

Courage Kenny Ski and Snowboard

Volunteer Instructor Job Requirements/Descriptions:

Lead Trainer: A volunteer that exhibits exceptional leadership and knowledge. Shows exceptional skill in training instructors chosen to represent their discipline in order to make informed decisions on the technical aspects of teaching and on the volunteer training model. Responsibilities include off-season planning meetings prior to training season to organize trainers, teaching at least one education opportunity, and being available on the hill as a technical authority. Lead trainers meet throughout the year, to help shape the training. Lead Trainers are allowed to train and check instructors off outside of OTH as needed. Lead Trainers create training schedule for OTH in order to most optimally cover all the different areas within each discipline. There should be at least one lead trainer represented at each program time/site, from each discipline area.

Prerequisite:

- has been a trainer for at least 2 years, exceptions can be made at Program Coordinator's Discretion (e.g. Individual has trained/taught at another adaptive program).
- strong understanding of the technical aspects of adaptive skiing
- strong organization and communication skills

Trainer: A volunteer instructor that leads On-the-Hill training clinics for new and returning volunteer instructors. Has good communication skills, is knowledgeable about adaptive terminology for skiing and/or snowboarding, can teach to a variety of learning styles and has demonstrated leadership to site coordinators, current trainers, and other instructors. These individuals are able to address each of the sections noted on the evaluation form, are able to demonstrate the necessary skills, and provide appropriate feedback to instructors in order to improve skills and knowledge of individual instructor's capabilities and limitations.

Prerequisite:

- An instructor for at least 2 years (exception will be made on an individual basis).
- Able to Ski or Ride at a Level 6 or above using PSIA criteria.
- Recommended by Site Coordinator, Trainer, or Program Coordinator
- Able to attend the TTT event at least once every 2 years.
- Current active instructor.

Lead Instructor: A volunteer who possesses the required skills to independently lead a safe and effective lesson to a participant in the program with minimal support from an assistant, buddy or volunteer of equal or lesser skill. This instructor must pass the Courage Kenny training

evaluation for their discipline area, be comfortable creating lesson plans and able to execute all the necessary techniques.

Prerequisite:

- Generally, has taught at least 1 year in the program
- Skis or rides at an intermediate or advanced level.
- Able to tether and/or perform hands on techniques safely.

Instructor Assistant: Someone that has completed the CKRI ski and/or snowboard training, and was evaluated to possess satisfactory skills in most areas but is lacking experience and or confidence to execute all the skills necessary on a consistent basis. This volunteer will assist the lead instructor in the lessons helping to load and unload equipment on chairlifts, they will ski behind the participant and instructor to provide a safe environment, and is continuing to develop tethering skills beyond the beginner terrain. This skill development must be under the supervision of the lead instructor.

Buddy: Someone that has completed the CKRI ski and snowboard training. This volunteer's role will be focused on motivating the student, carrying extra equipment, and helping provide a safe lesson by providing an 'umbrella of safety' around lesson. This volunteer will not be able to tether, but can help lift and load equipment. Continuing education and evaluation is required to develop skills necessary to become an assistant instructor (i.e. tethering skills).

Reevaluation: Volunteers can work on improving their skills and be reevaluated throughout the winter by attending the educational opportunities throughout the season. They will have an opportunity to get re-evaluated during the season by scheduling a time with the Program Coordinator or Directors of Instruction and running through skills that need improvement with a Trainer at their site. Improved skills need to be noted on their evaluation form with an initial by the Program Coordinator and evaluating trainer.

Required Trainings:

New Instructors:

Dryland Training

Must attend 2 days of On the Hill Training in their discipline

Returning Instructors

Must attend 1 day of On the Hill Training in their discipline

Evaluation Form Criteria:

Functional Ski/Ride

Side Slip to Hockey Stop:

This maneuver is extremely important as a method used in tethering mono or bi-skis, guiding blind students or working with any other disability.

1. From a straight run in the fall line, initiate a sideslip through simultaneous turning of both legs across the fall line while maintaining a stable upper body and balanced/neutral stance.
2. A natural lead of the uphill ski and body keeps hips free to adjust edge angles.
3. After a distinct side slip, progressively tip both feet and legs into the hill to engage edges to a balanced stop. It should not take more than 15' to accomplish a complete stop and should be able to be executed within a corridor of approximately 2.5 ski lengths.
4. Continuous adjustment from foot-to-foot will help center skier over both skis.

