



# **Level 1 Snowboard Course Conductor Guide**



**CADS National**  
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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.



# Table of Contents

Introduction	p.04
Certification Standards	p.04
Terminology	p.04
CADS Certification Pathway	p.05
CADS Certification Levels System	p.06
Prerequisites for the CADS level 1 certification	p.07
CADS level 1 requirements	p.07
CASI teaching methodology requirements	p.08
Snowboarding Ability	p.09
Basic Teaching Methodology	p.10
CADS level 1 complete Snowboard assessment criteria	p.11
Teaching Aids	p.12
Study Questions	p.13
Example Agenda	p.15
Feedback and Notes	p.18



## Introduction

Thank you for helping to grow adaptive snowboarding. Evaluating level 1 Snowboard candidates is an important step for providing snowboarding students with a safe and enjoyable experience. The CADS Snowboard level 1 instructor evaluation is open to strong intermediate snowboarders, aged 15 years and older. Candidates will spend time learning 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 evaluation is an introductory certification and is designed to give successful candidates the skills necessary to begin their role as a new instructor in a CADS program.

## 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 **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 Level 1 certification over several days or in the form of Modules, which Candidates may undertake on an individual basis. Taking an individual Level 1 modular certification will result in a certification for a specific discipline only. 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 course conductor guide for training and evaluating snowboard level 1 candidates. The Standards will be reviewed by the CADS TC in consultation with key stakeholders.

## Terminology

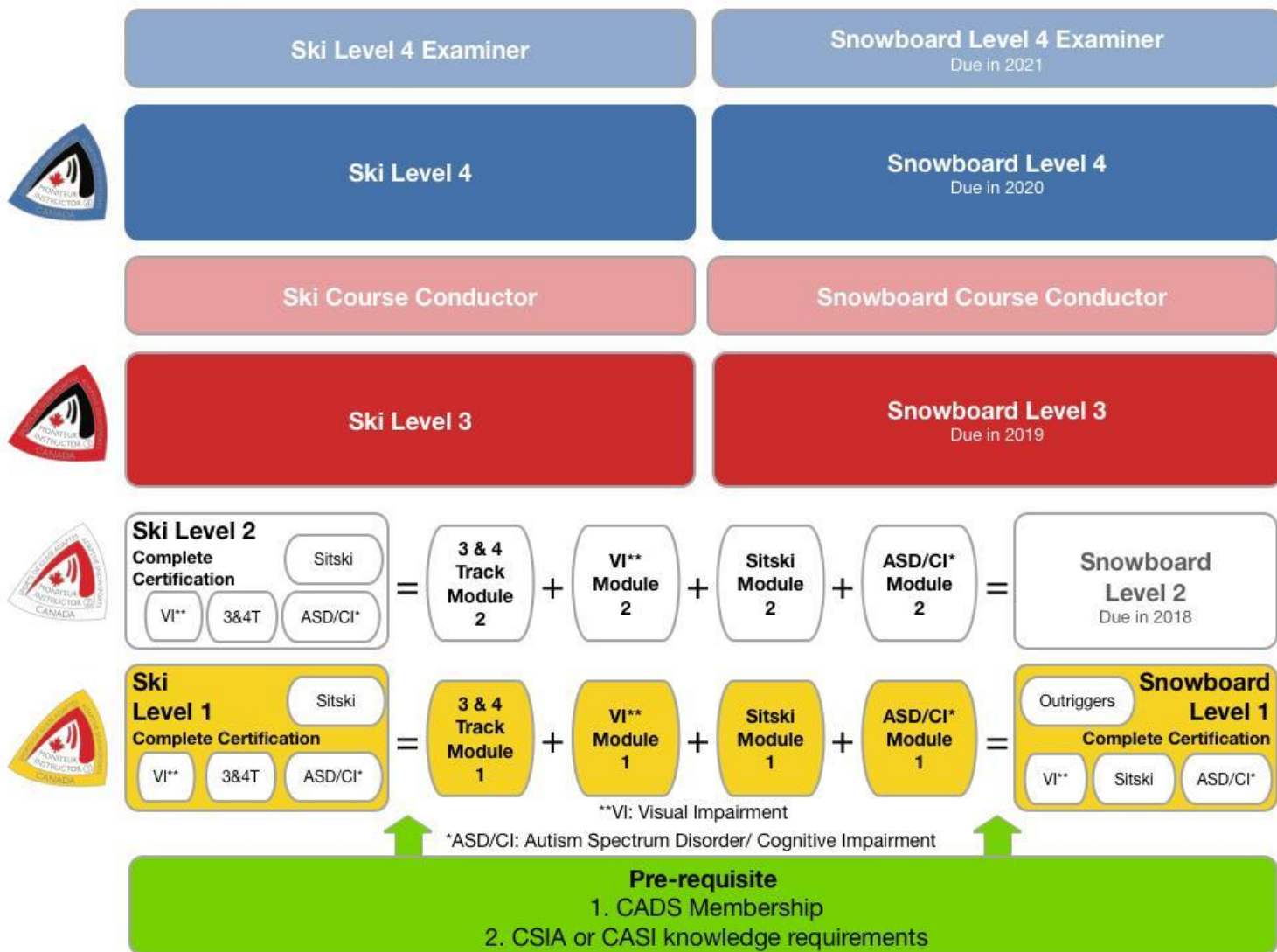
Specific terms will be used extensively and are defined here:

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





# Certification Pathway



# CADS Certification Levels System

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

The Candidate will be called a:

- CADS Level 1 Complete Certified Instructor **ONLY** if the Candidate has successfully met expectations (ME) for all disciplines during an ongoing evaluation.
- CADS Level 1 \_\_\_\_\_ (name of the module) Certified Instructor if the Candidate chooses the Modular Approach and successfully passed one or more Modules. If the candidate met expectations (ME) in all Modules, then they will receive the CADS Level 1 Complete Certified Instructor designation.
- A Candidate, who undertakes the CADS Level 1 Complete Certification Course and does not Meet Expectation (ME) would receive Needs Improvement (NI) and would not pass the CADS Level 1 Complete Certification Course. Such a candidate would then revert to the Volunteer category and the conditions surrounding this category until such time as completion of the CADS Level 1 Complete Certification Course is attained and an ME is granted.



## Prerequisites for the CADS Level 1 Snowboard Evaluation:

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

Pre-requisites
Minimum 15 years of age
Current CADS membership <sup>1</sup>
Attend CASI Teaching Methodology Clinic (Not applicable if Level 1 CASI or higher <sup>2</sup> )

### For a Candidate living with a 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 within each discipline.
- The modification above also applies to the CASI Teaching Methodology clinic.

## CADS Level 1 Requirements:

**Instructor Modular or complete Certification Evaluation:** The Course Conductor may use as much time as is required to evaluate a complete certification or a modular certification. The evaluation includes the application of CASI knowledge.

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

✓ Outriggers	pp 68-118
✓ Visual Impairment	pp 126-158
✓ Autism Spectrum Disorder and Cognitive Impairment	pp 159-214
✓ Sitski	pp 215-259

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

Meets Expectation	Needs Improvement
Performs the task most of the time Performs the task almost every time Systematically performs the task every time.	Unable to perform the task Minimally able to perform the task Able to perform the task only 50 % of the time.

<sup>1</sup> Active membership in CADS. Membership may be completed online at <https://www.cads.ski/>

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



# CASI Teaching Methodology Requirements:

If the Candidate is not already a current CASI level 1, candidates are expected to attend a CASI Teaching Methodology Clinic prior to 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:

<b>The Candidate is expected to:</b>	
<b>CASI QuickRide System</b>	<ul style="list-style-type: none"> <li>Know the 5 steps and components of the QuickRide System progression: Basics, Sliding, Control, Turning, and Flow.</li> </ul>
<b>CASI Core Competencies</b>	<ul style="list-style-type: none"> <li>Understand The Core Competencies: Centred and mobile position; Turning the board with the lower body; Balance over the working edge</li> </ul>
<b>CASI 5 Skills</b>	<ul style="list-style-type: none"> <li>Know The 5 skills: Balance and Position; Pivot; Edging; Pressure; Timing and Co-ordination.</li> <li>Understand how the riding skills (movements) affect the Core Competencies (outcomes).</li> <li>Demonstrate the 5 skills and where they apply when making a turn on groomed beginner terrain.</li> </ul>
<b>CASI – Turn shape</b>	<ul style="list-style-type: none"> <li>Demonstrate novice or intermediate sliding turns on groomed beginner or intermediate terrain, incorporating the core competencies.</li> </ul>
<b>CASI A&amp;I skills</b>	<ul style="list-style-type: none"> <li>Demonstrate basic Analysis and Improvement skills to improve a student's snowboarding performance at a beginner level.</li> </ul>
<b>CASI tactics</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of a few basic tactics to improve beginner snowboard performance.</li> <li>Demonstrate knowledge of the SAFE concept – Static, Active, Free, Experimentation</li> </ul>
<b>Demonstrations</b>	<ul style="list-style-type: none"> <li>Perform quality demonstrations as per the demonstrations guidelines below</li> </ul>

