

ASP Lesson Plan

COGNITIVE AND VISUAL IMPAIRMENTS 3 Day Training Schedule and Overview

Day 1 Section 1 (cafeteria or clubhouse)

Introductions, handouts, field trip, general information

Day 1 Section 2 (Easy Street or Sandia beginner terrain)

Warm up run (pick appropriate terrain blue or green) Check volunteer skiing skills.
Cover adaptive equipment or non-equipment teaching for beginners.

Day 2 Section 1 (Easy Street or Sandia beginner terrain)

Warm up run (pick appropriate terrain)
Go over ATS progression

Day 2 Section 2

Cover adaptive equipment and non-equipment teaching for beginners

Day 3 Section 1 (Blue & Green terrain)

Q&A/Handout Review
Role Play Lessons

Day 3 Section 2

Specialty Clinic (Slider)

Clinicians must coordinate rotational use of Adaptive Equipment. Sections should be alternated as needed.

Types of Adaptive Equipment to use with lessons:

Edgie-Wedgie

Spager Bar

Summa Belt

Trobone/J

Hula Hoop or Ski Pal

Bamboo Poles

Reins

Non-Equipment Techniques:

Ski Poles (tie together, across, tie to edgie-wedgie)

2 point hold

Skiing backwards (hands on)

Adaptive Equipment and Technique Descriptions

Independence is always our goal; these are only tools to achieve that goal.

- **Edgie-Wedgie** – assists student in keeping tips together to form a wedge
- **Spacer Bar** – used when a student is unable to “push” heels apart. Attached under the ski boot in the binding
- **Trombone/J** – Allows more room to shuffle feet forward and backward or up and down than the edgie wedge and has attachments for reins. (NEVER ALLOW STUDENT TO SKI (or move) BACKWARDS WITH ADAPTIVE EQUIPMENT ON!)
- **Reins** – Attaches to rings of trombone or J and allows for tethering from behind. Also used on summa belt and slider. Stay directly behind your student; hold your arms at torso height with room to allow for corrections. (Do not hold reins taught). Keep reins on the outside of the student’s legs and high on boots. Use wrist wrap or carabineer to secure reins to yourself.
- **Summa Belt** – Wrap inner tube around student’s hips with carabineers to the back; attach reins, or place inner tube across front of hips with carabineers to back and attach ski pole loops. Ski behind student giving gentle input to student’s hips, guiding rotation needed to turn.
- **Hula Hoop / Ski Pal** – Can be used in combination with edgie-wedgie and/or spacer. Hula Hoop is best used with smaller students, the Ski-Pal can be used with larger students.
- **Bamboo Pole** – Horse and buggy or across student with two instructors.
- **Ski Poles** – Bring one with you to use on the chair lift as a “safety-bar” for students. (Use across the lap like a seat belt)
Can also be used:
 - 1.) with student skiing forward, instructor backward, pole held horizontal with instructor hands on the outside and student hands on the inside of the pole.
 - 2.) tied together and used horse & buggy style – pass 1 pole (tip first) through strap of other pole, then slide other strap over 1st. pole, pull through until straps tie.
 - 3.) Bamboo pole style
- **2 Point Hold** – Instructor behind student, slide one ski between student skis, place one hand on knee/thigh of student and other hand on hip of student and guide student through turns. EG: for right turn push in left knee and pull back on right hip alternating hands for left turn.
- **Backward Skiing** – Ski in a backward wedge with student ski tips inside your ski holding student’s hands or ski tips, or use ski pole horizontal between instructor and student. (Student’s hand inside), or ski further ahead of student giving verbal/visual cues.

Unloading the chairlift with Adaptive Equipment can cause serious injury!

Please remember that unloading the chairlift with movement restricting equipment on the feet and legs (tip clips, trombones, spaces etc. can cause serious injury.) Unless you are confident in your and your student’s abilities, remove all equipment before getting on the chairlift.

