



*CANADIAN ADAPTIVE SNOWSPORTS
SPORTS DE GLISSE ADAPTÉS CANADA*



CADS SKI VOLUNTEER STUDY GUIDE

Winter 2020

National Office / Bureau National
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CADS Mission

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

CADS Vision

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

Purpose of the CADS Technical Committee

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

Introduction

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

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

The Certification Standards contained in this document were developed by the Technical Committee (TC) of the Canadian Adaptive Snowsports (CADS) and approved by the CADS Board of Directors. The certification standards represent a minimum standard for **Volunteers / Candidate**. The Standards also offer the basis for a program of training for potential and existing instructors. The Certification process may be offered as a complete course over several days or in the form of Modules, which Candidates may undertake on an individual basis. However, all Level 1 Modules must be successfully completed before Level 1 Complete Certification may be attained.

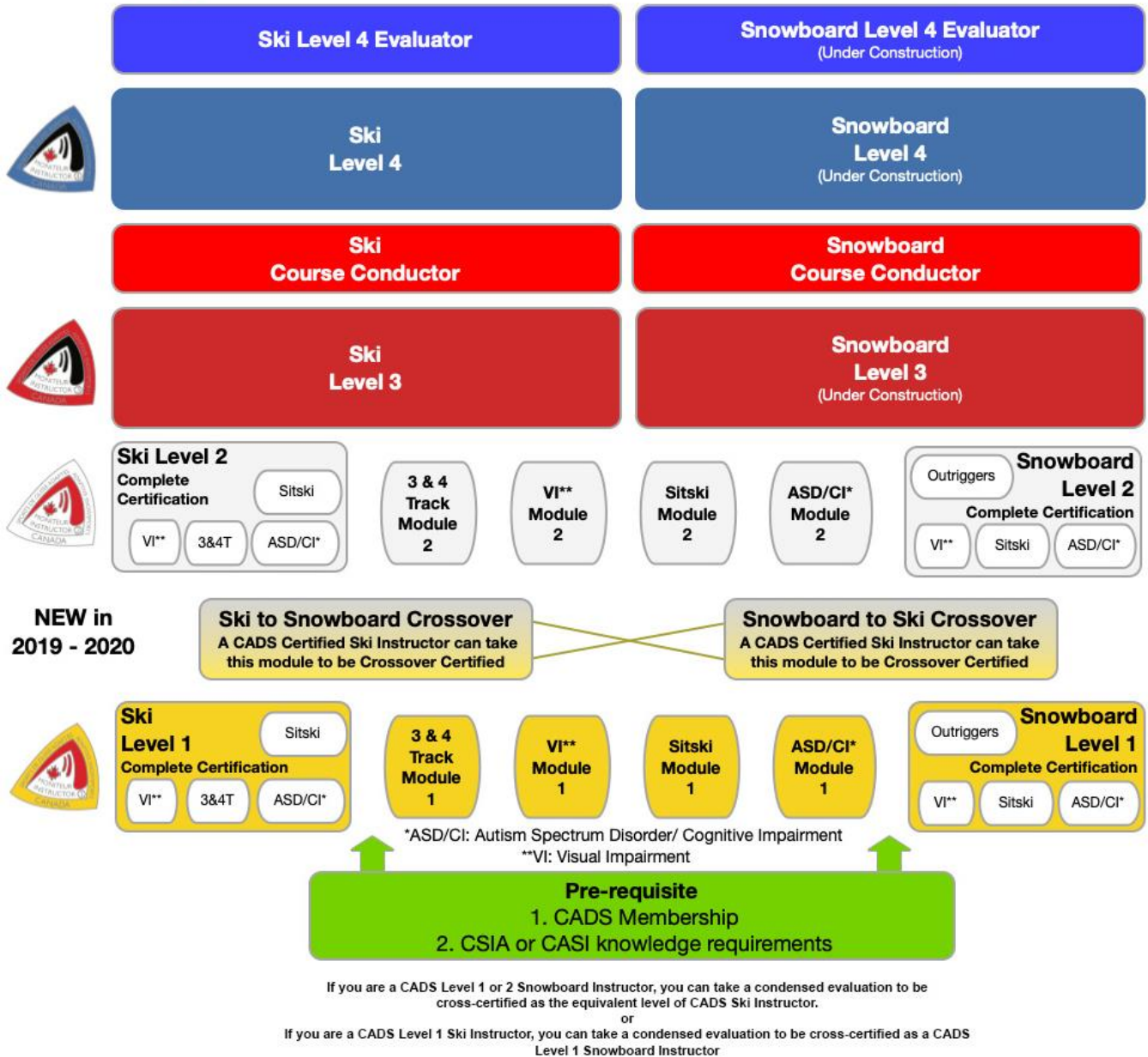
The Standards for certification are based on knowledge, teaching ability, skiing ability, and are outlined in detail in this study guide for each level. The Standards will be reviewed by the CADS TC in consultation with key stakeholders. All updated Standards must be approved by the CADS Board of Directors.

