away all equipment.
- Please put your name on your equipment. It helps everyone find the appropriate gear!
- NO ski boots on the ladder or stools
- The boot heater is for all volunteers please keep your boots on for a minimal amount of time. Please follow the written instructions.
- NO GLOVES on the boot dryer. It will burn out – use the clothes dryer for gloves.

**Transferable Lift Vouchers, (Voucher Hours)**

- Volunteers will receive one transferable voucher for a daily Mammoth/June Mountain Ski Area pass for every six hours that you volunteer for “voucher eligible” work.
- Work eligible for voucher hours includes:
  - On-hill instruction.
  - Volunteering in a “Program Related” capacity.
  - All program related training clinics (with the exception of the two/three day volunteer season start-up training).
- Vouchers also count for Tamarack Nordic Center, Mountain Bike Park and Gondola Scenic Rides.
- **Vouchers may NOT be sold!** The attempt to sell a voucher will jeopardize our program and result in the immediate volunteer dismissal and suspension of any accumulated volunteer privileges!
- Office and administrative help pertaining to daily lesson operations.
DSES would like to emphasize that even though vouchers are not earned for fundraising, town functions, start-up training and non-DSES events, volunteer participation in these events is essential to the sustainability of our program.

Please continue to track ALL of your hours, regardless of the duty. Please keep a separate personal tracking of hours volunteered, in addition to the online tracking. DSES needs to have an accurate tracking of all hours for grant purposes. If you have any questions, please speak with a DSES staff member.

**Redeeming Vouchers**

- Please go to, or call the DSES Office and ask to redeem an accumulated voucher.
- If you would like to have a voucher distributed to somebody on a day when you will not be present, please plan ahead and give the office staff your guest’s name and the date they will pick up the voucher(s) prior to the date needed. Send the recipient of your voucher to the DSES office to claim the voucher(s).

**Volunteer Season Ski Pass**

- Returning volunteers, who have worked at least 80 hours the previous year and are in good standing, may choose to receive a volunteer winter season pass.
- If you choose to receive a DSES pass, you must commit to volunteering another 80 hours (post start-up training) with DSES during that season.
- DSES Season Pass holders will earn transferable ticket vouchers after having completed 80 hours in that season at the rate of one transferrable voucher for every six hours worked.
- All pass holders who are not keeping up with their hours may be asked to surrender the pass or to fulfill their hourly commitment.

**Lunch**

- A 50% meal discount pass available for volunteers to use in uniform, in Main Lodge Broadway Marketplace or McCoy Station main cafeteria, on days you work a minimum of 4 hours. You need to wear the DSES uniform to receive this discount.
- Discount cards must be returned to the DSES office on the SAME day.
- This benefit is only for you (not for students or friends). It does not include alcohol. Please do not abuse this privilege or it will be revoked – possibly for all DSES volunteers!
Volunteer Recognition

DSES Nametag

- Please see a DSES staff member once you have reached your 36 hour commitment to request a personalized DSES nametag!

Student/Parent/Family Thank You’s

- A student or a family member may wish to recognize your efforts and offer you a tip. Please accept these in a professional manner. This is their way of thanking you personally for your hard work, dedication and donation of your valued time and effort. If you are not comfortable keeping tips, you may donate them back to DSES. If you would like to donate your tip, please see the DSES office staff.

End of Season Party

- All volunteers who complete their 36-hour commitment will be invited to attend the End of Season Volunteer Party. This party is a way of saying thank you to the volunteers who have dedicated themselves to the program for the season. Party time and place TBA.

End of Season Awards

- At the conclusion of each season DSES Awards exceptional Instructors at the End of Season Party. These include “DSES Volunteer of the Year” and “DSES Instructor of the Year” awards, as well as others.

Pro Deals/Industry Discounts/Seeking Assistance from Local Shops

- Pro Deals are typically available only to PSIA/AASI Certified Instructors (levels 1 – 3) who are current with their dues.
  - You will need a letter of introduction/verification from DSES to access local shops Pro Deals. Please see DSES Staff.
  - Clearly identify yourself as a PSIA/AASI certified instructor working with DSES interested in a Pro Deal.
  - Please avoid busy periods when shop staff needs to keep their attention on customers who are paying full price for their services.
  - Other discounts may be available to non-certified volunteer instructors.
  - These change on a yearly basis.
  - These may include items like tunes and waxes.
  - Please talk to the DSES staff for more information about Industry Discounts.
  - If seeking assistance from a local shop:
    - Please be respectful and courteous at all times.
    - Clearly identify yourself as a volunteer with DSES.
Snowcreek Athletic Club Discount

- Returning volunteers, who have worked at least 80 hours the previous fiscal year (July 1-June 30) and are in good standing, may receive a discounted membership rate at Snowcreek Athletic Club. Please note that if you choose to accept this offer, you must commit to volunteering another 80 hours with DSES the following fiscal year. Additionally, all volunteers who are not keeping up with their hours may be asked to surrender their discount for the following fiscal year.

Baribault Boost

- Any Instructor who obtains a PSIA/AASI certification, returns for the following season and fulfills the minimum hourly requirements will receive a check from the Baribault Boost program to reimburse their exam expenses. Thank you to Susan and Bill Baribault!!!!

FUNDRAISING

Donate: The Internal Revenue Service has designated Disabled Sports Eastern Sierra as a non-profit, 501(c) (3) organization. Donations are tax deductible as allowed by law. With generous help from donors like you, program fees are subsidized, state-of-the-art adaptive equipment is purchased, and our volunteers receive professional training.

Almost 50% of our students require a scholarship from DSES to participate in our programs. In order to keep saying “YES!” to all students, regardless of their ability to pay, we have to take our fundraising seriously!

Attend and Organize Fundraisers:

- Whiteout Extravaganza December 8th, 2018 6pm at Mountainside Conference Center - Main Lodge
- Spring Expo March 30th, 2019 at Main Lodge
- Sierra Cycle Challenge July 27th-29th, 2019

Free and Easy Ways to Donate to DSES!

Want to help out your favorite Disabled Sports Program but funds are a little tight right now?
Here are 3 easy, virtually free ways to help out our organization!

1. Goodsearch.com-This new search engine allows you to search the internet as you normally would, yet when you click on their sponsored links, $.01 goes to DSES for every link you click on! You can even download it to your web browser tool bar!
2. AmazonSmile is a simple and automatic way to support DSES every time you shop, at no cost to you. Go to smile.amazon.com, select DSES. The AmazonSmile Foundation will donate 0.5% of the purchase price from your eligible AmazonSmile purchases.
3. Got a Ralph’s card? You can sign up so that your everyday purchases benefit DSES! Visit www.ralphs.com, click on community contributions then click on participants. Have your card handy and register your card with DSES by following the easy directions. If prompted our NPO number is 83981.

4. Got old ink cartridges? DSES can earn rewards from Staples for recycling your old cartridges! Collect old ink cartridges and bring them in to Staples using Rewards # 4112108008 (or our phone number) or bring them to us and we will recycle them!

Workplace Giving

If your employer gives to the Combined Federal Campaign, the United Way or another workplace giving program, you and your co-workers may be eligible to designate DSES as the recipient of your charitable gift. Your gift can be doubled, or even tripled, if you or your spouse works for a company with a matching gift program. All you need to do is obtain a matching gift form from your human resources department, fill it out and mail it to DSES, P.O. Box 7275, Mammoth Lakes, CA 93546.
DSES TEACHING THEORY
American Teaching System (ATS)

What is it? ATS is a progression oriented, outcome based and student centered teaching format.

Principles and Philosophies

- Student Centered – The lesson topic is based on the student's needs
- Outcome Based – There should be an outcome to every lesson
- Experiential – People learn by doing it not hearing about it.
- Learning Partnership Based – The student and instructor develop the lesson topic together
- Guest Service Driven – Students are guests. They deserve a professional level of service

Components

- Teaching Model
  - Instructor Behavior – Adaptive Teaching Cycle, CAP Model
  - Student Behavior – Background and Motivation, Learning Preferences, Attitude, etc.
- Skiing/Snowboarding Model
  - 5 Skiing fundamentals/Skill Development – Hips over feet to control pressure along the ski, Turn the legs, Direct pressure to the outside ski, Control edge angle through angulation/inclination, Manage pressure through ski/snow interaction
  - Snowboarding skills concept – pivoting, pressure, tilting, twist
- Service Model
  - Meet and greet everyone
  - Effective communication

Why follow ATS?

ATS gives instructors and ski schools a format for consistency. ATS allows all instructors of all abilities in all disciplines a guideline for progressing or correcting movement patterns. Using ATS as a foundation for creating lesson plans gives us a base for adapting to any variety of students.
Who Are Our Guests?