## Demonstrations:

- Make good use of terrain
- Emphasise the key movements
- Make it appropriate for the student's abilities and skill level.
- Relate to explanation (do what you said you would do)
- Offer various viewpoints of your demo (Consider the best vantage point for your student to observe: from above, below, to the side, or a combination of vantage points)
- Take into account the student's abilities, challenges, equipment, snow conditions, terrain, weather etc.
- Repeat the demo if necessary and appropriate
- Emphasize the part of the skill where improvement is needed if relevant

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.



# Snowboard Ability

Level one Riding Standard from CASI: <https://www.casi-acms.com/index.php/en/level-1-instructor>

Ideally, a CADS level 1 candidate should be riding at a level which is similar to or equal to the CASI level 1 riding standard.

## By the end of the CASI 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 utilising the hips, knees and feet, when making short, quick turns.
- **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 in order to meet expectation.**

*CC Note: The CASI session is intended to ensure that all candidates are aware of the CASI methodology and are able to use the vocabulary, skills and concepts of snowboard instruction. Riding standard will be assessed during the relevant demonstrations within each teaching discipline.*



# Basic Teaching Methodology

Although no teaching exam will be performed during the CASI session, the Candidate must understand and have knowledge of The QuickRide Progression, Core Competencies and Practical Teaching skills.

The priority for the candidate is to demonstrate their ability to provide a safe and fun experience for a student. The candidate will demonstrate how they would attempt to engage a student and use situations, activities and exercises to provide a platform for a student to learn new skills. To achieve this, the candidate must

- Demonstrate an understanding of the information they want to transfer
- Demonstrate a positive attitude
- Demonstrate effective communication
- Demonstrate the ability to analyze a student's abilities, strengths and areas of improvement
- Demonstrate leadership in coaching and guiding students
- Demonstrate safe practices at all times
- Demonstrate appropriate terrain choice selection
- Recognise a variety of different learning styles
- Understand the training cycle – Feedback, explanation, demonstration, student trial

The candidate should also understand the following:

- 1- The starting point for all decisions when instructing is the **learning contract** shared by the instructor and student. By considering the student's experience, objectives, and physical and psychological factors, the instructor builds student-centred activities tailored to each student.
- 2- The **situation** is always a factor in decision- making. Terrain, conditions and a safe learning environment are constant considerations for the instructor. Naturally occurring and man-made terrain features provide opportunities for **terrain assisted development**.
- 3- **Motor skill development** guides the choice and use of activities. Through observation, the instructor determines tasks for the student, decides how much repetition and practice time is needed, and uses their situational and technical knowledge to vary tasks for fun and learning.
4. Learning activities are built around snowboard objectives prioritised according to a student needs and changing situations.
  - **Basics** – to become familiar with the use of equipment and comfortable moving around on the snowboard with one foot attached.
  - **Sliding** – to become comfortable standing on the snowboard while it is sliding
  - **Control** – to gain control of both speed and direction (across the fall line), with both feet attached to the snowboard
  - **Turning** – To learn to turn (changing edges in the fall line.
  - **Flow** – To learn to explore the mountain safely



# CADS Level 1 complete Snowboard Assessment Criteria

## Assessment of Abilities – AOT

All	Knows how to fill out the CADS student information and medical sheet and what key information to look for.
All	Demonstrates the ability to gather important information by using 1 or more relevant examples of each: Question, Observation and Test.
All	Refers to the AOT during the lesson to assess a student's progress.

## Teaching Aids

VI	Competently and safely guides the student inside using the 'Guiding inside the lodge' technique using shoulder or elbow.
VI	Competently and safely guides the student using the 'Hands-on and snowboard-off' technique.
All	Ability to verbally guide the student while the instructor is toeside sideslipping safely and in control.
OR	Demonstrates competence to set-up outriggers for a student at the appropriate height, with knowledge of the components and parts.
SS	Demonstrates ability to competently strap someone into a sitski and make appropriate adjustments (inc. evac system). Shows ability to define and describe the sitski components.
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 Toe-side edge in close proximity to student with or without physical support.
All	Demonstrate how to teach a student to land with minimal impact to wrists, shoulders, head and tail-bone and how to 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	Demonstrates ability to explain the key components of the lift procedure (for each discipline), including how to behave in and move through a lift line.
All	Shows ability to demonstrate how to safely load a chair, ride in chair, and unload a chair. The same using magic carpet or t-bar.