The CADS Technical Committee has gathered the basic principles which support those changes in the CADS Instructing Manual and the Certification System through consultations and surveys. The results are:

- ✓ *Understandable*
- ✓ *Universal (Volunteer Training and Instructor Training and Certification Standards)*
- ✓ *Best Practices (Para and Able Bodied)*
- ✓ *Educational (Competencies)*
- ✓ *Affordable*
- ✓ *Achievable (Modular - at your own pace)*
- ✓ *Appealing / Attractive (No time limits between levels; Modular or All-inclusive Training and Certification that you can be proud of)*
- ✓ *Meaningful (More knowledge-based Volunteers, Instructors, Course Conductors, Level 4 and Level 4 Examiners)*
- ✓ *Flexible*
- ✓ *Fun (Training and Certification using an experiential learning approach);*
- ✓ *Cross Disciplinarian (Inclusive – Adaptive snowsports includes snowboarding)*
- ✓ *Bilingual*
- ✓ *Trackable (New TC database aligned with new CADS National requirements)*
- ✓ *Address Succession Plan with vulnerable Divisions CADS Level 3 + certification needs*



Certification Pathway



CADS Certification Levels System

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

The Candidate will be called a:

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

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

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

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

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

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

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

What will be covered in this discipline:

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

1. **Assessment of Abilities (AOT) - knowledge / demonstration**

- The Ski Volunteer must demonstrate global¹ understanding of the assessment of ability starting with the CADS Student Medical and Information Form as an ongoing process (static / dynamic - indoor / outdoor).
- Demonstrate knowledge of tables found in the AOT.
- The ski volunteer may use cue cards.

Expectation

- ❖ *Appendix 6 (page 17):* CADS Student Information and Medical Sheet with key information needed for the lesson. (Personal information, emergency contact information, ski experience, general information, medication, learning environment, participant recreation and leisure information.)
- ❖ *Assessment of Abilities (page 21):* Gather important information.
- ❖ *Student Assessment: Ask, Observation, & Test (page 24):* Gather important information from the AOT for each step.

¹ Global refers to general area of information.

2. **Teaching Aids** - knowledge / demonstration

- Use of hands to guide indoors and outdoors.
- Use of voice to guide outdoors.
- Equipment for guiding / general discussion.

3. **Teaching Techniques** -knowledge / demonstration

- Ski Techniques -must have global understanding of the Gliding Experience and the Technical Reference and be able to explain and demonstrate the content of each.
- Teach Steps 1-4.
- Knowledge of the 5 skills is required to identify problems and to propose developmental tactics.
- Apply the skills to ski backward on a green run (turn left / right and stop in the fall line).
- Safe falling and rising demonstration and knowledge.

Expectation

- ❖ *CSIA website / Teaching Methodology*: The components of the Gliding Experience and Technical Reference.
- ❖ *Step 1-4 (page 36)*: The volunteer knows the steps up to step 4.
- ❖ *Guiding from the Front (page 33)*: Ability to ski backward while guiding with or without holding hands.
- ❖ *Teaching Techniques (page 146) and CSIA / CASI websites*: Understanding of how these components fit in while teaching steps 1-4.
- ❖ Know how to help a student get up from a fall.

4. **Tethering techniques** - knowledge / demonstration

- From the Sitski section of the CADS Ski Instructor Manual perform the first 10 tethering techniques on a green slope using other instructors.

Expectation

- ❖ *Tethering (page 118)*: Able to understand the first 10 drills / steps which make up the tethering techniques.

5. **Lift Procedures** – knowledge / demonstration

- Demonstrate understanding and ability when approaching and within a lift line.
- Demonstrate and explain the technique of loading and unloading a chair, T bar / magic carpet etc.

Expectation

- ❖ *Corrals and lift lines (page 33):* Explain consideration regarding lift lines.
- ❖ *Keys to chairlift loading and unloading success (page 45):* Understand all steps for loading and unloading a chair, T bar and magic carpet etc., in a safe manner.