DAY 1 SECTION 1

1. Introductions and review of lesson plan
2. Pass out handouts; review and discuss
(homework – to reviewed Day 3, section 1)
 - a. Map of Mountain
 - b. Skier Responsibility Code
 - c. Most Common Disabilities for Stand up skiers
 - d. Teaching People with Developmental Disabilities to Ski
 - e. ATS teaching model
 - f. Learning Styles
 - g. Teaching Styles
 - h. What's in your bag?
 - i. 102 Ways to say "Very Good"
 - j. ASP contact numbers

Diabetes:

Diabetics with controlled blood sugar are usually in the regular ski school.

It is however possible that a student in our program has Diabetes in addition to other disabilities. When the blood sugars of

Diabetics are severely elevated or depressed, seizures, visual impairment, decreased sensation, decreased recognition or even unconsciousness may occur.

If a student with diabetes is passed out or displaying symptoms as described above, give this person anything that produces quick sugar. (orange juice). NEVER insulin!

Diabetics usually carry an emergency pack with sugary foods;-make sure it is with you on the slopes, not at the lodge!

Type 1 - "juvenile onset", typically controlled with insulin.

Type 2 - "adult onset", occurs more frequently in overweight persons. Unfortunately type 2 is increasingly seen in juveniles and younger adults due to a non active life style.

3. Field Trip – tour area facilities
 - a. Shed (Santa Fe) closes at 3:30pm., it is not secure so do not leave personal items. Please put equipment back where it belongs and in the condition in which you found it. This is the same for tools, extra clothing, helmets, goggles, etc. Skier Services has the key to the shed should you need to get in after 3:30pm.
 - b. Clubhouse (Sandia Peak) closes at 4:00pm. Personal items are secure in the clubhouse. Please put equipment back where it belongs (in the equipment shed) and in the condition in which you found it. This is the same for tools, extra clothing, helmets, goggles, etc.
 - c. Lost & Found
 - d. Ticket Window

- e. Different Chairlifts and the terrain they access
 - f. Children's ski school areas (Chipmunk Corner in Santa Fe)
 - g. Ski Patrol and First Aid
 - h. Bathrooms
 - i. Retail shop
 - j. On mountain facilities (Totemoff's / Sandia Peak Tram restaurant)
 - k. Rental Shop – after the 1st day of lessons the rental shop will have student's equipment preset and ready at the beginning of each lesson day. Double check for name and size. On your student's first day, you will have to assist with setting up your student's equipment. This includes:
 - Boot size and fit
 - Weight and height; (use scale) for selecting ski length and binding DIN setting
4. Forms/ASP Guidelines
- a. Student File Box
 - b. Profile of student
 - c. Equipment rental Form
 - d. Progress Form (must be filed out at the end of each lesson) Progress forms should reflect the attainment of skills during the lesson rather than about a student's mood. If another instructor has to sub for you one week, a progress report that says "Johnny" had a great time, will not help them with a lesson plan.
 - e. Release form (must be signed by parent/caregiver before 1st lesson)
5. ASP MOTTO: Safety, Fun, Learning
- a. Never let your student out of your sight. (Bathroom rule: go with or ask another instructor to accompany your student).
 - b. Stay in control at all times. (Ask for a second instructor if needed).
 - c. Be cautious= s where trails merge and always follow the responsibility code
 - d. Bail out procedures (covered day 2 section 2)
 - e. Have Fun! Incorporate play into your lessons.
6. Safety Equipment
- a. Helmets are mandatory for bi-ski and mon-ski students. They are **STRONGLY RECOMMENDED FOR ALL STUDENTS**. Look for a snug fit, strap tight, fit one finger under back of neck, discourage wearing anything under helmet except "head skins".
 - b. Harnesses are mandatory for any student who has a history of seizures (or severe behavior problems).
7. Clothing, Punctuality and Courtesy
- a. Wear your ASP issued jacket and name tag at all times while teaching
 - b. Arrive before your student and be ready for the lesson before their arrival
 - c. If your student is late you are expected to wait 20-30 minutes. Check with the Mountain Coordinator before leaving to "free Ski"
 - d. You represent the ASP and professionalism is expected at all times. No smoking, alcohol use or inappropriate language will be tolerated
 - e. **BE COURTEOUS TO SKI AREA EMPLOYEE**
 - You are an ambassador of the ASP on the mountain and not an employee. Do not take safety matters into your own hands but report immediately to Ski Patrol