Our guests include people with any of a wide range of cognitive and physical disabilities and their families or their caregivers. People come to our program for a variety of reasons, and it’s important that instructors find out guests’ needs and goals, abilities and limitations, before determining a lesson plan. Generally, our students are not able to learn in the environment of a group lesson or may require specialized equipment. Recognizing and understanding our students’ unique needs is a key component of a successful lesson.

Our guests (students, caregivers and parents/family) are here to recreate, explore possibilities and enjoy the Mammoth winter environment! It is the role of the instructor to create an enriching skiing or riding experience, by finding out the student’s goals and then providing lessons that use the priority of Safety, Fun and Learning, (in that order). Instructors are also guides or resources to enhance the vacation experience. Guest Service is a priority. One reason for the success of DSES is that we provide our guests with a friendly and caring experience from start to finish!

DSES student demographics show that roughly 70% of our students have cognitive disabilities and 30% have physical disabilities. Common cognitive disabilities are Autism Spectrum Disorder, Downs Syndrome, Cerebral Palsy, ADHD, Traumatic Brain Injury and Cerebral Vascular Injuries, (stroke). Common physical disabilities include Amputations, Spinal Cord Injuries, Cancer, Muscular Dystrophy, Spina Bifida, Multiple Sclerosis, and Visual Impairments. DSES serves anyone with any kind of disability, however.
THE CAP MODEL

The following is a part of PSIA’s CAP Model, a model for human development. The CAP Model highlights human development by typical age groups in three areas: Cognitive development, Affective, or emotional development, and Physical development.

The characteristics and ages below reference able bodied/minded children. Many adaptive students will show the same traits and behaviors. In some cases, however, DSES students may display cognitive, emotional or physical characteristics which do not match the chronological ages listed below. One or all of these may be delayed for a number of reasons, (an 18 year old student with a cognitive and emotional age of 7 for example).

By understanding the typical characteristics listed below and the usual ages they appear in students, the adaptive instructor can recognize typical behaviors, emotions and movements.

The instructor can then adjust their teaching style, tasks and communication to the appropriate level of the student they are working with. Please familiarize yourself with the following:

**Young Children - 3 to 6 years**

**C**
Welcome to my World- Egocentrism
Fantasy- relates to the world through pretending.
Able to create still pictures in mind
Developing patterns of movement and language
Can follow one direction at a time
Cannot reverse thought processes, trouble comprehending the mirror image.

**A**
Plays beside others rather than with others
Acceptance by adults, parents, teachers important
Good is good, bad is bad, moral development, need to know the rules

**P**
Large head to body- High Center of Mass
Large muscle group strength and coordination develops first
Develop motor control of the head and torso first
Older Children - 7 to 10 years

C
Sees the world from more than one point of view
Keep it real (Concrete), avoid abstract explanations
Able to image-to picture themselves moving in the mind
The Discovery of Logic-Limited to concrete experiences
Able to deal with more than one direction at a time, but not too many
May be able to mirror image

A
Cooperative play to competition
Able to understand consequences, but tends to act first
Test own competence, how much to trust adults and our trust of them
Clever as a fox morals

P
CM moving down to hip area similar to an adult’s
Fine muscle coordination is developing and refined movements can be developed with time and mileage.
New and unfamiliar movements and skills can be learned more easily but may still utilize larger muscle groups.

Tweens - 11 to 13 years

C
Imaginary Audience-believe that everyone is observing/judging them
Personal Fable- believe that only they have had it this tough
The Age of Reason-Abstract thinking
Exploring all the Possibilities
Problem Solving-Discovering the Answers

A
Self-Esteem: Vulnerability and Anxiety/peer acceptance desired
Cliques and Crowds
“All in favor, say I”-peer view important for deciding good/bad

P
Rapid growth and body changes
Strength and coordination may not match bone growth
CM goes on a journey as body length changes

This is only a part of the CAP Model, which continues to old age. By understanding the CAP Model, the adaptive instructor can recognize common cognitive, emotional and physical traits in their students. This allows the instructor to tailor communication so that it is easily understood, anticipate and handle typical emotional behaviors and select skiing or riding tasks which are appropriate for the physical development of the student.
What Do You Teach?

As an Adaptive Instructor, it is best to know what and how Able Bodied Ski and Snowboard Instructors teach and then learn how to “Adapt” off of this information to the unique needs of your student.

Here we will look at Alpine Skiing and Snowboarding from a technical perspective. The following section reviews how the body moves to affect how the skis and snowboard interacts with the snow. This section will contain lots of information on progressions for both disciplines.

Progressions for specialized adaptive equipment such as Monoskis, Biskis, 3 and 4 track skiing and more can be either found in the PSIA Adaptive Manual or by seeking asking DSES Staff. Nordic Progressions can be found in the PSIA Nordic Manual.

- Please review the following paying particular attention to your preferred method of sliding.
- Remember that the following are more “Ideal Movements” and represent, in general, where we want to take our students skiing and riding from a skill development point of view.

### Skiing Skills Concept

<table>
<thead>
<tr>
<th>Skiing Skills Concept</th>
<th>The Fundamental Movements of Snowboarding</th>
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<tbody>
<tr>
<td><strong>Balancing Movements</strong>: This is the most fundamental ability. If a student is not able to balance over the center of the skis and direct pressure to the front of the ski, all the other skills and the student’s ability to progress will be affected.</td>
<td><strong>Balancing Movements</strong>: Good Balance involves a tall and relaxed stance and balance over both feet and over the whole foot.</td>
</tr>
<tr>
<td>- Generally, a balanced skier is one where the skier’s center of mass is over the center of the ski: think ball of the foot.</td>
<td>- Head and hips centered between the feet with upper body, (shoulders/arms) aligned with the lower body.</td>
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<td></td>
<td>- As in alpine skiing, a balanced stance is very important to correctly perform other movements.</td>
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</table>
- For stand up skiers, individuals should be upright with shins lightly touching the front of the boots, hips over the feet, looking ahead and hands in front.

- For sit down skiers the same principles apply, but positions need to be modified for the individual, so the skier’s center of mass is over the center of the ski.

Rotary Control Movements: For beginning skiers this is the fundamental of the next highest priority after Balance.

- The most efficient way to turn the skis is by rotating the whole leg within the pelvis.

- This is the movement that should be taught to all stand-up skiers, if it is possible for them to accomplish.

- For many of our students who lack the muscle control, balance or strength to rotate their legs (or for sit down, 3-track and 4-track skiers) alternative rotary movements can and should be used.

Rotational Movements: Beginner snowboarders learn to steer the board by attaining a flat board and pivoting the board in the direction they wish to travel.

- It is generally desirable to use the lower body to generate rotary movements.

- As in skiing, the goal is to use the feet and legs to steer the board but some of our students may need to steer with their shoulders to guide the board.

- As students’ progress and become more comfortable on their board, foot steering becomes a priority.

Pressure Control Movements:
These movements manage pressure on the skis.

Flexion/Extension Movements: These movements are used to adjust angles of the body to regulate the pressure the snowboard exerts on the snow.

- They result in forward or rearward pressure changes, weight shifts from
| Flexion/Extension movements create or relieve pressure on the skis. | one edge of the board to the other or changes in weighting through relative vertical movements of the body. |
| Weight shifting movements manage pressure from ski to ski. | Snowboarding uses flexion/extension movements throughout the turn to help initiate turns and absorb terrain features as well as fore/aft movements to enhance speed control and give shape to turns. |
| Fore/aft movements manage pressure along the length of the skis. | |
| These movements enhance balance and rotary movements by giving the student more control over how the ski engages in the snow. | |

**Edge Control Movements:** These movements increase or decrease edge angle of the skis.

- Beginner skiers use the wedge to create edge angle.
- As skiers develop, edge control should be managed with ever increasing lateral movements of the lower legs.

**Performance Concepts of Snowboarding**

**Twist or Torsional Flex:** This describes the twisting of the board along its long axis.

- When initiating turns, twisting the board allows for a smoother turn and earlier initiation point during the turn.
- It also allows the snowboarder to maintain an edge while traversing flat areas without fear of catching an edge.
<table>
<thead>
<tr>
<th>Tilting or Edge Angle: This describes the board’s edge angle to the snow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Toe-side edging and heel-side edging regulate speed and give control to the snowboarder.</td>
</tr>
<tr>
<td>• Managing the amount of edge using smooth consistent movements is imperative for the success of the beginner snowboarder.</td>
</tr>
<tr>
<td>Pivoting or Rotation: This describes the direction that the board is pointing relative to the direction of travel and the changes to direction around a specific pivot point.</td>
</tr>
<tr>
<td>Pressure Distribution: This describes the pressure exerted along the snowboard.</td>
</tr>
<tr>
<td>• The three main types of pressure control are: a weighting or unweighting using flexion/extension (up and down) movements, fore/aft pressure (tip to tail) and lateral pressure (side to side).</td>
</tr>
<tr>
<td>• Snowboarding uses changes in pressure distribution throughout the turn to help initiate turns and absorb terrain features as well as fore/aft movements to enhance speed.</td>
</tr>
<tr>
<td>• These changes in pressure should ultimately be smooth and progressive.</td>
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</tbody>
</table>
As an instructor, it is important to understand, and practice your skiing and riding, the Skiing Skills Concept and/or the Movements and Performance Concepts of Snowboarding.

