



Snowboard Level 1 Candidate Workbook



CADS National

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www.cads.ski

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CADS Mission

CADS fosters the development and delivery of best practices through partnerships, leadership, training and certification so individuals with a disability have the opportunity for healthy recreation and competition in alpine adaptive snowsports.

CADS Vision

CADS is the National and an International leader in alpine adaptive snowsports.

Purpose of the CADS Technical Committee

The purpose of the Technical Committee (TC) is to provide excellent 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 alpine sports.



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Welcome to the CADS Snowboard level 1 instructor evaluation. It is open to strong intermediate snowboarders, aged 15 years and older. Candidates will spend time exploring how to teach snowboarding to people with disabilities across all four disciplines – Sitski, Autism Spectrum Disorder and Cognitive Impairments (ASD/CI), Visual impairment and Outriggers. The CADS SB level 1 certification is an introduction, designed to give successful candidates the skills necessary to begin their role as a new instructor in a CADS program.

Candidates will be evaluated on:

Assessing Abilities (AOT); using Teaching Aids; Teaching Techniques; Tethering Techniques and Lift Procedures. Evaluations will occur both on-snow and during indoor presentations.

The successful candidate will be certified to teach beginner snowboarders. The CADS level 1 certification is a pre-requisite to the CADS level 2 SB instructor certification.

Who should take this evaluation?

Candidates should take this evaluation if they love to snowboard and are passionate about introducing the love of snowboarding to people of all abilities. It is recommended to be trained before taking the evaluation and candidates should be confident both communicating and demonstrating in front of a group.

Am I ready?

To achieve success in this certification, we suggest you take the following steps:

- Read the manual
- Participate in training opportunities

Certification Standards

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 & Candidates**. 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 undertaking 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, riding 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.

Terminology

Specific terms will be used extensively and are defined here:

- Student:** A person living with diverse abilities (disability).
- Volunteer:** A person who is not CADS Certified but can assist at 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 who has met expectations at the Course Conductor Evaluation at PreCourse

At CADS Snowboard 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:

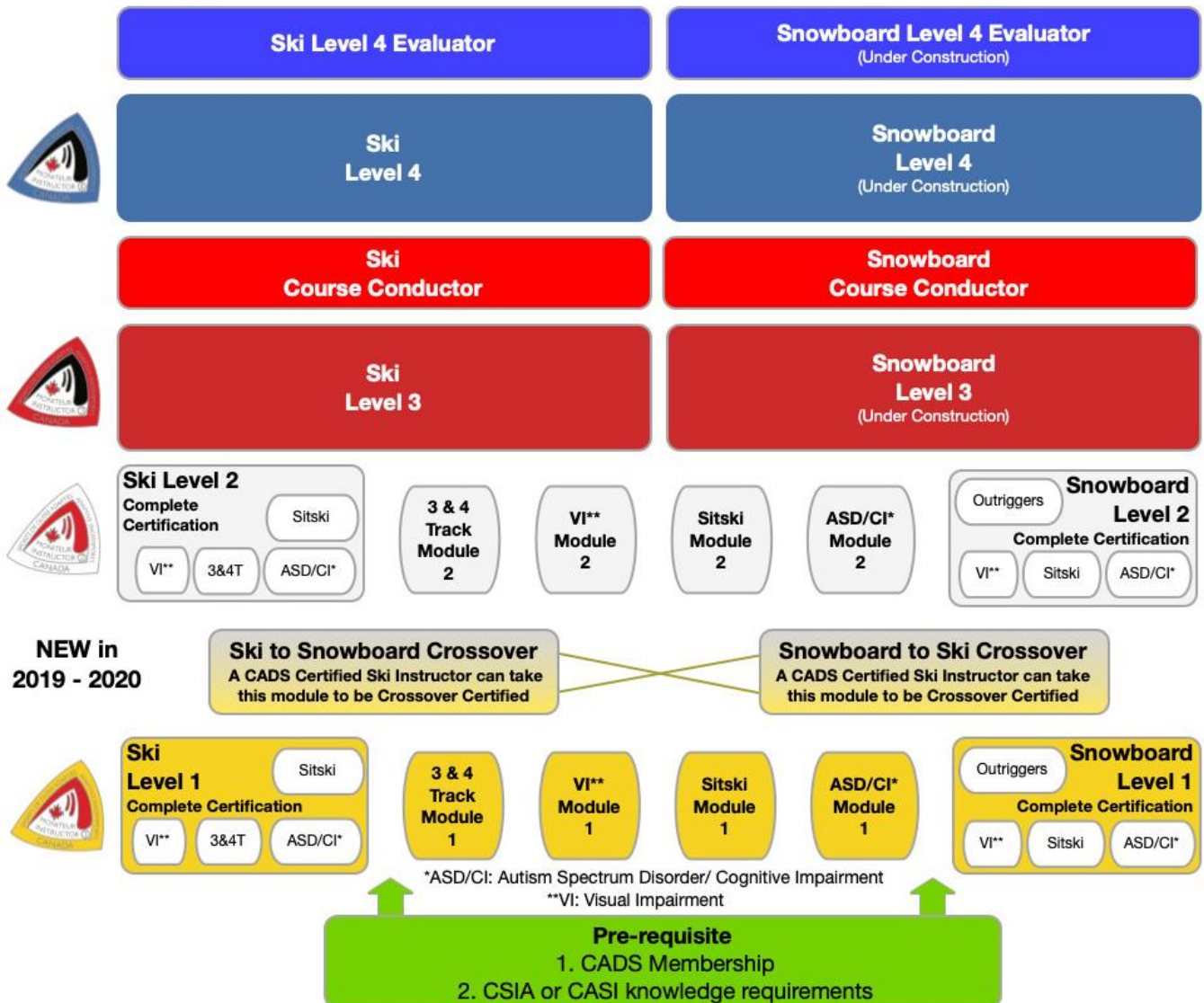
- **CADS Snowboard Level 1 Complete Certified Instructor**
If the Candidate has successfully met expectations (ME) for all disciplines during a **CADS Snowboard Level 1 Certification**. This must be evaluated by a **CADS SB Certified Course Conductor** or a **CADS SB-Inclusive Certified Course Conductor** using the **CADS SB Level 1 marking grid**.
- **CADS Snowboard Level 1 _____ (name of the module) Certified Instructor**
If the Candidate chooses the Modular Approach and successfully met expectations in one or more **Snowboard Level 1 Modules**. (If a candidate (ME) in all Modules, then that person will receive the CADS Level 1 Complete Certified Instructor designation). This must be evaluated by a **CADS SB Certified Course Conductor** or a **CADS SB-Inclusive Certified Course Conductor** using the **CADS SB Level 1 marking grid**.
- **Dual certified Snowboard and Ski Level 1 Instructor**
If the candidate has successfully met expectations (ME) in the **Ski to SB Crossover Level 1 Certification**. The candidate must already be a **CADS Ski 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 certification processes).

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





Certification Pathway



If you are a CADS Level 1 or 2 Snowboard Instructor, you can take a condensed evaluation to be cross-certified as the equivalent level of CADS Ski Instructor.

or

If you are a CADS Level 1 Ski Instructor, you can take a condensed evaluation to be cross-certified as a CADS Level 1 Snowboard Instructor

Pre-requisites

- | |
|---|
| Minimum 15 years of age |
| Current CADS membership ¹ |
| Attend CASI Teaching Methodology Clinic (Not applicable if Level 1 CASI or higher ²) |

Several prerequisites must be met before undertaking the CADS Snowboard Level 1 Complete or Module Certification:

For a Ski to SB crossover candidate:

- Must be a CADS Ski Level 1 Complete Certified Instructor
- Must complete the CADS SB-to-Ski crossover grid

For a Candidate living with diverse abilities (disability):

- Must demonstrate the skills applicable to their ability and equipment and use others to demonstrate those functions they are unable to perform while explaining what is happening. This applies to all aspects of each discipline.
- Including the CASI Teaching Session.