- Do not block access to Ski School meeting areas, be courteous in directing Ski Area guests to the appropriate locations
 - Never cut in the lift lines unless you are with a student in a bi or mono ski. All other lessons need to wait in line along with other guests and students
 - Do not attempt to load lift before it has officially opened.
- f. Do not abuse ASP privileges (vouchers are NOT transferable, discounts and pro deals are for YOU ONLY and not for family and friends.
8. Student Assessment
- a. Before student arrival:
- Read student's profile and understand/research their disability and medications
 - Call caregiver at home before lesson begins. (Only lead instructor should call).
- b. Upon Student arrival:
- Assist student with check in and getting lift ticket
 - Ask questions
 - Watch student walk to asses balance and coordination
 - Is student able to follow directions
 - Asses reaction time
 - Shake hands for strength test
 - Assess verbal skills
 - Assess hearing and attention span
 - Make eye contact, asses student's eye contact
 - Is it okay to touch student – ask permission first
 - What other sports/activities does the student do? When was the last time they participated in other spots/activities
- c. Before leaving for the slopes:
- Ask about any changes in the last week; meds, seizures, eating, sleeping, problems or changes in general.
 - Asses appropriateness of clothing, goggles, gloves, etc.)
 - Arrange for a meeting place in case of separation
 - Make arrangements for delivery of student after the lesson. We are not obligated to provide supervision of student when the lesson ends.
 - Make sure that the student/caregiver are clear about discipline (you are in charge; be firm and clear).
 - Ask if student needs to go to the bathroom.

DAY 1 *Section 2*

9. Warm up run on green/blue terrain. Asses students basic skills
- a. Before you start skiing, explain and demonstrate importance of warm-up exercises (Be aware of student's limitations; adapt).
 - b. Ski backwards
 - c. Falling leaf (in both directions)
 - d. Center line to hockey stop
 - e. Shape turns – alternating 3 large and 3 small

10. Selected adaptive equipment or non-equipment techniques while covering VI Techniques (see handout)

This is not instruction for BLIND SKIING. Teaching blind skiing is one of the most challenging adaptive techniques and is a separate course.

- a. Legally blind does not always mean total blindness – be familiar with what your student can actually see.
- b. Be aware of any visual deficits
 - Do they have peripheral vision
 - Is there peripheral vision their primary source of visual input
 - Are visual field cuts present
 - Are they color blind
 - What is their actual visual acuity
- c. Adaptive Equipment on no-equipment techniques most commonly used are:
 - Guiding from the front while skiing backwards
 - Horse & Buggy with bamboo poles
 - Reins attached to trombone or J
 - Summa Belt
 - Sandia Special
- d. Verbal communication is key
 - Establish commands early and stick to them
 - Establish student's choice of directional commands
 - Do not speak loader – they can hear (usually)
 - Stay in verbal contact and provide positive feedback
- e. Allow student to touch/feel equipment as you explain.
 - Hands-on approach is helpful when teaching good stance, make sure student is comfortable with touch
- f. On dry land let your student hang on slightly behind you, on your elbow or shoulder
- g. Routinely check for hand & feet warmth and make sure eyes are protected from the wind and sun (goggles, special glasses)

DAY 2 Section 1

1. Warm up run on intermediate terrain
2. Functional Skill Progression (use flat terrain)
 - a. Walking in ski boots, backwards, slalom, rotary, pressure, edging, sliding on snow....
 - b. Falling and getting up (make it a positive thing; “every time you fall you become a better skier”, “all skiers fall” etc.)
 - c. One ski practice (circles, figure 8's...)
 - d. Two ski practice (Side stepping, sliding forwards/backwards)
 - e. Straight run to natural stop
 - f. Side stepping, side slipping