- These concepts provide you with a solid framework for understanding the sports of skiing and snowboarding.
- By understanding and applying these concepts in your own sliding, you will improve your own performance.
- You will also have a better ability to analyze and improve your student’s movements and help them achieve fun and freedom on the slopes.

**Turning Phases/Turn Shape**

You will learn proper **timing** of movements and skills within turns by referencing **Turning Phases** or the different parts of the turn. Turning Phases tell you **when** to make certain movements

**Initiation Phase:** This phase happens as the skier or snowboarder is changing direction from one turn to the next turn.

- For skiers, it coincides with one or both skis changing edges.
- For snowboarders it may correspond with the edge change or the preparation (flattening of the board) for the edge change.

**Shaping Phase:** This phase happens as the skis or snowboard approach, then enter and finally, start to move across the fall line, (or the imaginary line pointing down the hill).

- This phase is the “middle” of the turn.
- The track in the snow should remain round in this phase.

**Finishing Phase:** This phase happens as the board or skis come across the hill.

- The skis (or board) are guided across the fall line, and perhaps up the hill appropriately, for the amount of speed control required by the skier or boarder.

**Turn Shape** refers to the shape of the track left in the snow by the ski or snowboard.

- Z shaped turns are less desirable and are usually a result of fearfulness, a rearward stance and less refined rotary movements.
  - This shape creates an abrupt edge engagement with the snow.
C or S shaped turns are better and promote more effective movements.

- This shape allows the ski or board to engage with snow smoothly enhancing speed control.

- How the turn is shaped has a direct relationship to:
  - The movements used to engage the ski or snowboard.
  - The overall balance displayed by the skier/rider.
  - The speed at which the pressure builds on the ski or snowboard.

- All of the previous factors dictate the ability of the ski and snowboard to hold a solid edge in the snow surface.

DSES Instructors are encouraged to ski/ride and demonstrate using rounded turn shapes.

ALPINE TASKS AND TURN TYPES

Typical Alpine Turn progression from beginning through expert levels:

**Straight Runs** – Performed on a very gentle slope, with either a flat or uphill runout, these are a first time student’s initial sliding experience! Straight Runs are used to develop and check a student’s comfort with sliding and overall balance.

**Gliding Wedge to Braking Wedge** – Not yet a turn, this maneuver is usually taught in a first time lesson, after straight runs.

- A Gliding Wedge is a wedge performed with the feet *slightly* wider than hip width apart and the toes turned inward.

- A Gliding Wedge does not slow the skier down significantly, but does create an ideal platform to learn to turn.

- A Braking Wedge is performed by spreading the feet apart *while* turning the toes inward creating a large converging position and resulting in a deceleration to a stop on beginning terrain.

**Wedge Turns** are made showing a converging relationship of both skis through all turning phases.

- Exam style wedge turns are performed in a gliding wedge stance width showing greater ability to shape a rounded turn.

- Wedge turns can be modified to demonstrate and focus on Leg Rotation or Edging/Pressuring Movements.

- Wedge turns are appropriate on beginning terrain.
A Wedge Christie turn is started using a Wedge during the Initiation Phase followed by the inside ski being steered parallel, or matched, in either the Shaping Phase or Finishing Phase (depending upon speed and skill level of the skier).

- These differences may be referred to as **Beginning Wedge Christie**, **Intermediate Wedge Christie** or **Advanced Wedge Christie**.

- Wedge Christie turns are usually performed on beginning to intermediate terrain.

**In a Basic Parallel turn** the relationship of the skis are parallel through all phases of the turn.

- Basic Parallel turns a usually performed on Intermediate terrain and at moderate speeds.

**Dynamic Medium Radius** – Based on a Giant Slalom turn, a Dynamic Medium Radius turn is performed in a corridor about three cat tracks wide.

- Usually performed on Intermediate to advanced terrain and at higher speeds.

**Dynamic Short Radius** – Based on a modern slalom radius turn, a Dynamic Short Radius turn is about 1 cat track wide.

- Usually performed on Intermediate to advanced terrain and at higher speeds.

**Note**: Other turns and variations exist. They can be historical or tactical in nature. The list above, while by no means complete, can serve as a useful reference for your personal development as well as for giving context to your student’s performance.

**SNOWBOARD TASKS AND TURN TYPES**

Typical Snowboard tasks and turns from beginning through intermediate levels:

**Straight Run to J turn** – This task is a critical step in the first time progression.

- The rotary focus can be from either the lower body, (preferred) or the upper body.

- Straight run to J turn also simulates exiting and stopping from a chair lift.

**Side Slip** – A Side Slip allows the student to learn basic edge control.

- Students are usually initially taught Heel Side Side Slip then a Toe Side Side Slip.

**Falling Leaf** – This task adds to a Side Slip the ability to drop the nose or the tail of the board towards the fall line.

**Garlands** - This task combines a forward sideslip (a Side Slip traveling across the hill) with controlled rotary movements, bringing the nose of the board towards the fall line to accelerate and then back across the fall line to decelerate.

**Patience Turns** – A single turn started on either heel or toe side to a stop requiring patience as the board is approaching the fall line.
• This turn is performed on easier beginning terrain.

**Linked Turns** – Patience turns which are linked together.

• They are performed on beginning terrain.

**Dynamic Linked Turns** – Linked turns connected with a rhythmic and flowing movement.

• These are performed on beginning or intermediate terrain.

**Note:** This is an abbreviated list of all of the tasks which can be taught in beginning through intermediate levels. This list serves as a basic reference. The list above, while by no means complete, can serve as a useful reference for your personal development as well as for giving context to your student’s performance.

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**DSES Basic Progressions**

The following progressions are designed to give you a basic framework to teach skiing and snowboarding from. These steps are tried and true ways to enhance peoples skiing and riding skills. Remember that in adaptive instruction you need to have a basic system to work from, and then you ADAPT it to your student’s needs.

**First Time Alpine Ski Progression**

Beginning skiers can be excited but also nervous about their first experience on snow. Knowing how to stop and feeling confident in controlling their speed is paramount in their mind and the key to a successful first time lesson. Keep the terrain very easy. Take your time and develop movements thoroughly for the best experience possible!

**On Flat Terrain**

**Introduce the Equipment** – make sure that your student understands how to buckle boots, get in and out of bindings and carry skis.

• Use games and analogies for kids (like putting your foot in the alligator’s mouth).
• DSES recommends the student’s skis are shorter rather than longer, (typically chest height).

**Boots Only** - have your student move around in boots.

• Make sure boots are fitted correctly and are buckled snugly, but not too tight.
• Go through all of the movements they may need with their skis on.
• Wedge, sidestepping, flexing, jumping, stepping from foot to foot, etc.
• Look to see if the student is comfortable keeping their shin on the front of the boot through the above tasks.

**One Ski on Flats** – continue exploring the same movements with one ski on and one off – this allows students to get a feel for sliding while they still have the “emergency break” of their other foot. You can:
• Spin in a circle using small steps, touch the tip and then the tail to the snow, sidestep, glide like on a skateboard, etc.
• Make sure that you do this with the other ski as well.

Two Skis on Flats – Make sure you do this on a flat area. You may be surprised at how many areas that you thought were flat, in fact are not. Stay with the same movements here:
• Step in a circle using small steps, step form ski to ski, roll knees in/out to engage edge, practice wedge, hop, hop into wedge, etc.

On a Slight Hill

The best terrain to introduce sliding offers a flat area transitioning to a slight (down) hill and then to a counter (up) slope. Safety First! Never choose a slope where a student who cannot stop could run into another person or an object.

Two skis climbing a small hill –
• Explain the “fall line” if student is capable grasping this concept.
• Show side stepping by rolling knees and ankles into the hill.
• If your student is capable of learning to side step, teach them how to do it – it provides knowledge of the fall line that is indispensable when moving to lift accessed terrain.

Pushing a student up the hill - although tiring for the Instructor, with some students it might be necessary to carefully push the student up the hill to proper starting point. These can include students with coordination, focus or stamina challenges. It will also include most, but not all, sit skiers.
• To get students positioned facing downhill when no flat starting point is available; show them how to step into a wedge if they are able.
• Take your skis off and assist as necessary to get the student facing down the hill

Straight Runs – A balanced stance is the goal here – do as many as needed to achieve a balanced, upright stance with hips over the feet as much as possible.
• Students will struggle to wedge properly if they are not in a comfortable, balanced stance.
• Remind students to stand tall and keep shins touching front of boots.