CADS Level 1 Requirements:

Complete or Modular Evaluation: The Course Conductor may use as much time as is required to evaluate. (The Modules must be completed in order within the same discipline, i.e. Level 1 before Level 2.) The evaluation includes the application of CASI knowledge.

Each discipline or module for Level 1 is presented in the CADS Snowboard Instructor Manual:

- ✓ Visual Impairment
- ✓ Outriggers
- ✓ Sitski
- ✓ Autism Spectrum Disorder and Cognitive Impairment

Ongoing assessment throughout the Complete or Module Evaluation will form the basis for a mark of “Needs Improvement” (NI) or “Meets Expectation” (ME).

Meets Expectation

Performs the task most of the time
Performs the task almost every time
Systematically performs the task every time.

Needs Improvement

Unable to perform the task
Minimally able to perform the task
Able to perform the task only 50 % of the time.

¹ Active membership in CADS. Membership may be completed online at www.cads.ski

² The CASI Certification must be current. If not then the CASI Teaching Methodology Clinic session applies here as well.

If the Candidate is not already a current CASI Level 1, candidates are expected to attend a CASI Teaching Methodology Clinic before participating in the CADS SB Level 1 complete or modular certification. Upon completion of the CASI Teaching Methodology clinic, the candidate is expected to know the following information:

| The Candidate is expected to: | |
|--------------------------------------|--|
| CASI QuickRide System | <ul style="list-style-type: none"> Review the 5 steps and components of the QuickRide System, with a focus on Turning (to learn to turn - changing edges in the fall line), and Flow (to learn to explore the mountain safely). |
| CASI Core Competencies | <ul style="list-style-type: none"> Demonstrate consolidated knowledge of the Core Competencies: Centred and mobile position; Turning the board with the lower body; Balance over the working edge |
| CASI 5 Skills | <ul style="list-style-type: none"> Know The 5 skills: Position and Balance; Pivot; Edging; Pressure; Timing and Coordination. Understand how the riding skills (movements) affect the Core Competencies (outcomes). Demonstrate the 5 skills and where they apply when making a turn on groomed intermediate terrain. |
| CASI - Turn shape | <ul style="list-style-type: none"> Demonstrate intermediate sliding turns on groomed beginner or intermediate terrain, incorporating the core competencies. |
| CASI A & I skills | <ul style="list-style-type: none"> Demonstrate Analysis and Improvement skills to improve a student's snowboarding performance using the core competencies. |
| CASI Tactics | <ul style="list-style-type: none"> Demonstrate knowledge of a few tactics to improve snowboard performance. Demonstrate consolidated knowledge of the SAFE concept - Static, Active, Free, Experimentation |
| Demonstrations | <ul style="list-style-type: none"> Perform quality demonstrations as per information on the Practical Teaching Skills on page 11. |

Refer to the CADS Snowboard Instructor Manual or CASI reference guide for detailed information about the QuickRide System, CASI core competencies and the 5 skills.

Ideally, CADS Level 1 candidates should be riding at a level that is similar or equal to the CASI level 1 riding standard. Refer to this link to view the CASI level one Riding Standard:

<https://www.youtube.com/watch?v=6aY7JrnLTmE>

By the end of the CASI Teaching Methodology session the Candidate will:

- Begin to properly utilize the **5 skills** in the correct order and demonstrate flow when snowboarding groomed blue runs.
- **Position and Balance:** Will begin to demonstrate a balanced, relaxed and athletic position over the snowboard, with ankles, knees and hip joints slightly flexed and displaying a state of readiness through constant movement/adjustment on the board.
- **Pivot:** Will begin to demonstrate the ability to use lower body rotational movements utilizing the hips, knees and feet.
- **Edging:** Begins to demonstrate the ability to achieve edge grip and turn shape using a combination of inclination and angulation, whilst maintaining a balanced position over the working edge.
- **Pressure:** Begins to demonstrate the ability to control pressure by using flexion/extension of the joints and by adjusting the fore/aft body positions.
- **Timing and Co-ordination:** Will begin to demonstrate their control over speed and shape by performing fairly consistent and symmetrical linked sliding turns on a blue groomed slope.
- Begins to demonstrate novice turns on beginner slopes, and intermediate sliding turns on intermediate groomed slopes while free-riding.
- Demonstrate the ability to safely guide a student from below (on the instructor's toe edge), by performing a combination of toe-side manoeuvres: sideslipping, pendulum and power pendulum. The instructor must demonstrate smooth and fluid direction changes and the ability to accelerate or decelerate with ease, while also showing the ability to verbally communicate with the student.