6. **Safety** - knowledge / demonstration

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

Will be covered in this discipline:

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

1. **Assessment of Abilities – AOT** – knowledge / demonstration

- The ski Volunteer must demonstrate global² understanding of the assessment of ability starting with the CADS Student Medical and Information Form as an ongoing process (static / dynamic - indoor / outdoor).
- Demonstrate knowledge of tables found in the AOT.
- The ski volunteer may use cue cards.

Expectation

- ❖ *Appendix 6 (page 178):* CADS Student Information and Medical Form including key information needed for the lesson. (Personal information, emergency contact information, ski experience, general information, medication, learning environment, participant recreation and leisure information.)
- ❖ *Assessment of Abilities (page 21):* Gather important information.
- ❖ *Assessment of Abilities – 3 Track (page 48) & 4 Track (page 69):* Gather important information from the AOT for each step.

² Global refers to general area of information.

2. **Teaching Aids** – knowledge / demonstration

- Demonstrate global knowledge of adjusting outriggers.

Expectation

- ❖ *Outrigger set-up (page 51) & Equipment (page 92):* The components of outriggers and how to set them.

3. **Ski Teaching Techniques** –knowledge / demonstration

- Ski Techniques –must have global understanding of the Gliding Experience and the Technical Reference and be able to explain and demonstrate the content of each.
- Teach Steps 1-4 in both 3 and 4 Track.
- Knowledge of the 5 skills is required to identify problems and to propose development tactics.
- Apply the skills to ski backward on a green run (turn left / right and stop in the fall line).
- Safe falling and rising demonstration and knowledge.

Expectation

- ❖ *CSIA website / Teaching Methodology:* The components of the Gliding Experience and Technical Reference.
- ❖ *Step 1-4 – 3 Track (page 52) & 4 Track (page 73):* The Volunteer knows the steps up to step 4.
- ❖ *Teaching Techniques (page 146) and CSIA / CASI websites:* Understanding of how these components fit in while teaching steps 1-4.
- ❖ Know how to help a student get up from a fall.

4. **Tethering Techniques** - knowledge / demonstration

- From the Sitski section of the CADS Ski Instructor Manual perform the first 10 tethering techniques on a gentle slope using other instructors.

Expectation

- ❖ *Tethering (page 118):* Able to understand the first 10 drills / steps which make up the tethering techniques.

5. **Lift Procedures** – knowledge / demonstration

- Demonstrate understanding and ability when approaching and within a lift line.
- Demonstrate and explain the technique of loading, unloading a chair, T bar / magic carpet etc.

Expectation

- ❖ *Ski lift procedures – 3 Track (page 66):* Explain consideration regarding lift lines.
- ❖ *Lift procedures – 4 Track (page 93):* Explain consideration regarding lift lines.

6. **Safety** – knowledge / demonstration

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

Will be covered in this discipline:

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

1. **Assessment of Abilities – AOT** - knowledge / demonstration

- The ski Volunteer must demonstrate global³ understanding of the assessment of ability starting with the CADS Student Medical and Information Form as an ongoing process (static / dynamic - indoor / outdoor).
- Demonstrate knowledge of tables found in the AOT.
- The ski volunteer may use cue cards.

Expectation

- ❖ *Appendix 6 (page 178):* CADS Student Information and Medical Form including key information needed for the lesson. (Personal information, emergency contact information, ski experience, general information, medication, learning environment, participant recreation and leisure information.)
- ❖ *Assessment of Abilities (page 21):* Gather important information.
- ❖ *Ask, Observation, & Test (page 97):* Gather important information from the AOT for each step.

³ Global refers to general area of information.

2. **Teaching Aids** – knowledge / demonstration

- Set up outriggers.
- Maneuver and control a bi-ski (no fixed or regular outriggers).

Expectation

- ❖ *Equipment (page 100)*: The Candidate should be able to explain each component of the Sitski and how to adjust them, including the evacuation system.
- ❖ *Quad ski teaching technique (page 126)*: The Candidate should demonstrate balance, speed control, edging, and pivoting along with safety concerns.
- ❖ *Back bar (page 127)*: The Candidate shows ability to get from point A to point B safely on beginner terrain.

3. **Teaching Techniques** –knowledge / demonstration

- Ski Techniques –must have global understanding of the Gliding Experience and the Technical Reference and be able to explain and demonstrate the content of each.
- Teach Steps 1-4.
- Knowledge of the 5 skills is required to identify problems and to propose developmental tactics.
- Apply the skills to ski backward on a green run (turn left / right and stop in the fall line).
- Safe falling and rising demonstration and knowledge.