3. Functional Skill Progression 2-3 (beginner terrain with slightly more vertical)
 - a. Side stepping, side slipping
 - b. Gliding, breaking, wedge/stop
 - c. Wedge Change ups
 - d. Hands on knees/look up
 - e. Magic turns (look in direction you want to turn – turn head and body will follow).
 - f. Stopping using terrain and wedge

4. Introduction to lift/loading
 - a. Practice on bench with 1,2,3 count
 - b. Watch lift and explain
 - Communicating with lift operator
 - Signals for stop and slow down
 - Do not assume lift operator called up to top with slow or stop info. Signal personnel at top.
 - Identify yourself as an adaptive instructor if your uniform is not recognized
 - c. Explain safety while riding
 - Sit all the way back in chair, use ski pole over lap as harness
 - Sit still (do not bang skis together or bounce)
 - d. Getting off the lift should be discussed before loading. Explain to keep tips up and to stand at the unloading mark.

5. Functional Skill Progression 3-5 (easy, beginner terrain)
 - a. Linked wedge turns using flexion and rotation

While it is important to teach a student how to wedge, instructors should avoid teaching it the primary way to stop. Today's shaped skis make it much easier for students to learn to turn. Using rotation and edging, students should be encouraged to use terrain to slow down and/or stop (turning uphill). This will allow students to progress to parallel turns more quickly as they are not relying on the wedge for comfort/control. Remember, once a student feels "safest" in a wedge, it will be very difficult to get them out of it.

6. Functional Skill Progression 6 (easy blue terrain)
 - a. Pole introduction (single pole plant, double pole plant)
 - b. Parallel turns (use right leg to turn right and use left leg to turn left)
 - c. Controlled shaped turns (medium and short radius)
 - d. Controlled solid stop (side slip to hockey stop)

DAY 2 Section 2

1. Ski using adaptive equipment or non-equipment techniques while reviewing 2 and 3 below

2. Skier Responsibility code
 - a. Always ski in control being able to stop and avoid others
 - b. People ahead of you have the right of way
 - c. Always stop in a safe place, on the side of the trail where others can see you
 - d. When starting downhill or when trails merge, look up and yield to others
 - e. Use safety devices to prevent runaway equipment

- f. Observe signs and warnings and stay off closed trails
 - g. Know how to use the lifts safely
3. Bail out procedures
- a. Traverse to a stop
 - b. 2 point hold
 - c. Move to easier terrain
 - d. Remove one ski and assist student onto his/her side – rest and talk
 - e. Remove both skis and scoot or walk down
 - f. As a last resort only – place skis in X pattern in snow above student and wait for ski patrol

DAY 3 Section 1

1. Review / Q&A regarding handout packet (homework was too look over them)
 - a. Common Disabilities
 - b. ATS Teaching Model
 - c. Teaching Styles
 - d. Learning Styles
2. Behavior Modification
 - a. Communicate clearly from the beginning (brief, calm, firm, don't give mixed messages)
 - b. Motivators – Positive Feedback, student gets to pick next game (drill), can take a rest, candy or treat (Check with caregivers regarding restriction)
 - c. Time-Outs
 - Remove from situation and talk/teach give consequences (never punish)
 - Provide a break in the action. Let energy deescalate.
 - Stop and breath deeply
 - Don't be manipulated
 - d. Mild misbehavior
 - First time – Ignore and redirect
 - Second time – state skiers don't do/say, if possible compliment positive behavior of another
3. In role play, repeat and practice all equipment and techniques

FINAL WORDS

Be an ambassador of the Adaptive Ski Program and always use appropriate terminology regarding people with disabilities

DAY 3 – Section 2 -- Specialty Clinic (Slider, 3T, 4T, VI, etc.)

If there is not specialty clinic planed then do additional role-play.
Repeat and practice. Finish day over hot chocolate and Q&A.