There will be no assessment for the CASI session, but the candidate must be able to demonstrate the Teaching Techniques criteria from the CADS Level 1 marking grid throughout the CADS Level 1 SB evaluation to meet expectations.

Although no teaching exam will be performed during the CASI session, the Candidate must understand and know about The QuickRide System, Core Competencies and Practical Teaching skills.

Overview of The Practical Teaching Skills:

Guest Service and Safety

- Choose safe and suitable terrain
- Create a positive and student-centred learning environment
- Ensure that you manage risk in your teaching at all times

Communication and Lesson Structure

- Effective communication is the key to ensuring understanding in your lessons
- Structure your lesson with the content in mind - Utilise the building block method of presentation
- Understand the training cycle – Feedback, explanation, demonstration, student trial
- Recognize a variety of different learning styles
- Work collaboratively with students to set goals and objectives

Demonstrations

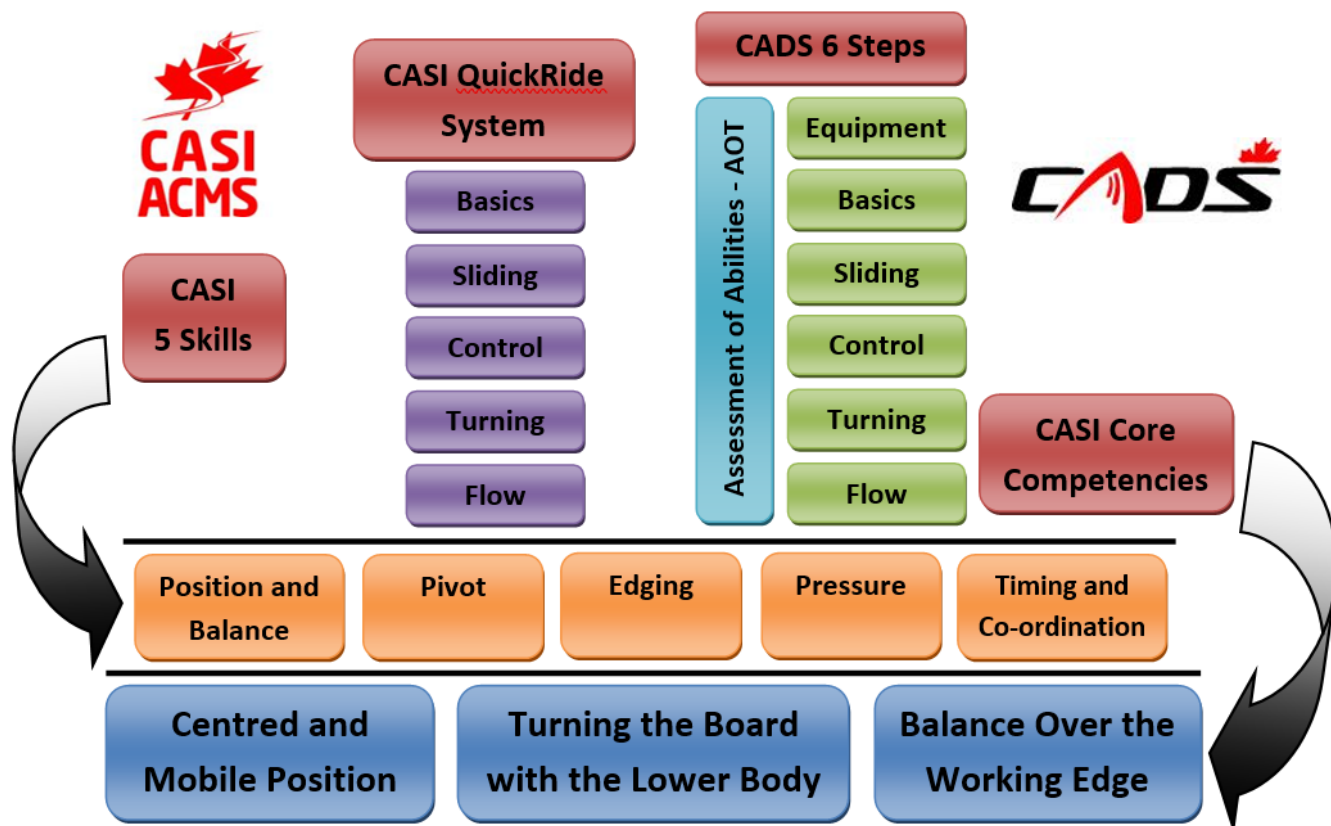
- Make good use of terrain
- Keep it simple
- Make it appropriate for the student's abilities and skill level.
- Relate to explanation (do what you said you would do)
- Offer various viewpoints for your demo (Consider the best vantage points for your student)
- Consider the student's abilities, challenges, equipment, snow conditions, terrain, weather etc.
- Repeat your demo if necessary and appropriate
- Emphasize the part of the skill where improvement is needed if relevant

