

PSIA/AASI-NRM
Diagnoses by Discipline
Knowledge for Level 1 and Level 2 Adaptive Exams

Applicable to Adaptive Alpine (AA) Adaptive Snowboard (AS) -->	AA, AS	AA, AS	AA, AS	AA, AS	AA	AA	AS
Disciplines	Intellectual (COG/ID)	Visual Diagnoses (VI)	Mono Ski (Mono)	Bi Ski (Bi)	Four Track (4T)	Three Track (3T)	Stand-Up (SU)
Diagnoses							
Amputation and Limb Deficiency			X	X	X	X	X
*Astigmatism		X					
Attention Deficit (Hyperactivity) Disorder	X						
Autism Spectrum Disorder	X						
*Cancer			X		X	X	X
Cataracts		X					
Cerebral Palsy	X		X	X	X	X	X
CVA / Traumatic Brain Injury	X	X	X	X	X	X	X
Detached Retina		X					
Diabetes (Diabetic Retinopathy)		X	X			X	X
Down Syndrome	X						
Epilepsy	X			X			
Fetal Alcohol Syndrome	X						
Fragile X Syndrome	X						
Friedreich's Ataxia			X	X	X		X
Glaucoma		X					
*Huntington's Disease	X			X	X		
Intellectual Disability	X						
Macular Degeneration		X					
Multiple Sclerosis		X	X	X	X		X
Muscular Dystrophy			X	X	X	X	X
Optic Nerve Disease		X					
Retinitis Pigmentosa		X					
Spina Bifida			X	X	X		X
Spinal Cord Injury			X	X	X		X

These diagnoses and classifications may not be wholly complete, as individuals with these diagnoses may fall into other skiing/riding disciplines. This is solely a guide for the diagnoses you will need to know for the Level 1 and Level 2 Adaptive Alpine and Adaptive Snowboard exams.

These diagnoses and other common diagnoses are outlined in the PSIA/AASI publication: Adaptive Instruction Supplement. This is available as a free downloadable resource from the link below. Please note that this is a starting spot to gain a basic understanding of the disability and it may not be a wholly inclusive description of each diagnoses necessary for an exam.

[PSIA/AASI Digital Manuals:](#)

thesnowpros.org/education/digitalmanuals

* Denotes addition from previous version (19.20 season)

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PSIA/AASI-NRM
Teaching Considerations as they relate do different diagnoses
Knowledge for Level 1 and Level 2 Adaptive Exams

Red Flags	Autonomic Disreflexia	Balance problems	Bladder / bowel problems	Breathing / lung problems	Bruising/bleeding	Disorientation	Fatigue	Fragile bones / spine	Frostbite/cold susceptibility	Heart problems	Hydrocephalus / shunt	Hyper / impulsive / runaway	Intellectual Disability	Lability / mood swings	Latex allergy	Leg length / alignment	Memory loss	Muscle control problems	Pressure / friction sores	Scoliosis	Seizures / Diabetic, Insulin shock	Speech / Aphasia / Dysarthria	Spinal Fusion/Stabilization	Thermoregulation	Visual impairment
Amputation/limb deficiency		X			X		X		X							X			X						
*Astigmatism																									X
Attention Deficit (Hyperactivity) Disorder												X													
Autism Spectrum Disorder						X						X	X								X	X			
*Cancer		X	X	X	X	X	X	X	x	x							x	x							
Cataracts																									X
Cerebral Palsy		X	X				X						X			X		X		X	X				X
CVA / Brain Injury Left		X									X						X	X			X	X			X
CVA / Brain Injury Right		X				X					X	X		X			X	X			X	X			X
Detached Retina																									X
Diabetes/Diabetic Retinopathy							X		X												X			X	X
Down Syndrome								X		X			X								X		X		X
Epilepsy																					X				
Fetal Alcohol Syndrome							X			X			X												X
Fragile X Syndrome												X	X									X			
Friedreich's Ataxia		X					X			X						X		X				X			
Glaucoma																									X
*Huntington's Disease		X				X						X		X			X	X				X			
Intellectual Disability							X						X												
Macular Degeneration																									X
Multiple Sclerosis		X	X			X	X	X						X				X				X			
Muscular Dystrophy				X			X			X								X							X
Optic Nerve Disease																									X
Post Polio Syndrome		X		X			X		X							X		X							
Retinitis Pigmentosa																									X
Spina Bifida		X	X					X			X				X					X			X		
Spinal Cord Injury	X		X					X	X										X				X	X	

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PSIA/AASI-NRM
Medications
Knowledge for Level 1 and Level 2 Adaptive Exams

Level 1 Questions you need to be able to ask:

1. Do you take any medications (prescribed or not)?
2. Why do you take these medications?
3. Have you taken these medications as directed, in particular the last 3 days?
4. What effect do these medications have on you?
5. How are you feeling now?
6. Will you need to take any medications during today's lesson?

Statement: Please let me know if/when you feel differently.

At Level 2, in addition to the questions at level 1, you need to know:

1. Why are you asking these questions?
2. What impact will the answers have on your lesson?

At Level 3, in addition to the questions at level 1 and 2, you need to know:

1. How to integrate the information gained into your lesson

You will see repeated drug names during your teaching tenure that fall within common medication classes and you should remember these for quick reference. While drugs are typically prescribed for their intended use, there are numerous off-label uses as well. It is not expected that you memorize medications, but rather can ask appropriate questions of your students and use the information gain to benefit the lesson.