## Safety

All	Knows and understands the Alpine Responsibility Code.
All	Can explain Duty Of Care and how it relates to teaching snowboarding.
All	Demonstrates how to take the critical safety information from AOT and use it in a lesson.

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

**Teaching Aids:** This table shows how each criterion is relevant to each discipline and possible activities that can be used for the level 1 evaluation.

Grid #	Discipline	Grid Text	Goal	ME Requirements The Candidate will...	Possible Activity
4	VI	Guiding: By the elbow or shoulder	Demonstrate their ability to safely and competently use the technique of guiding by the shoulder or elbow, while using verbal cues.	Safely guide a student by the shoulder or elbow with verbal cues while moving	In pairs, have one candidate guide another indoors
5	VI	Guiding: Hands-on and snowboard off	Assist someone to feel confident and comfortable, teaching steps of equipment, basics or sliding	Guide the student while instructor has their snowboard off	In pairs, have one candidate teach steps 1-3 from their boots, guiding and assisting.
6	VI	Guiding: Below & facing the student	Remain safe, in control and in close proximity to someone while toeside sideslipping and communicating effectively.	Guide the student while the instructor is toeside sideslipping safely and in-control	The candidate is in front, on their toeside edge guiding someone with words.
7	OR & SS	Set-up outriggers (stand-up and fixed)	Show knowledge of appropriate outrigger set-ups for different students and a knowledge of the parts, components and ways to adjust outriggers.	Decide on appropriate outrigger set-up for student, set height, know components and parts	Using scenarios, have the candidates set up outriggers in different configurations for someone standing and someone sitskiing.
8	SS	Ability to define, describe and adjust all the sitski components.	Show knowledge of how to strap someone into a sitski so they are safe, comfortable and secure.	Strap someone into the sitski and adjust accordingly and appropriately - including the evacuation system	Inside or outside, have the candidate strap someone into the sitski and make adjustments.
9	SS	Manoeuvre and control a bi-ski (no fixed or regular outriggers)	Show an understanding of how to safely and confidently move a sitski over snow from both boots and a board.	Safely direct and manipulate a sitski on beginner terrain from boots and board	On snow, have the candidate demonstrate sitski handling.
10	ASD/CI	Knowledge of visual supports (pictograms)	Show an understanding of what visual supports are and when they can be used effectively.	Demonstrate knowledge of visual supports (pictograms). What are visual support and when are they useful?	Indoors or outdoors, have the candidate explain a specific visual support tool and give an example of how to use it.
10	ASD/CI	ASD/CI slideshow and scenarios.	Watches the slideshow. Participates in the activities and is a participant in the scenarios.	Actively participate and demonstrate understanding of ASD/CI slideshow and scenarios	Indoors, show slideshow, have candidates participate. Then outdoors complete the scenarios as a group.

# Questions and Answers from the Level 1 Snowboard Candidate Workbook

Use the following as a guide when providing answers for candidates from the questions in the candidate workbook. The answers do not need to be word for word, but should closely resemble the content and always include respectful and inclusive language. The page numbers refer to the pages in the Snowboard Instructor Manual which contain relevant content to the question.

**Q. What is CADS' mission and values in your own words? Page 2**

Providing opportunities for persons living with disabilities to slide, either recreationally or competitively.

**Q. What does duty of care mean? Page 10**

Duty of care is the responsibility to provide care to your student at the standard of a reasonable parent.

**Q. What are the CADS Snowboard 6 steps? Pages 84, 96, 108, 146, 176**

1. Equipment
2. Basics
3. Sliding
4. Control
5. Turning
6. Flow

**Q. What are 3 rules from the Alpine Responsibility code? Page 13**

1. Always stay in Control. You must be able to stop or avoid other people or objects
2. People ahead of you have the right of way. It is your responsibility to avoid them.
3. Do not stop where you obstruct a trail or are not visible from above.
4. Before starting downhill or merging onto a trail, look uphill and yield to others.
5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to ski patrol
6. Always use proper devices to help prevent runaway equipment
7. Observe all posted signs and warnings
8. Keep off closed trails and closed areas
9. You must not use lifts or terrain if your ability is impaired through the use of alcohol or drugs
10. You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt ask the lift attendant.