Gliding Wedge – A gliding wedge is one where your feet are just slightly wider than your hips are wide. Show your students how to steer their skis into a gliding wedge shape.
• Show them how to spread their feet apart and turn their toes inward. It may be helpful to have them use their hands as well to mimic the wedge shape their feet should make. Suggest that they “spread” their feet into a wedge or “open” into a wedge.
• A gliding wedge gives students a wider base of support and “pre-edges” their skis so they can learn to turn without changing edges.
• Using the word “push” can be confusing, especially for a student that may take everything you say literally. You don’t want your student bending down and pushing on his foot with his hand.
• Practice maintaining this shape while gliding down the slope.

Common Errors: Some common errors may be shifting weight from one foot to another, turning hips to engage the ski or crossing the ski tips.

• These are usually the result of the student being afraid of the slope. Patiently work on ironing these issues out while trying to ease the terrain and fear factor of the student.

Braking Wedge – Once your student can make a wedge in balance without crossing the tips or any other problems, show your student how to open the wedge larger to control speed and stop.

• Practice this maneuver enough times for the student to gain confidence in stopping.
• If your student is capable of learning to stop on his own this is the essential movement required before taking a student up the chair lift.
• If your student is not capable of independent speed control, you must use a retention device before taking that person onto a chair lift.

Carpet Procedures

• The Moving Carpet is a great lift to get your student used to a slightly steeper pitch without the commitment of taking them on a long run up the chair.
• Teach the student not to follow immediately behind the student in front as they get on the carpet to avoid congestion at the top.
• When riding the carpet stay still, not continue to walk up the carpet.
• Keep both skis on the conveyor belt at all times.
• Always be aware of all students on the carpet and alert the operator to stop if anyone falls.

Chairlift Procedures - The only students who should go up the lift are those who can stop with confidence in a wedge, by turning to both sides or if you have the ability and equipment to assist them to stop.

• Give your student the opportunity to watch others load and explain that once at the front of the lift line you will follow a chair to the loading area, (the plastic board in the snow). As the chair approaches, look at the chair, reach back and sit down.
• Explain the rules of riding the chair lift: Sit Back, Sit Still, Hold On and Look Ahead.
On Discovery Chair, (Ch. 11), all students shorter than the top of the “Wait Here” sign should use the newly modified restraining bar unless it interferes with the adaptive equipment required by the student.

Unloading should be explained once on the chairlift. Tell your student you will count down to unload and when your skis touch the ground you should “stand up and lean forward”.

Remind student NOT to wedge immediately upon standing. Avoid getting your skis tangled with theirs!

Make sure you clear the unloading ramp, then stop to get organized for the run.

Wedge Turns – This is the best method to teach students speed control.

Once your student can wedge to a stop, show him how to “point” his skis in the direction he wants to go while maintaining a small or medium sized wedge.

Using cones or flags to turn around are helpful.

Use words like “twist your legs” or “turn your feet”. Encourage your student to continue to turn their feet/legs until they come to a stop across the fall line to both sides.

Unless your student has a physical limitation that prevents it, you should always introduce students to direction changes by turning their legs – NOT by pressing or pressuring the outside ski, (this can be added later as an enhancement).

Always use Sesame Street West (easier) or Miracle Mile (easiest) for your students first run off of Chair 11.

Adaptive First Time Ski Progression

There will be students who will not have the attention span or physical strength/stamina for completing the First Time Alpine Ski progression above. Since many of these students will learn best through an experiential process, we can use a progression which gets them into a wedge position and gets them moving down the hill so they can repeat a stopping movement and gain speed control as quickly as possible. Please remember to give lots of positive feedback and encouragement for even the smallest of successes!

- Introduce the ski equipment and get the student moving around in just the ski boots.
- Focus on trying to teach the student to hop and land with their feet apart as if doing jumping jacks. (It may be better to start these movements inside in a warm and comfortable environment).
- Once on the snow, put one ski on and get the student used to sliding on the flats.
- You can try to get them to slide out the back of the ski, as if in half a wedge, however it is not really necessary to be successful at this point.
- Put the student in two skis on a flat snow surface.
- Put an appropriate type of tip connector on the student’s ski tips.
- First demonstrate pushing your hands apart using the command “1, 2 ,3 Feet Apart” or “1, 2, 3 Red Light”
• Do the same with the student’s hands.
• Demonstrate the same command pushing your feet apart into a wedge position. Repeat having the student try with their feet.
• Repeat this number of times until the student starts to understand that when you give them the command they should try to push their feet apart.
• Make sure that the student does not slide backwards when in a wedge position!
• Go to a gentle slope or up the magic carpet.
• Have the student walk or have skis on as is appropriate. Once in a safe place to start the downhill run, attach an appropriate type of tip connector.
• Safety first! As this student does not have speed control yet, make sure there is no possibility of a runaway student and a collision with another skier, skis on the snow or any fencing. Bring student down the slope to an appropriate starting point if needed. Use a tether or other device to help control the student’s speed if necessary.
• Assist the student down the slope while continuing with the “1, 2, 3 Feet Apart” or 1, 2, 3 Red Light,” (Stop) commands.
• Repeat this enough so that you are confident that when you give the student the command that they will attempt to push their feet apart and create a wedge.
• If possible try to teach the student to come to a complete stop on their own with the above command.
• It is best if they can stop themselves on a slope as opposed to gliding to the flat and stopping, but either is a positive step which deserves recognition and praise!
• If you have an appropriate speed control assist, (tethers work very well), you can now take the student to the Discovery Chairlift and go to Apple Pie or Miracle Mile.
• Continue to use the same commands as before. The Primary Instructor will use the tethers to control the student’s speed and direction.
• If there is a Secondary Instructor have them demonstrate in front of the student for a visual image.
• Repeat the command of “1, 2, 3 Feet Apart” or “1, 2 3 Red Light.”
• Repeat this until the student starts to slow down.
• If the student is successful at stopping on command, you can start to introduce skiing in a “Yellow Light” or medium sized wedge position.
• This will allow the student to continue to move slowly down the slope without stopping all of the time.
• Only if safe should the Primary Instructor start to wean the student off of the tethers.
• Start this on a very flat section of the run. Continue with the same commands.
• Start to teach the student to turn using the progression using the Alpine Novice Progression or a “Follow Me” approach, (both are below).
Novice Alpine Progression

Novice skiers are learning how to use turn shape, as opposed to wedge size, to control speed. Once a student can make a wedge stop and control their speed in a “yellow light” wedge, they should then learn how to change direction to the left and right and eventually make round and complete turns. Making completed turns across the hill gives the student a more effective way to control their speed.

All novice students should continue to ski/ride on beginning terrain until they have mastered the skills to allow them to safely and confidently negotiate easier intermediate terrain. Avoid taking students to intermediate terrain too soon. Creatively using beginning terrain to keep your students engaged and challenged will make them more successful once they finally move to intermediate terrain!

Linking Wedge Turns

- The main skill focus should continue to be on twisting movements of the legs.
- Show your students how to continuously steer their feet through the turn and then back into the next turn.
- A slightly taller stance or extension will help to start the new turn. Demonstrating well is essential here.
- The “follow me” approach works well for most students.
- Simply make gentle direction changes and see if the student can follow you.

The “Wedge Wiggle”

- This is a progression focusing on using the legs to “turn” the skis back and forth.
- Start with a stationary task showing student that they can turn their legs and not just their body.
- While performing a slow “Yellow Light Wedge” in the fall line, (down the hill), have student’s turn the tips of their skis back and forth, resulting in a very slight direction change, by using their legs to turn.
- Once doing the above correctly, have your student turn their legs for a longer time. This will result in more of a direction change.
- Eventually encourage students to keep turning their legs until they come to a stop. Emphasize they now know two ways to stop!
- Continue to encourage the student to turn to a stop as much as possible!

Varying Turn Shape and Size

- Continuing with a rotation or twisting focus, show your student how to make larger and smaller turns, (to make larger turns twist your legs slowly, to make shorter turns, twist them faster).
- Counting while turning, (to 6 for longer a longer turn vs. 3 for a shorter turn) can be helpful. Shorter turns are generally more appropriate for steeper pitches and longer turns for flatter pitches. Use obstacles to turn around or make a game/analogy where you are the leader and vary the size/shape of the turns.
- By this time your students should be able to turn to a stop by increasing the time that they are turning their legs.
Improving Wedge Turns by Directing Pressure to the Outside Ski

- Once your student can link turns in balance with leg rotation, introduce shifting their weight from foot to foot.
- Show them how to move their body over their outside foot through the end of the turn.
- Show them how to extend as they start the turn by extending both legs.
- As they finish the turn, show them how to flex their ankles smoothly through the rest of the turn to aid their ability to shift their upper body over the outside ski.
- Tasks that help with this are: tapping the inside foot, wedge pedal turns, hand(s) on the outside knee, hopping at the beginning of the turn, using two different colors of flagging, etc.