Analysis and improvement

- Demonstrate the ability to analyze the student's abilities and performance
- Establish the ideal performance; Compare the performance to the ideal; Decide on cause/effect and tolerance
- Understand the impacts of the TTPPEE model – Technical, Tactical, Physical, Psychological, Environment and Equipment.
- Give feedback using the Positive To Try format (PTT)

Technical Content

- Technical concepts are clear, coherent, and technically correct utilizing the Skills Concept and Core Competencies.
- Technical concepts are embedded in the lesson to meet the student's goals without baffling or overwhelming them.



This diagram shows how the CADS 6 Steps and the AOT – Assessment of Abilities fits within the CASI framework. Check out these links to learn more about these concepts from CASI:

- The CASI Level 1 Riding standards - explains and shows the core competencies: <https://www.youtube.com/watch?v=6aY7JrnLTmE>
- The CASI QuickRide System - goes through the steps of the progression: <https://www.youtube.com/watch?v=43qAFsflkM0&t=487s>
- The CASI Teaching Theory – Level one <https://www.youtube.com/watch?v=5JAKk6Yj5CQ&t=126s>



The CASI QuickRide System Update

When teaching CADS Step 4, use the updated CASI QuickRide System order of exercises as a foundation. (This is a slightly different order of exercises from what is in the CADS snowboard instructor manual and includes a couple of additions). The order and number of exercises may need to be adapted to meet the needs of each student.

CADS Step 4: Control

Goal: To learn to control both speed and direction with both feet attached to the snowboard

Key Concepts: Sideslipping and Pendulum

Exercises:

- Intro To Edging (Gas Pedal Exercise)
- One-Foot Attached Sideslipping & Drift Left / Right
- One-Foot Attached Traverse

- Attaching The Board On A Slope
- Sideslipping (two feet attached)
- Pendulum (two feet attached)
- Power Pendulum



A pocket-sized teaching guide outlining the QuickRide System can be purchased online from CASI here for \$3: <https://casi-acms.com/shop.new/index.php/reference-materials>

CADS Snowboard Level 1 complete Assessment Criteria

Assessment of Abilities – AOT

| | |
|-----|--|
| All | Understand the key information to look for (Student information and medical sheet). |
| All | Demonstrates the ability to gather important information by using 1 or more relevant examples of each: Question, Observation and Test. |
| All | Continues to use the AOT process to assess the student's well-being throughout the lesson and adjusts accordingly. |