Medication classifications are outlined in the PSIA/AASI publication: Adaptive Instruction Supplement. This is available as a free downloadable resource from:

PSIA/AASI Digital Manuals: thesnowpros.org/education/digitalmanuals

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PSIA/AASI-NRM Exam Knowledge Checklist

☐ 5 Fundamental Skiing Skills (skiing) ☐ 6 Fundamental Riding Skills (snowboarding) ☐ 3 Reference Alignments (snowboarding) ☐ Angulation vs. Inclination ☐ Ski/board Design: sidecut, width, construction, camber, etc. ☐ Physics of Skiing/Riding ☐ Friction and Differential Friction ☐ Phases in turns ☐ Teaching Cycle ☐ 4 Step Progression (Stationary/Simple/Complex/Freeride) ☐ Student Assessment ☐ CAP Model ☐ Gardiner's Multiple Intelligences ☐ Teaching Styles ☐ Maslow's Hierarchy ☐ Corrective vs. Developmental Lessons	☐ Adaptive Equipment - types and adjustments ☐ Alpine equivalencies for adaptive disciplines ☐ Types of Physical Assists/Holds ☐ Disabilities ☐ Red Flags of Disabilities ☐ Medications - Questions to Ask ☐ Behavior Management ☐ Piaget's stages of development ☐ Human Physical Development ☐ Basic Human Anatomy ☐ Responsibility Code ☐ Smart Style ☐ Freestyle - ATML
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Level 1 Candidates should have an awareness of these topics and be able to repeat them as they are listed in the manuals and use/integrate at a basic level

Level 2 Candidates should have a good grasp of these topics and be able to discuss them and apply them to your lesson

Level 3 Candidates should have a firm grasp of these topics and actively integrate them into every lesson fluidly

All items listed are discussed in PSIA/AASI manuals or NRM Exam Reference Materials Documents posted on the PSIA-NRM website under Adaptive Alpine or Adaptive Snowboard

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PSIA/AASI-NRM
Adaptive Equipment Use and Requirements for Candidates in Adaptive Exams

	Level 1 Candidate	Level 2 Candidate	Level 3 Candidate
Student Level	1-4	1-6	1-9
		<i>All items in Level 1, plus...</i>	<i>All items in Levels 1 & 2, plus...</i>
Bi Ski - Fixed Outriggers	Tether down the hardest green terrain (Wedge, Stem, or Parallel) Bucket Assist only where necessary Bucket Assist with 3 different techniques from snowboard (end-around, stay on bucket right, stay on bucket left) Good tether management Equipment Set-up and adjustments Lift Use and safe practice Knowledge and use of 2 different models of bi-skis	Tether down blue terrain in a stem or parallel stance Knowledge of all models of bi-skis available Be able to adapt bi-skis to students' needs (fitting)	Tether down easiest groomed black terrain and easier with pivot slips Reactive tethering to student's turns
Bi Ski - Hand Held Outriggers	Instruct Rotation Priority Outriggers use (phase 1) Instruct Edge Priority Outriggers use instruction Bucket Assist with variable amounts of assistance Tether a bi-skier without interfering with independence (skis - wedge, stem or parallel stance) Equipment set-up and adjustments Lift Use and safe practice Knowledge and use of 2 different models of bi-skis Dowel Test a Bi-Ski	Instruct Rotation Priority Outrigger use (phase 2) Tether down blue terrain in a stem or parallel stance Be able to adapt bi-skis to students' needs (fitting) Be able to ski a bi-ski to wedge turn equivalents independently Knowledge of all models of bi-skis available	Instruct property outrigger use (phase 3) Tether down black terrain and easier with pivot slips Reactive tethering to student's turns Be able to ski a bi-ski to parallel turn equivalent
Mono-Ski	Instruct proper outrigger use (phase 1) Equipment set-up and adjustments Lift Use and safe practice Skiing a mono-ski is not required, but encouraged Knowledge and use of 2 different models of mono skis Dowel Test a Mono Ski	Instruct proper outrigger use (phase 2) Adapt mono-ski to students' needs (fitting) Identify skis that fit best for students' abilities and desires Be able to ski a mono-ski to wedge turn equivalents independently Knowledge of 5 models of mono-skis available	Instruct proper outrigger use (phase 3) Knowledge of most makes/models of mono-skis available Be able to ski a mono-ski to a parallel turn equivalent
VI Guiding	Use 2 different guiding methods/positions Establish and use emergency command Establish and use guiding commands with ample voice projection Commands are rhythmic but practical Guiding onto and off of the lift No instruction, just guiding	Use 3 different guiding methods/positions Basic instruction between guiding	Guide from wherever the student wants, with whatever method they prefer Reminder teaching prompts while guiding
Behavior Mgmt.	Identify and know how to use 3 different techniques	Prophylactic techniques	Creative techniques
Slider	Equipment set-up and adjustments Tethering down gentle green terrain Lift Use and safe practice Good tether management	Tethering down the hardest green terrain	Nothing Additional
4-Track	Outrigger set-up/fitting Instruct proper outrigger use (phase 1 and 2) Tip Connectors and Spreader Bar use Be able to ski 4-Track to wedge turn equivalent	Instruct proper outrigger use (phase 3 where appropriate) Be able to ski 4-Track to basic parallel equivalent	Nothing Additional
Cog/ID/Stand-Up	Tool usage listed at end of Cog/ID Workbook Tether down moderate green terrain Good tether management	Proactive use of techniques to address teaching considerations Tether down the hardest green terrain	Demonstrate techniques to get students off of adaptive equipment
3-Track	Outrigger set-up/fitting Instruct proper outrigger use (phase 1 and 2) Be able to ski 3-Track to wedge turn equivalent on 1 foot (can put foot down and stop when needed, and change feet)	Instruct proper outrigger use (phase 3 where appropriate) Be able to ski 3-Track to wedge turn equivalent	Be able to ski 3-Track to basic parallel turn equivalent
Transfers	Demonstrate a safe transfer, and guide an assistant to help	Nothing Additional	Nothing Additional