Beginning Wedge Christie

- This turn combines the wedge at the initiation and shaping phase with a parallel position and skid during the finishing phase.

For many students you will be successful with a “Spontaneous Wedge Christie”.

- On comfortable terrain, have your student ski in a slightly smaller wedge, at a slightly higher speed. Look for small rolls on which to complete the turns.
- These cues may promote a spontaneous release of the inside ski, and you may find that your student discovers how to make the skis go parallel without much coaching.

Progression approach to teaching a Wedge Christie

- With other students, you may want to use a more linear or step by step approach. From a small stationary wedge, show them how to pivot the inside (uphill) ski to match the outside (downhill) ski.
- Focus on rolling the ankle and turning the foot to match the ski.
- Where it is safe, practice this movement in a traverse – both directions.
- Then use the above movement at the end of one turn to a stop – both directions.
- Try this for several turns and have your student turn to a stop in a parallel position by turning both skis uphill.

Mileage

- Once the student can make a Basic Wedge Christie, stay on beginning level terrain and get lots of mileage and practice. Play with different turn shapes and sizes. Explore new areas of The Discovery Chair and have fun!
Intermediate Level Progressions

Intermediate skiers can confidently negotiate easy intermediate terrain while moving down the hill at a moderate speed. Inchng your way down an intermediate run does not make someone an intermediate skier. To improve an intermediate skier or rider’s skills, they should learn new skills on terrain that is easy for them (this may be easier intermediate terrain OR beginning terrain such as that on the Discovery Chair) before moving to more difficult intermediate terrain.

Advanced Wedge Christie

- Once students can match their skis at the end of the turn, show them how to match their skis earlier in the turn.
- To match the skis earlier, you generally need more speed to work with. Both rotary and pressure control movements are important here.
- Show students how to smoothly shift their weight to the outside foot during the shaping phase, gradually making this move earlier in the turn.
- You can also show them how to turn their skis together with particular focus on steering the inside leg and ski.
- The inside ski/foot should be pivoted around the center of the foot as opposed to sliding the tail of the ski/heel of the foot towards the outside ski.
- Gradually work with above movements to match the skis before the fall line. This may take more speed.

Basic Parallel

- Showing people how to make a parallel turn requires lots of mileage. The focus is on the initiation phase of the turn.
- Show your students how to turn both feet at the start of the turn, with a particular focus on turning the “new” inside foot/leg. This is similar to matching the skis in the Wedge Christie progression, but the focus is keeping the skis parallel through the turn initiation.
- Show students how to extend both legs and pressure the outside leg as they initiate the turn to help allow both legs to turn together.
- Tasks that help with this movement include: long drawn out “patience” turns on comfortable terrain keeping both skis parallel, using a slight hop at the start of the turn, or feeling like they are “pushing” themselves into the new turn from their uphill leg, (new outside leg).
Beginning SB Progressions

Beginning riders can be excited but also nervous about their first experience on snow. Knowing how to stop and feeling confident in controlling their speed is paramount in their mind and the key to a successful first time lesson. Do everything you can to avoid a front side slam! Keep the terrain very easy. Take your time and develop movements thoroughly for the best experience possible!

**Flat Land**

**Introduce the Equipment**

- Make sure boots fit snug and are tied properly. Go with rental shop expertise for sizing of board (around chin height).
- Regular or goofy set-up should be assessed as you walk your student to the rentals and take into consideration special circumstances (AFO’s, weak limbs, etc.). Typically, the weaker leg will be the rear leg, but not always.
- Check to see if the student can manipulate the buckles and help as needed.

**One-footed**

- Strap on the front foot and pick the board up to feel its weight and length.
- Practice moving around on flat ground. Push from in front of the board, push from behind.
- Push and glide placing back foot on stomp pad or against rear binding.
- Have the student do the drills with a flat board and with an edged board.
- Never have student travel in direction of rear foot with only one-foot strapped in.
- Demonstrate all the skills you ask your student to perform.

**On a Slight Hill**

**Straight Run**

- Find a slight hill with a flat run-out or counter slope.
- Then have student place back foot on board, stand tall and glide down the slope. The flat run-out should stop the student.
- Make sure the student is relaxed and has their hips centered in between their feet.
- Ideally, the student’s upper body should be in alignment with the lower body with the head looking in the direction of travel.
- You can assist or walk with the student to provide comfort as well as a stopping mechanism if necessary.

**Up-hill walk or skate**

- Demonstrate the two ways to move uphill, skating or walking using board across the hill as a platform to push against. This helps teach what the edges are all about.

**Straight Run to J-turn using lower body rotation**
Have the student do a straight run while placing the rear foot halfway off of the board, toe and heel hanging off.

When the student has traveled 10-15 feet down the hill have the student use lower body rotation by pushing the front foot toes down (toe side turn) or pulling up on the front foot toes (heel side turn) to initiate the turn.

OR

Straight Run to J – Turn using upper body rotation

- Alternatively, have the student do a straight run while placing back foot halfway on the board (toe or heel hanging off).
- When the student has travelled 10-15 feet down the hill, look, point and turn in the direction they want to travel. By pointing in the direction of the turn the student is using upper body rotation.
- This is effective if coordination, balance or lower body movements are weaker.

Carpet Procedures

- The Moving Carpet is a great lift to get your student used to a slightly steeper pitch without the commitment of taking them on a long run up the chair.
- Teach the student not to follow immediately behind the student in front as they get on the carpet to avoid congestion at the top.
- Always be aware of all students on the carpet and alert the operator to stop if anyone falls.

Chairlift Procedures – once the you and student feels relatively comfortable with the straight run and a straight run with turns to a stop (both sides) he/she may be ready to ride the lifts. The bottom line is can they stop themselves, (or can you stop them)? **The only students who should go up the lift are those who can stop with confidence turning to both sides or if you have the ability and equipment to assist them to stop.**

- Give your student the opportunity to watch others load and explain that once at the front of the lift line you will follow a chair to the loading area, (the plastic board in the snow).
- As the chair approaches, look at the chair, reach back and sit down.
- Explain the rules of riding the chair lift: **Sit Back, Sit Still, Hold On and Look Ahead.**
- Explain the exit procedures as a straight run off the lift.
- Unloading procedures should be explained once on the chairlift. You should determine a count for the exit and talk the student off the lift.
- Place board on ramp, put back foot on board, stand-up and glide off the ramp.
- Make sure you clear the unloading ramp, then stop to get organized for the run.
- **Once off the chairlift all subsequent exercises are performed with both feet strapped in.**

The following exercises need to be practiced on both heel and toe sides.

Side-Slip

- Ideally, a side slip is a key way to develop edging skills and is usually taught in the beginning of the lesson.
It requires a fairly steep slope which is not present on the Discovery Chairlift, however, it is not necessary to complete this step before moving into a falling-leaf.

When you can introduce the side slip, be sure to emphasize smooth, subtle edging movements and a flexed and centered stance.

**Falling Leaf**

- Falling Leaf is an exercise that alternates pointing the nose or tail of the board slightly down the hill while in a sideslip similar to a leaf falling from a tree. This exercise develops all three movements and the four performance concepts.
- By adjusting pressure from the forward foot to center on the board, the student can adjust his/her speed. Additionally, by increasing and decreasing the edge angle, speed control by friction is learned.
- When slowing down and looking (rotating) in the desired direction the student is using pivoting to steer the board down or across the hill.
- Alternatively, by slightly twisting the board (by pushing front toes down or pulling them up), the student can also steer the board thus improving his/her control.
- Depending on what particular skill needs work the instructor can adapt the focus of the falling leaf to improve individual skills.

**Novice SB Progression**

Novice snowboarders are learning to turn in both directions and to link turns with confidence. All novice students should continue to ski/ride on beginning terrain until they have mastered the skills to allow them to safely and confidently negotiate easier intermediate terrain. Avoid taking students to intermediate terrain too soon. Creatively use beginning terrain to keep your students engaged and challenged.

**Garlands**

- Similar to the falling leaf, this exercise can be adapted to work on any of the skills. The goal of the garland is to direct the board all the way into the fall line and then back across the hill again, thus simulating the beginning or end of a turn.
- Start on one edge, steer the board across and then into the fall line. This will build speed.
- When the board is directly in the fall line have student return to starting edge. This allows the student to recognize when the board is flat and can be pivoted to the new edge.
- After several repetitions from each edge, proceed to patience turns.
Patience Turn

- As implied, this turn develops slowly as the students’ comfort with speed will be low. Start by completing a garland and when the board is flat in the fall line have student change edges. As the instructor you should be able to recognize and coach the student when it is appropriate to change edges.

- Most likely the student will initiate the turn too early and catch the downhill edge. By focusing on the actions of the front foot only, twisting of the board comes naturally and will help reduce the probability of catching the downhill edge.
- Make one turn at a time, slowing down or stopping prior to initiating a new turn.