Teaching Aids

| | |
|--------|---|
| VI | Safely guide a student by the shoulder or elbow with verbal cues while moving. |
| VI | Ability to guide while the student while the instructor has their snowboard off or while the instructor is toese side slipping safely and in-control. |
| OR | Decide on appropriate outrigger set-up for student, set height, know components and parts |
| SS | Strap someone into the sitski and adjust accordingly and appropriately - including the evacuation system |
| SS | Safely direct and manipulate a biski on beginner terrain from boots and board (no fixed or regular outriggers). |
| ASD/CI | Demonstrate knowledge of visual supports (pictograms). Demonstrate what visual supports are and when are they useful. |
| ASD/CI | Actively participate and demonstrate understanding of ASD/CI slideshow and scenarios. |

Teaching Techniques

| | |
|-----|---|
| All | Demonstrate knowledge of CASI QuickRide system and core competencies, as appropriate to CADS steps 1 to 4. |
| All | Shows appropriate demonstrations and teaching ability. |
| All | Assess the student's riding and decide on tactics to improve their performance. |
| All | Demonstrate teaching from a toese side edge in close proximity to the student hands on or off |
| All | Teach students to land with minimal impact to wrists, head and tailbone and how to roll over and get up independently |

Tethering Techniques

| | |
|----------------|--|
| VI | Demonstrates ability to safely and competently use nose tethers or hip tethers. |
| ASD/CI | Demonstrates ability to safely and competently use nose tethers or hip tethers. |
| SS | Demonstrates ability to safely tether a weighted sitski on gentle terrain. |
| VI, SS, ASD/CI | Can explain at least one reason for using tethers and important safety concerns. |

Lift Procedures

| | |
|-----|--|
| All | Demonstrate ability to explain the key components of the lift procedure for chairlift, T-bar and magic carpet (as applicable), including when approaching and in the lift line |
| All | Demonstrate how to safely load and unload a lift. Either chairlift, magic carpet or surface lift as appropriate to the terrain. |

Safety

| | |
|-----|--|
| All | Demonstrate knowledge of the Alpine Responsibility Code |
| All | Demonstrate understanding of Duty of Care |
| All | Demonstrate knowledge of critical safety points for each discipline. VI - eye protection; Outriggers - Residual limb protection, Sitski - Autonomic dysreflexia, ASD/CI - seizures, elopement, Atlanto-axial instability (Down Syndrome). For all students, it is recommended to wear a helmet and goggles |

*** VI = visual impairment; OR = outriggers; ASD/CI = Autism Spectrum Disorder/Cognitive Impairment; SS = Sitski; All = Indicates this is relevant for all disciplines.**

All Disciplines

What is the 'CADS' mission and values in your own words? p.2

What does Duty of care mean? p.10

What are 3 rules from the Alpine Responsibility code? p.13

What are the CADS Snowboard 6 steps? pp.84, 96, 108, 146, 176

All Disciplines

What are the CASI core competencies? p.44

What are CASI 5 skills? p.43

What is the BBMA? What are 2 BBMA tests? pp.78-9; 135; 174; 199

What are the critical safety points for each discipline? ASD/CI p.188, 190; VI p.158; OR p.122; SS p.258

ASD/CI

What is a behaviour support tool that may help a student that struggles with transitions? p.165

What is a behaviour support tool that may help a student who likes to know what is coming next? p.165

What is a behaviour support tool that may help to motivate a student to complete non-preferred activities?
p.165

Outriggers

What are the 3 different outrigger set-ups? p.69

What are some of the benefits of using outriggers for a student? p.69

What is the difference between a split-rigger position and a parallel-rigger position? p.84

VI

What are some important tests to perform for someone with a visual impairment? pp.133-5

If you are teaching Step 1 - Equipment, how do you adapt this for a student with a visual impairment?
pp.138-145

List 2 different guiding techniques you might use for someone with a visual impairment. pp.138-145

Sitski

What is the difference between a complete and incomplete spinal cord injury? p.218

What are 2 balance tests for a student using a sitski? p.222

What are the six steps for teaching sitskiing? pp. 238-245