**Q. What are the CASI core competencies? Page 44**

- Centred and Mobile position
- Turning the board with the lower body
- Balanced over the working edge

**Q. What are CASI 5 skills? Page 43**

- Balance and Position
- Pivot
- Edging
- Pressure
- Timing and Coordination

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

- Basic Body Movement Assessment.
- Have student balance on one foot then the other (2 seconds)
- Have student balance on toes and on heels (2 seconds)
- Rotational assessment
- Flexion and extension assessment

**Q. What are the 3 different outrigger set-ups? Page 69**

Double Outriggers, Single Outrigger, Fixed Outrigger

**Q. When a student is loading the chairlift what do they need to do with their outriggers? Pages 117**

Put into Slide mode, to prevent brake (claw) from catching.

\*Note this should say claw, not brake. We are trying to fade out the use of this word.

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

Identify the degree of visual impairment

Is their vision better in different weather and lighting conditions

Determine the level of usable colour vision

The impact of noise

Plus BBMA tests

**Q. List 2 different guiding techniques you might use for someone with a visual impairment? Pages 138-145**

Guiding inside the lodge

Hands-on and snowboard off

Facing the student above or below

Below and facing away

Behind the student

**Q. What is an incomplete TSCI? Page 218**

An incomplete Traumatic Spinal Cord Injury that starts and ends at different levels on the spinal canal. (There may be functional motor or sensory functions between the start and end of the injury, resulting in an increase in the number of working muscles, and sensory capabilities.)

**Q. What are 2 balance tests for a student using a sitski? Page 222**

1. From a neutral position, reach down to your left and return.
2. From a neutral position, reach down to your right and return.
3. From a neutral position, reach down to your feet and return.
4. From a neutral position, rotate both torso and shoulder to the left and return, maintaining balance.
5. From a neutral position, rotate both torso and shoulder to the right and return, maintaining balance.
6. From a neutral position, reach forward at 45 degrees to your right and then return to centre.
7. From a neutral position, reach forward at 45 degrees to your left and then return to centre.

**Q. What are the six steps for teaching sitskiing? Pages 238-245**

1. Equipment
2. Basic Mobility
3. Gliding and Stopping
4. Individual Turns
5. Linking Turns
6. Turn Progression and Beyond



# CADS SB level 1 Certification Example Agenda

## EXAMPLE **TRAINING** AGENDA

### **DAY 1**

#### **TRAINING**

8:30am

Introduction and Registration

9:00am

#### **VISUAL IMPAIRMENT**

Introduce VI

AOT

Teaching Aids

Guiding – indoors and on snow

Teaching Techniques

- Steps 1-4
- A&I
- Safety – including safe falling
- Lift procedures

11:45am

#### **LUNCH**

12:30pm

#### **OUTRIGGERS**

Introduce outriggers, inc prosthetics

Teaching Aids

- Set up outriggers
- AOT
- Teaching Techniques
- Steps 1-4
- A&I
- Safety – including safe falling
- Lift procedures

3:30pm

#### **WRAP-UP**





## **DAY 2**

8:45am

### **TRAINING**

Daily Introduction

9:00am

### **ASD/CI**

Introduce ASD/CI

Powerpoint Presentation

11:15am

### **LUNCH**

12:15pm

### **ASD/CI**

AOT

Teaching Techniques

- Steps 1-4
- A&I
- Safety – including safe falling
- Lift procedures

3:30pm

### **WRAP-UP**

## **DAY 3**

8:45am

### **TRAINING**

Daily Introduction

9:00am

### **SITSKI**

AOT

Sitski handling

Teaching Techniques

- Steps 1-4
- A&I
- Safety – including safe falling
- Lift procedures

11:45am

### **LUNCH**

12:30pm

### **SITSKI**

Sitski handling

Tethering

3:30pm

### **WRAP-UP**



## EXAMPLE **EVALUATION** AGENDA

### **DAY 1**      **EVALUATION**

8:30am      Introduction and Registration

9:00am      **VISUAL IMPAIRMENT**

AOT evaluation

Teaching evaluation – includes a demonstration of teaching from the toe-side edge

11:45am      **LUNCH**

12:30pm      **OUTRIGGERS**

AOT evaluation

Teaching evaluation

3:30pm      **DAILY FEEDBACK**

### **DAY 2**      **EVALUATION**

8:45am      Introduction

9:00am      **ASD/CI**

AOT evaluation

Teaching Evaluation

Stand-up Tethering Evaluation

11:45am      **LUNCH**

12:30pm      **SITSKI**

AOT evaluation

Teaching Evaluation

Tethering Evaluation

Sitski handling Evaluation

3:30pm      **DAILY FEEDBACK**

[illegible]