Key instruction points:

- Focus on front foot only. Pull-up on toes or press down on toes.
- Look and point in the direction of travel.
- Focus on making smooth edge angle adjustments, jerky motions will result in a slam.
- The back foot should follow along naturally; however, moving pressure back to an even distribution between the front and rear feet when finishing the turn is helpful to prevent over pivoting the board up the hill.
- Continually assess student’s stance; slight bend in knees, athletic stance, head up.
- Holding hands may be helpful to the student. Only do this if you have the skills to do so safely. Safety First!
- Keep instructions simple. Have a single focus at a time. Once that focus is achieved, move onto the next single focus.

Linked Turns

- Once single turns are achieved to both edges, link turns by maintaining movement across the hill and preparing for the next turn before coming to a stop.
- Work on fore-aft pressure as well as standing tall through the turn and flexing at the end of the turn.
- Look in the direction of travel and make smooth, progressive edge adjustments.
Intermediate SB Progressions

Intermediate snowboarders can confidently negotiate easy intermediate terrain while moving down the hill at a moderate speed. Inching your way down an intermediate run does not make someone an intermediate skier or rider. To improve an intermediate skier or rider's skills, they should learn new skills on terrain that is easy for them (this may be easier intermediate terrain OR beginning terrain) before moving to more difficult terrain.

Dynamic Linked Turns

Once the student can make linked turns, work on student becoming dynamic. This means adjusting to the terrain, controlling speed and absorbing bumps. It doesn't necessarily mean going fast.

- As the student becomes more comfortable with his/her speed control, turns can be initiated just prior to the board entering the fall line.
- This can be achieved by active flexion and extension movements plus a twisting of the board.
- Steering the board with the front leg will give shape and speed control to the turn.

Park/Pipe

- Many of our students want to experience the park and on chair 11 there is ample opportunity to play. Using the pipe generally helps with turn initiation. Charging the rollers towards the bottom of the park can work on retracting the legs to absorb bumps, another form of pressure adjustment. And, jumping will work on balance, steering, and pressure control.
- Have student line-up the jump by pointing the board straight down the hill. As the student hits the lip of the jump, retract the legs and stay relaxed in the air. Look at the landing area and set the board down, slightly nose first, and keep knees soft to absorb the landing.
- Once the board is down and balance is achieved, use a speed control movement to slow down.
- There is much trial and error when in the park, however, it is a great way to enhance skills and have fun!

These progressions are just a skeleton of what you can teach. Of course, many of our students will be unable to complete certain steps or will have equipment that requires a modification of these progressions. However, this is the model from which adaptive skiing adapts and is the foundation for your lessons.
How to Teach Well

The following section introduces topics which make your lessons great! We will explore how to keep your lesson safe, how to teach safe skiing and riding, student learning styles, fun and effective lesson planning, being a prepared instructor, proper terrain use and more!

Safety Fun and Learning

All lessons should follow the priority of: **Safety, Fun, Learning**, (in that order). Setting a safe, fun environment optimizes learning.

SAFETY: Above all, you must follow DSES safety guidelines and protocols and make your student feel comfortable. Students that are scared or uncomfortable cannot learn new skills, and they certainly won't have a good time. When making a decision on the hill, always err on the side of being conservative.

FUN: We're in the guest service business. Our goal is to provide our guests with superior service and invite them back. Show them a good time! Make them want more. When people are relaxed and having a good time, they are better able to learn new skills!

LEARNING: When you have established a safe, comfortable, relaxing and fun experience, you have set the stage for an optimal learning environment.

Your Responsibility Code

1. Always stay in control and be able to stop or avoid other people or objects
2. People sliding downhill of you have the right of way. It is your responsibility to avoid them
3. You must not stop where you are not visible from above or where you obstruct a trail
4. Whenever starting downhill or merging into a trail, look uphill and yield to others
5. Always use devices to help prevent runaway equipment
6. Observe all posted signs and warnings. Keep off closed trails and out of closed areas
7. Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely

The best way to teach the above points is to model them while in a lesson. Point out how you are using these points as you move around the mountain!
Learning Styles

**Watchers** learn best from visual information. Encourage the student to observe the whole movement and try to copy the motions. This means that correct and obvious demonstrations provided by the instructor are very important.

**Doers** learn best by experiencing something and using trial and error. They learn best by responding, rather than by first finding out what the appropriate response might be. The instructor should create an environment that encourages the student to move first and then process the information. Be sure to tell them when they are performing the movement correctly!

**Feelers** learn best by experiencing kinesthetic and proprioceptive sensation. Feelers will need exercises designed for a particular movement i.e. (feeling ankle movement, shin against the front of the boot etc.) The instructor should help feelers by sharing what they feel during a movement.

**Thinkers** learn best by using cognitive abilities. Telling thinkers why a movement will be advantageous to their skiing so they can understand the reasoning is an effective way for this type of learner. Use words that are appropriate for the student’s cognitive level.

**VAK** stands for **Visual, Auditory, and Kinesthetic**

**Visual** learners need to watch and copy a movement.

**Auditory** learners like explanations for understanding why and how.

**Kinesthetic** learners like to experience, explore, feel and do.

**The Adaptive Teaching Cycle**

This Model highlights a “formula” for planning and providing good lessons.

- Remember that the step **Guided Practice** should comprise the bulk of the time in your lesson.

1. **Introduce Yourself**
   **Establish and continually build rapport with the student.** Create a fun, open and supportive environment. Let them know you are both here to have fun! Take your glasses/goggles off, get down to the student’s level. Clearly define the general schedule of the lesson, when and where to meet after the lesson.

2. **Assess the Student**
   **Conduct a thorough evaluation of the student’s disability so you can adapt, modify and prepare the physical aspects of the lesson to meet the student’s needs.** This is called the “Student Assessment.” Review the disability or disabilities on the DSES website to understand how the disability might effect on hill performance. Inquire about previous experience with skiing and other sports. Take the student’s learning preferences into consideration. Remember, the student or the student’s family is the best resource for his
or her disability. A thorough explanation of the Student Assessment is detailed in the Disability and Adaptive Information section of this manual.

3. **Determine Goals and Plan Objectives**
   Jointly set goals based on the skier's potential and desires. Plan a learning objective relative to the student's goals. Formulate a short, logical progression after watching the student ski or snowboard on a warm up run. Determine for that lesson what the most suitable terrain and snow conditions are.

4. **Present and Share Information**
   Vary styles of presenting information to be suitable to the situation. After the warm up run quickly present the topic you have selected. To be the most effective teacher use your understanding of the typical learning styles, (Doer, Watcher, Feeler, Thinker) and your understanding of the disability to determine the best way to present the information. Select one or a combination of the following styles: Through repetition, trial and error for the Doer; visually for the Watcher through the use of Demonstrations, (remember to demonstrate sliding towards the student as well as away from them), Auditory for the Thinker through an explanation of what to do, or kinesthetically for the Feeler by describing feelings or sensations you would expect the student to feel. For most of our cognitively disabled students they will need to simply do the movements over and over until they get them.

5. **Guided Practice**
   Make sure that students get lots of mileage to practice new skills. Set practice tasks that are appropriately challenging. Take this opportunity to enjoy the successes and sliding! Provide specific feedback to the student. Reinforce student progress. Have Fun! This step should comprise the bulk of your lesson.

6. **Check for Understanding**
   Verify the student's level of physical understanding based on skiing performances that are consistent with the lesson objectives.

7. **Summarize the Learning Segment**
   Review the learning segment goals and objectives and describe the degree of accomplishments to the student and parents/caregiver. Be positive! Even small accomplishments are huge successes for some students! Summarize with the student if appropriate. Preview the next learning segment and encourage further development. Establish independent practice guidelines for each student. Review the lesson with the parents or caregiver, highlighting successes, invite the student back!
Play, Drill, Adventure, Summarize, (PDAS)

This is a different but useful way to plan your lesson. Instead of a progression based lesson plan, using the PDAS format allows you to focus on a particular movement (drill) and then explore that movement while skiing/riding on the hill (adventure). This format is very effective for children and many adaptive lessons, due to its focused and non-linear approach. Just follow the steps below! They are in chronological order.

**Play:** During this beginning phase of the lesson, keep it fun, interactive, and playful! Even as you get down to the business of introducing the lesson and assessing students, make sure it is all about them, on their level, and that your actions and behaviors indicate a great day of fun ahead!

**Drill:** Drill by no means indicates “Drill Sergeant.” It means presenting and sharing information in a way that is experiential; where you create fun, skill-specific activities that develop positive movement patterns. Select a movement to improve the student’s performance and introduce it with a quick drill or task. Select a “Cue,” a word, sound or thought to help remember the movement while out on the hill. Practice the movement as much as you can without losing the Fun Factor.

