



Level 1 Snowboard Candidate Workbook



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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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Introduction

Welcome 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 course is an introductory course, 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?

In order to achieve success in this course, 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 / 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.



Terminology

Specific 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 who has passed the Course Conductor Evaluation at Pre-Course

CADS Certification Levels System

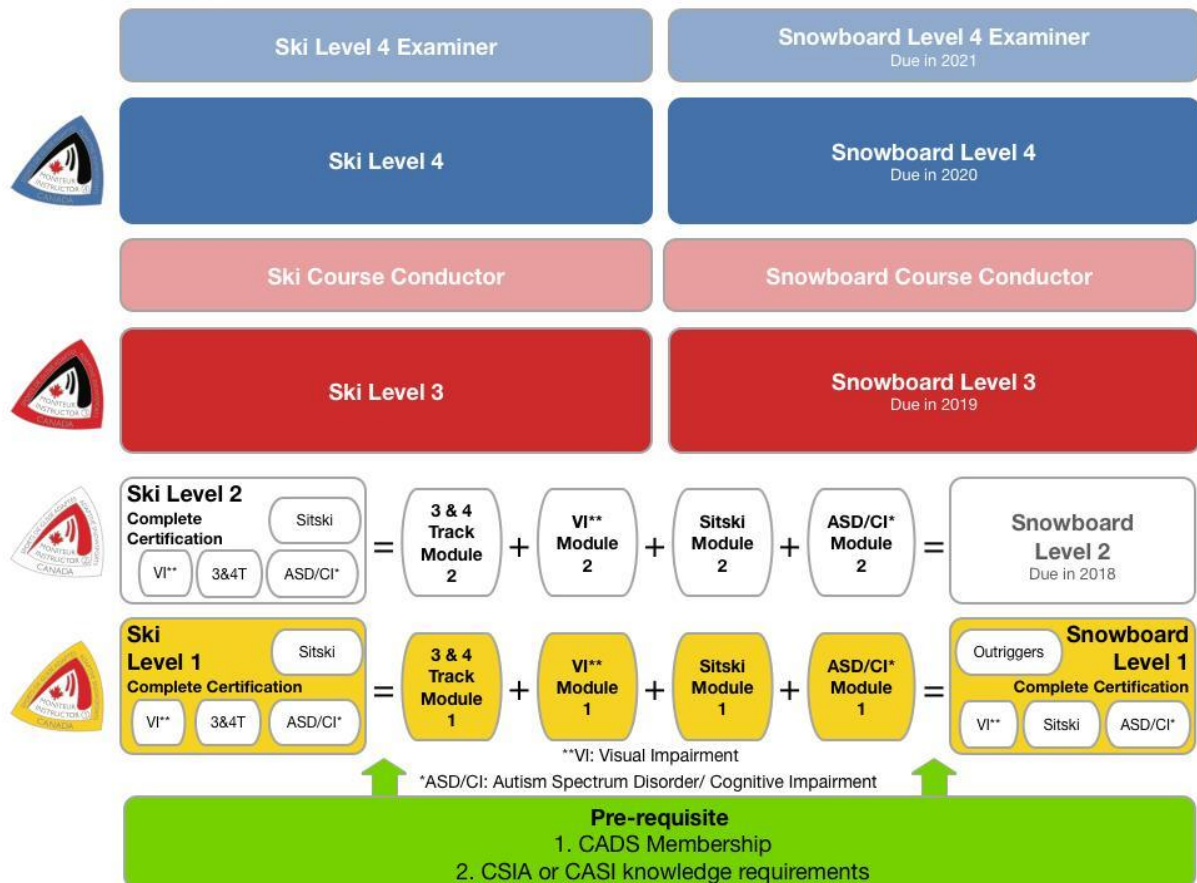
At CADS Level 1, a Candidate may choose to take the Complete Certification Course which will include all disciplines (listed above) or may choose to take one Module at a time.

The Candidate will be called a:

- CADS Level 1 Complete Snowboard Certified Instructor **ONLY** if the Candidate has successfully passed all disciplines during an ongoing evaluation.
- CADS Level 1 _____ (name of the module) Snowboard Certified Instructor if the Candidate chooses the Modular Approach and successfully passed one or more Modules. If all Modules are passed, the Candidate will then receive the CADS Level 1 Complete Snowboard Certified Instructor designation.
- A Candidate, who undertakes the CADS Level 1 Complete Snowboard Certification and does not Meet Expectation (ME) would receive Needs Improvement (NI) and would not pass the CADS Level 1 Complete Snowboard 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 Level 1 Complete Snowboard Certification is attained and an ME is granted.



Certification Pathway



Prerequisites for the CADS Level 1 Snowboard Evaluation:

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

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)

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.
- 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	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.

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.



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:

The Candidate is expected to:	
CASI QuickRide System	<ul style="list-style-type: none">• Know the 5 steps and components of the QuickRide System progression: Basics, Sliding, Control, Turning, and Flow.
CASI Core Competencies	<ul style="list-style-type: none">• Understand 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: Balance and Position; Pivot; Edging; Pressure; Timing and Co-ordination.• 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 green or blue terrain.
CASI – Turn shape	<ul style="list-style-type: none">• Demonstrate novice or intermediate sliding turns on groomed beginner or intermediate terrain, incorporating the core competencies.
CASI A & I skills	<ul style="list-style-type: none">• Demonstrate basic Analysis and Improvement skills to improve a student's snowboarding performance at a beginner level.
CASI tactics	<ul style="list-style-type: none">• Demonstrate knowledge of a few basic tactics to improve beginner snowboard performance.• Demonstrate knowledge of the SAFE concept – Static, Active, Free, Experimentation
Demonstrations	<ul style="list-style-type: none">• Perform quality demonstrations as per the demonstrations guidelines below

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 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 your 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, CADS Level 1 candidates 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.

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 instructor is to provide a safe and fun experience for the student. The instructor will attempt to engage the student and use situations, activities and exercises to provide a platform for the student to learn new skills. To achieve this, the instructor must

- Demonstrate an understanding of the information you want to transfer
- Demonstrate a positive attitude
- Demonstrate effective communication
- Demonstrate the ability to analyze the student's abilities and performance
- Demonstrate leadership in coaching and guiding your 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 Instructor should also consider the following:

- 1- The starting point for all decisions is the **learning contract** shared by the instructor and learner. By considering the learner's experience, objectives, and physical and psychological factors, the instructor builds student-centred activities tailored to each learner.
- 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 learner, 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 which are prioritized according to the 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 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 an 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 a 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.

Questions

What is CADS' mission and values in your own words?

What does duty of care mean?

What are 3 rules from the Alpine Responsibility code?

What are the CADS Snowboard 6 steps?

What are the CASI core competencies?

What are CASI 5 skills?

What is the BBMA? What are 2 BBMA tests?

What are the 3 different outrigger set-ups?

When a student is loading the chairlift what do they need to do with their outriggers?

What are some important tests to perform for someone with a visual impairment?

If you are teaching step 1 - Equipment, how do you adapt this for a student with a visual impairment?

List 2 different guiding techniques you might use for someone with a visual impairment?

What is an incomplete TSCI?

What are 2 balance tests for a student using a sitski?

What are the six steps for teaching sitskiing?



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