Expectation

- ❖ *CSIA website / Teaching Methodology*: The components of the Gliding Experience and Technical Reference.
- ❖ *Step 1-4 (page 110)*: The Volunteer knows the steps up to step 4.
- ❖ *Teaching Techniques (page 146) and CSIA / CASI websites*: Understanding of how these components fit in while teaching steps 1-4.
- ❖ *Falling / getting up with assistance (page 125)*: Know how to help a student get up from a fall.

4. **Tethering Techniques** –knowledge / demonstration

- From the Sitski section of the CADS Ski Instructor Manual perform the 11 tethering techniques on hill using other participants.
- Tether a weighted quad ski on a groomed green slope.

Expectation

- ❖ *Tethering (page 118)*: Able to understand the first 10 drills / steps which make up the tethering techniques.
- ❖ *Tethering #11 (page 119)*: Step 11 of tethering a weighted sit ski.

5. **Lift Procedures** – knowledge / demonstration

- Demonstrate understanding and ability when approaching and within a lift line.
- Demonstrate and explain the technique of loading and unloading a chair, T bar / magic carpet etc.

Expectation

- ❖ *Ski lift procedures (page 123)*: Explain consideration regarding lift lines and all steps for loading and unloading a chair, T bar, magic carpet etc., in a safe manner.

6. **Safety** - knowledge / demonstration

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

Will be covered in this discipline:

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

1. **Assessment of Abilities – AOT** - knowledge / demonstration

- The ski Volunteer must demonstrate global⁴ understanding of the assessment of ability starting with the CADS Student Medical and Information Form as an ongoing process (static / dynamic - indoor / outdoor).
- Demonstrate knowledge of tables found in the AOT.
- The ski volunteer may use cue cards.

Expectation

- ❖ *Appendix 6 (page 178):* CADS Student Information and Medical Form including key information needed for the lesson. (Personal information, emergency contact information, ski experience, general information, medication, learning environment, participant recreation and leisure information.)
- ❖ *Assessment of Abilities (page 21):* Gather important information.
- ❖ *Assessment of Abilities - ASD (page 138) & CI (page 160):* Gather important information from the AOT for each step.

⁴ Global refers to general area of information.

2. **Teaching Aids** – knowledge / demonstration

- Knowledge of visual supports.
- ASD / CI scenarios.

Expectation

- ❖ *Support Strategies (page 134)*: Knowledge of how to use visual support. (Picture, gestures / modelling, video modelling, visual cues, or text.)
- ❖ *Behaviour Support Tools (page 134) and Appendix 9 (page 187)*: Create and use different styles of visual supports / pictograms for an indoor and outdoor lesson.
- ❖ Participate in the slideshow and scenarios.

3. **Teaching Techniques** –knowledge / demonstration

- Ski Techniques –must have global understanding of the Gliding Experience and the Technical Reference and be able to explain and demonstrate the content of each.
- Teach Steps 1-4.
- Knowledge of the 5 skills is required to identify problems and to propose development tactics.
- Use of the communication aids while performing teaching needs to be assess.
- Apply the skills to ski backward on a green run (turn left / right and stop in the fall line).
- Safe falling and rising demonstration and knowledge.

Expectation

- ❖ *CSIA website / Teaching Methodology*: The components of the Gliding Experience and Technical Reference.
- ❖ *ASD Step 1-4 (page 148)*: Able to teach the student all steps up to step 4.
- ❖ *CI Step 1-4 (page 166)*: Able to teach the student all steps up to step 4.
- ❖ *Teaching Techniques (page 146) and CSIA / CASI websites*: Understanding of how these components fit in while teaching steps 1-4.
- ❖ Know how to help a student get up from a fall.

4. **Tethering Techniques** –knowledge / demonstration

- From the Sitski section of the CADS Ski Instructor Manual perform the 10 tethering techniques on hill using other participants.

Expectation

- ❖ *Tethering (page 118):* Able to understand the first 10 drills / steps which make up the tethering techniques.

5. **Lift Procedures** – knowledge / demonstration

- Demonstrate understanding and ability when approaching and within a lift line.
- Demonstrate and explain the technique of loading, unloading a chair, T bar / magic carpet etc.

Expectation

- ❖ *ASD Lift Procedures (page 155):* Able to explain consideration regarding lift lines and lifts.
- ❖ *ASD Lifts (page 155):* Be aware on how to prepare the student for the lift to reduce anxiety.
- ❖ *CI Lift Procedures (page 172):* Able to explain consideration regarding lift lines and lifts.
- ❖ *CI Lifts (page 172):* Able to prepare the student for the lift in order to reduce anxiety.

6. **Safety** – knowledge / demonstration

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