**Adventure:** Go skiing or riding on an adventure! Once you get to a place where terrain will allow for improvement, take the skill or movement the student has learned and apply it in new and exciting ways! Instead of layering new learning on top of what you just taught, solidify the new skills as you explore the mountain environment. Try the new movement by recalling the “Cue” and experimenting with it in differing turn shapes and sizes, in different snow conditions, different runs, etc. Alternate between short and focused practice times and longer adventure times! Be sure to relate how the “Cue” movement makes the adventure even better!

**Summary:** Review the day and help the student remember what they did. Emphasize the “Cue” you used and review how it helped them ski or ride better. Also share how you used PDAS with the parent, if relevant, to have them continue the learning process when they are not in a lesson!

**Riding Chair Lifts**

Before you bring a student to the chair lift make sure that he or she can stop on their own OR that you have the equipment and ability to control their speed for them – always err on the side of caution!

- Make sure your student understands how to load, ride and unload before you enter the lift line.

Remember to teach them the rules of riding the chair lift:

- **Sit Back, Sit Still, Hold On, Look Ahead.**
Be sure to follow all safety protocols associated with adaptive equipment.

Understand the pros and cons of the Restraining Bars on the chairs which have them.

- Restraining Bars can enhance safety in many situations.
- Restraining Bars can interfere with some pieces of adaptive equipment
- On Chair 11, (Discovery), the bar has been modified to accommodate younger skiers with a restraint which fits between the legs. When on this chairlift with children smaller than the top of the wait here sign or students prone to seizures please use this restraining bar whenever possible.
- Avoid referring to the restraining bar as the “Safety Bar”.

**Tools of the Trade**

Trail Map, Writing tool (a Sharpie is great) and paper, scraper, wax, toys, finger puppets. Err on the side of caution with equipment. Always bring an edgie-wedgie just to be sure. Having tethers with you is also a good idea, if you’re not sure that your student can stop.

**Terrain Selection**

In general we prefer to challenge students to new levels of skill development on more comfortable terrain as opposed to terrain which is intimidating.

- Teach your students on terrain where they are comfortable and can learn new skills.
- Avoid terrain which is intimidating or scary for students.
- Move students to new terrain only when they have mastered the terrain they are on.
- Always err on the side of caution and remember time management. At the end of the lesson, students are tired and may have more difficulty coping with the demands of using new skills on more challenging terrain.
- Try to introduce more difficult terrain towards the middle of the lesson. Finish the lesson back on easier and familiar terrain to end on a high note.
Measures of Success

“Graduating” to new and more difficult terrain is only one measure of success and is usually not the best. Better measures may be:

- Having fun in the winter mountain environment.
- Learning new skills –
  - learning to stop in a wedge or linking turns
  - Increased independence – stopping without the edgie-wedgie
  - Controlling speed without tethers.
- For many of our students, putting on equipment and going outside is a great measure of success. Find out what your students want to accomplish – it may be totally different from your goals!

If your students are having trouble with any of the steps in the progression, reevaluate the original goals. You may want to spend more time on a specific skill, present the information in a different way or consider alternative adaptive equipment.

Pacing

Consider how to pace your lesson appropriately.

- Spend time developing fundamental movements (Hips Over Feet and Leg Rotation, for example).
- Make sure your student has lots of mileage and practice time.
- Some students take longer than others. Never rush a student through steps or on to more difficult terrain.
- Spending time helping a student master a skill gives that person a sense of accomplishment AND makes it easier to teach him/her new skills.

Remember that many of our students are not used to weather or altitude and can tire easily.

- Look for signs of fatigue: deterioration of skills, change in behavior, lethargy, decreased attention, yawning.
- Take a break! Ideally, you should rest before your student gets tired.

Students are more likely to get injured or have a meltdown if signs of fatigue are ignored.
The world of adaptive instruction is as complex as the disabilities of the people we teach. It can take a long time to learn how to be a complete adaptive instructor. The good news is you do not have to know everything to make a difference in people’s lives! Learning how to teach a little at a time is the key. In this section we will cover information which is specific to adaptive instruction like more common disabilities, red flags, student assessments, and adaptive disciplines and equipment.
What Makes a Great Adaptive Instructor?

Successful adaptive instructors are familiar with the following:

- The ability to relate, engage and connect with the student.
- A basic understanding of ski and snowboard instruction, (PSIA/AASI Teaching, Skiing and Riding Models).
- Understanding the causes, symptoms and red flags (areas of safety concern) of common disabilities as well as the understanding of how to gain that knowledge if you do not know about a particular disability.
- A basic understanding of human development (Cap Model),
- The ability and discipline to perform Student Assessments using the DSES Assessment Model.

Understanding the information outlined above are key components allowing the instructor to provide the best possible experience to our guests!

COMMON DISABILITY INFORMATION

KNOW YOUR STUDENT!

It is essential that you treat each student as an individual. While it is important to know and understand the disabilities each student may have, it is even more important to understand how these disabilities manifest in this particular individual on this particular day. Moreover, it is crucial to remember your student is more than a person with a disability; like you, they have good days and bad, and many non-disability related factors may affect their ability to learn effectively on any given day. Your student assessments are critical to a safe, fun and successful experience. Remember the assessment begins when you look at each student file, continues when you meet the student and their family and is ongoing throughout the lesson. Factors such as fatigue, fear, hunger, heat and cold can radically alter a student’s behavior and symptoms.

Autism Spectrum Disorder (Pervasive Developmental Disorder - PDD, Asperger’s Syndrome)

A complex developmental disability which typically appears during the first three years of life and affects a person’s ability to communicate and interact with others. Autism is a spectrum disorder which affects individuals differently and to varying degrees. Both children and adults with autism may show difficulties with verbal and nonverbal communication, social interactions and leisure or play activities. Autism is one of five disorders which fall under the umbrella of PDD (a category of neurological disorders characterized by severe and invasive impairment in several areas of development). Autism is a sensory integration disorder which can affect interpretation of sights, sounds, smell, taste and touch. Routine can be important and resistance to change common among people with autism.

Red Flags: Hyperactive/impulsive/poor attention span, disorientation, runaway, intellectual disability, seizures, speech
Cerebral Palsy (CP)
A group of chronic conditions affecting body movement and muscle coordination caused by damage to the immature brain (the large majority of cases are diagnosed at birth). Cerebral palsy is not progressive and is also not communicable. In addition to physical impairments, people with CP may have sensory deficits and/or intellectual impairment. Three common types of CP are Spastic (stiff and difficult movement), Athetoid (involuntary and uncontrolled movement), and Ataxic (disturbed sense of balance and depth perception).

Red Flags: Balance, bladder/bowel, fatigue, fragile bones/spine, intellectual disability, leg length/alignment, muscle control problems, scoliosis, seizures, speech/aphasia, dysarthria, visual impairment

Down Syndrome
Down Syndrome (trisomy 21) is one of the most frequently occurring chromosomal abnormalities. It occurs in approximately 1/700 live births. People with Down Syndrome may have low muscle tone, excessive ability to extend joints (be especially aware of cervical instability) and some level of mental retardation. They may also have speech and language delays, delayed physical and cognitive development, temper outbursts, higher risk of wandering off, seizures and heart defects.

Red Flags: Cervical (C-1/2) instability, heart problems, hydrocephalus/shunts, intellectual disability, loose joints (joint laxity, low muscle tone), seizure, and fatigue.

Learning Disabilities (Apraxia, ADHD, Dyslexia, Aphasia, Dyspraxia, Auditory/Language Processing Disorder)
Learning Disabilities are a group of disorders that affect a broad range of academic and functional skills including the abilities to speak, listen, read, write, spell, reason and organize information. A learning disability is not indicative of low intelligence. Causes of learning disabilities include a deficit in the brain that affects the processing of information. Learning disabilities can be categorized either by the type of information processing that is affected or by the specific difficulties caused by the processing deficit.

Red Flags: Processing information, verbalizing needs, speech, processing delay, coordination

Spina Bifida
A developmental anomaly characterized by defective closure of the spinal column through which the spinal cord and meninges may or may not protrude. The level of the defective closure will determine the functional deficits in the lower limbs. Persons with spina bifida may have shunts inserted in their heads to drain off excess fluid build-up, spinal fusion or stabilizing rods and latex allergies.

Red Flags: Balance problems, bladder/bowel problems, fragile bones/spine, hydrocephalus/shunt, latex allergy, leg length/alignment, scoliosis, and spinal stabilization
**Spinal Cord Injury (SCI)**
Spinal cord injuries may be a complete or a partial severance of the spinal cord, generally due to trauma. SCI’s can be complete-with no motor or sensory function preserved below the point of injury, or incomplete-with some motor and/or sensory function preserved below the point of injury. Persons may be classified as paraplegic or quadriplegic depending on the level of injury. The spine is divided into several regions: cervical, thoracic, lumbar, and sacral (with cervical being the most involved or highest level of injury and sacral the lowest or least involved). SCI’s leave one susceptible to issues of pressure sores, bladder and bowel control, thermoregulation and autonomic dysreflexia (a life threatening hypertensive crisis) and may require the use of spinal stabilization devices.