Hockey Stop:

Used as a means to emergency stop a student in equipment swiftly.

1. Simultaneous turning of both legs across the fall line while maintaining a stable upper body and balanced/neutral stance.
2. A natural lead of the uphill ski and body keeps hips free to adjust edge angles.
3. While increasing edge angle stopping should happen quickly.

Parallel Turning

Freely on groomed blue terrain

1. Linking turns at a minimum of dynamic parallel or *disability equivalent*
2. Using ski design and skill blend, appropriate to terrain and conditions.
3. Maintaining a balanced and centered stance.
4. Using progressive movements to simultaneously steer the skis through the turn.
5. Control speed through turn shape.
6. Quiet stable upper body.

PSIA-RM –AASI www.psia-rm educational material; functional skiing exam criteria

SWITCH RIDING:

1. Riding with the opposite foot in front. Board is riding backwards.
2. Ability to do this on green terrain.

Technical Application

- **EQUIPMENT SET-UP AND FIT:**
- Identify participant's profile diagnosis, ability, equipment, goals and motivations for

lesson, etc.

- Participant should be comfortably setup in their designated equipment.
- Avoid putting pressure over medical devices and joints.
- Skier should be adjusted to allow for dynamic posturing.
- Equipment meets the needs of the students' goals and utilizes student abilities.

ATS: DRILLS AND PROGRESSIONS

- The American Teaching System (ATS). An all-encompassing teaching model that allows for other systems to coexist under and within it.
- Enables students to explore and to experiment with their own personal skiing or riding skills.
- ATS (American Teaching System) teaches to the whole participant and enables instructor to create a lesson plan based on the needs of the participant.
- Have basic knowledge of ATS progressions up to level 5.

MOVEMENT ANALYSIS:

- The instructor will have a basic understanding of the cause and effect nature of skiing/riding utilizing movement analysis matrix.
- Understanding the correlation between the ski performance and body performance throughout the phases of a turn.
- Observe participant performing the task.
- If there is a problem, specify where in the turn it occurs. Things that happen in one part of the turn affect the rest of the turn.
- Describe the participant's movement patterns in a positive way using quantitative, objective terminology (think D-duration, I-intensity, R-Rate, T-Timing).
- Most of the time we see the effect. Look for the cause.
- To create a different effect, develop a clear and consistent prescription for change that relates to the skiers goals. (a lesson plan).
- Begin to develop an understanding of the Movement Analysis Filter and how to create a lesson plan from Movement Analysis.

TETHERING:

- Properly attach tethers to participant or equipment (see Safety policy below)
- Instructor maintains dynamic positioning in relation to participant ('inside and above').
- Instructor stance should be in a dynamic position to allow for quick speed and direction changes while skiing behind the participant.

HOLDS:

- Depending on discipline, a basic understanding of manipulation and/or physical cues/assistance to help with dynamic positioning and provide a safe lesson.

EQUIPMENT:

- Instructors will be able to use, and be familiar with all adaptive equipment within the specific discipline that they are training in.

TEACHING AND LEARNING STYLES:

- Instructors should be able to use a variety of teaching techniques and styles; VAK (visual, audio and Kinesthetic/proprioceptive), Teaching Cycle and Learning Styles are examples.

Safety

Client and Instructor Safety:

- The ability to ‘see the big picture’ and read the hill and your surroundings, keeping a safe distance between the instructor and participant as well as other people and/or obstacles on the hill.
- Refer to the Responsibility Code.

Emergency Stop:

- The ability to stop the participant and/or the equipment safely.
- Teach instructors how to use their hockey stop in relation to an emergency stop. Whether the instructor is tethering a participant or instructing an able-bodied participant.

Loading and Unloading:

- The instructor will show how to load and unload a chairlift, rope-tow, and magic carpet safely.
- The instructors will demonstrate how to use all safety straps, safety bar and retaining devices for their discipline.

Falling/Getting up:

- Know the proper techniques of how to fall and get back up within your discipline.
- Verbalize & demonstrate the proper way to teach your students how to “safely” fall.