**Red Flags:** Autonomic dysreflexia, bladder/bowel control issues, friction sores, spinal fusion, spinal stabilization, thermoregulation.

**Multiple Sclerosis (MS)**
Multiple Sclerosis is an auto immune condition in which the immune system attacks the central nervous system leading to demyelination or sclerification (scarring) of the myelin sheath. MS affects the ability of nerve cells in the brain and spinal cord to communicate with each other. Nerve cells communicate by sending electrical signals down long fibers called axons which are wrapped in an insulating substance called myelin. This sclerification may cause fatigue, weakness, problems with coordination, balance and speech, visual impairment, tremors, numbness, cognitive impairment, depression and unstable mood. MS is characterized by brief remissions and relapses.

**Red Flags:** Balance problems, bladder/bowel control issues, memory issues or short term memory issues, fatigue, lability, emotional, muscle control problems, speech, thermoregulation and visual impairment.

**Visual Impairment (VI)**
Visual impairment is the partial to complete loss of visual acuity, visual field, ability to distinguish colors or any other function related to sight. A visual impairment may disrupt the central field of vision, peripheral vision or the entire field of vision. Most people with visual impairments retain some vision. Visual impairment is the consequence of a functional loss of vision, rather than the eye disorder itself. Eye disorders, which can lead to visual impairments, include retinal degeneration, albinism, cataracts, glaucoma, muscular problems, corneal disorders, diabetic retinopathy, congenital disorders and infection. Visual impairments can also be caused by brain and nerve disorders.

**Red Flags:** Red flags are dependent on the type of VI, however most common red flags include blurry vision, lack of peripheral vision, lack of central vision, light sensitivity, and total blindness.
Muscular Dystrophy (MD)
Muscular dystrophy is a group of genetic, hereditary muscle diseases that weaken the muscles which result in muscle fiber degeneration. Muscular dystrophies are characterized by progressive skeletal muscle weakness, defects in muscle proteins and the death of muscle cells and tissue. Most types of MD are multi-system disorders with manifestations in body systems including the heart, gastrointestinal and nervous systems, endocrine glands, skin, eyes and other organs. MD is progressive and degenerative.


Amputations and Limb Deficiency
Amputation is the removal of a body extremity by trauma or surgery. Some congenital amputations or anomalies may also fall under this category of disabilities. Common amputations include above knee (AK), below knee (BK), above elbow (AE), below elbow (BE). It is important to be aware of the cause of the amputation (trauma, disease related…) and possible other effects. Phantom pain, protection of the residual limb, prosthetic fit are also important factors to consider with amputees.

Red Flags: The red flags are dependent on the cause. In general, when working with people with a limb amputation and limb deficiencies, consider padding or protecting the residual limb and making adjustments for the other problems that may be present due to the cause of the amputation or limb deficiency. Red flags may include balance, bruising/bleeding, fatigue, fragile bones, frostbite/cold susceptibility, leg length/alignment and pressure/friction sores.

Traumatic Brain Injury (TBI)/Cerebral Vascular Accident (CVA)
Traumatic Brain Injuries are a penetrative or concussive injury to the brain. Cerebral Vascular Accidents (also called strokes) are the result of a disturbance of blood supply to the brain. TBIs and CVAs manifest differently depending on the location of the injury. TBI’s and CVA’s can cause paralysis or paresis (generally affecting one side of the body more than the other). Other symptoms may include speech impairments, intellectual impairment, loss of coordination, balance and spatial awareness, lability (unpredictable mood changes) and memory or learning issues. When working with people with TBI’s be aware of secondary injuries and of the risk of seizures.

Red Flags: Balance problems, bruising/bleeding, disorientation, hydrocephalus/shunt, hyper/impulsive, runaway, lability/mood swings (emotional lability), memory loss, muscle control problems, seizures, speech issues, visual impairment.
Adaptive Student Assessments

A Student Assessment should be performed by the Primary Instructor on every lesson he/she teaches. This starts as the student comes through the door and continues throughout the entire lesson. Reading the student profile gives a basic understanding of the challenges facing the student, however, asking questions of the student and/or caregiver will give you more information.

Watch your student, have him/her do specific movements for you, determine goals, and develop a plan. Determine the Red Flags for your student. Red Flags are areas of concern with your particular student which may result in a situation where safety is an issue during your lesson.

DSES has developed a plan consistent with the Cap Model for performing your Student Assessment. This is:

1. Understand the overall nature or characteristics of the disability you are dealing with including how it occurs, how it manifests and the RED FLAGS.
2. Discover how the disability affects your particular student’s cognition or understanding.
3. Discover how the disability affects your student’s emotions, (what’s funny, frustrating, scary, etc.).
4. Discover how the disability affects your student’s movements or ability to move.
5. Discover the Red Flags for this particular student.
6. Discover the student’s goals.

It is the Primary Instructor’s responsibility to be sure that a Student Assessment is performed for EVERY lesson they teach at DSES, even if they have worked with that student before. There can always be some changes to behavior, movements, medications, etc.

Adaptive Disciplines and Equipment

**Cognitive**-People with damage to any portion of the brain that affects the ability to process information, coordinate and control the body, or move in space. Cognitive Disabilities are classified as either organic (related to disease or genetic abnormalities), or non-organic (caused by injury). People with Intellectual Disabilities are comprised of congenital abnormalities, trauma, disease or deprivation that interrupts or delays normal fetal, infantile, or juvenile development. Onset is before age 18 and is permanent.

**Common Disabilities Include:** Autism Spectrum Disorder, CP, TBI/CVA, Down syndrome, Epilepsy, Fetal Alcohol Syndrome, Fragile X Syndrome, and Intellectual Disability.
Common Equipment Used: Tip connector, tethers, snow slider, flags, bamboo pole, hula hoop/Ski buddy Seizure Belts.

Visual Impairment- People with any disability which affects vision.

Common Disabilities Include: Cataracts, TBI/CVA, Detached Retina, Diabetes, Down Syndrome, Glaucoma, Macular Degeneration, MS, Optic Nerve Disorder, Retinitis Pigmentosa.

Common Equipment Used: Visually Impaired/Blind Skier orange bib, radio head set, bamboo pole

Mono Ski (MS)- A type of sit-down ski equipment consisting of a molded seat and footbed, but mounted on a single alpine ski, all models use some sort of suspension system; mono skis are always used with hand held outriggers and are not generally tethered. Typically people who would use a mono ski would include paraplegics who do not have muscle control of the legs, but have strong upper bodies and some torso control, double leg amputees, and individuals with significant lower extremity weakness or loss of coordination.

Common Disabilities Include: Amputation and Limb Deficiency, CP, TBI/CVA, Diabetes, Friedreich’s Ataxia, MS, MD, Post-Polio, Spina Bifida, Cancer, SCI.

Common Equipment Used: Outriggers, mono ski,

Biski (BS) – a type of sit-down ski consisting of a molded seat and footbed mounted on two short, articulating, parabolic skis, some models use a suspension system between the skis and the seat; this ski may be used with hand-held or fixed outriggers, a tether must be used when using fixed riggers. Typically people who would use a bi ski would include quadriplegics who have limited use of the legs and arms, individuals with significant coordination or balance issues, and people who choose to ski in a bi ski.
Common Disabilities Include: Amputation and Limb Deficiency, CP, TBI/CVA, Diabetes, Epilepsy, Friedreich’s Ataxia, MS, MD, Post-Polio, Spina Bifida, SCI.

Common Equipment Used: Outriggers, bi ski, tethers

4-Track- People with disabilities that limit the use of both legs, or have balance/coordination issues. People who ski four track use two stand up outriggers and two skis.

Common Disabilities Include: Amputation and Limb Deficiency, CP, Charcot Marie-Tooth Disease, TBI/CVA, Friedreich’s Ataxia, MS, Post-Polio, Spina Bifida, SCI.

Common Equipment Used: Outriggers, tethers, tip connector, spreader bar.

3-Track- People with disabilities that limit the use of one leg. People who ski 3-track use two stand up outriggers and one ski. Single leg amputees and individuals with significant weakness to one limb typically 3-track.

Common Disabilities Include: Amputation and Limb Deficiency, CP, TBI/CVA, Diabetes, Post-Polio.

Common Equipment Used: Outriggers

We have a limited amount of complimentary PSIA Adaptive Manuals so please see a DSES Staff Member if you would like one.

Thank You!

Thank you for your time and have fun as an instructor for DSES. We really appreciate your commitment to the program. We have an “open door” policy and encourage you to ask questions or come to us if you encounter a problem with your lesson. We all have the same goal – to help students enjoy skiing and snowboarding as much as we do!
Resources


