Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Preliminaries		
Meeting Candidates • Relax candidates / learn names	Speak normally, kneel to their level	Speak normally, they can hear! Kneel to their level PECS, picture schedules
Assess • Communication method • Readiness • Equipment	Read Snowflake Form Speak normally, kneel to their level	Read Snowflake Form Speak normally, kneel to their level
Be interested in the individual *Discuss briefly the day's outline and objectives* *Discuss Equipment* • Skis • Putting on • Carrying skis • Bindings	Physically help – inform student of your intentions to help and touch	Verbalize the steps (eg: toes in, heel straight, push down) Instruct & then WAIT & SEE, give time for the student to process and attempt, then offer help

Notes:

READ SNOWFLAKE FORM!

Check with parents/caregivers about the students day, feelings, energy level, sleep quality, all of these can affect the outcome of the lesson. Be considerate!

Independence whenever possible (eg: carrying equipment, asking at the equipment room, putting on skis) builds confidence and gives the student a competent role (with your initial guidance).

All skills are acquired at the students pace, some take hours, some days, some weeks. Celebrate every accomplishment, encourage full understanding and ability of every skill, we can accomplish this with adaptations! Slowly, removing adaptions is also an accomplishment! We are here to teach the learning of skiing, we use strategies to help our students achieve the progression with as much independence as possible. There are no small feats!

Re-evaluate your lesson. Sometimes it is necessary to take a few steps back to get a few steps ahead, some days are harder than others. Don't put pressure on yourself and your student to make huge gains every lesson. Take progression where you can help it and find it, most of all have fun while doing so!

Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Mobility *Introduce the feel and use of equipment gradually* • Ability to move around on skis without problems such as sliding back, crossing skis, losing balance *Introduction to stance and balance* *Introduction to pivoting and edging* *Terrain* • Flat groomed area – large enough to move around • Away from congestion *Procedure* • Walk around in boots, forward, backward, sideways, pivot • Put on skis • Progress to sliding ski a little Practice sliding and gliding	Demonstrate as able bodied skier. Demonstrate adapting their specific ability. Try with no adapted equipment unless otherwise indicated (snowflake form, previous lessons) to assess balance and mobility. Physically move feet (with verbalized intent), hold hands, gently pull	Demonstrate! Demonstrate! Demonstrate! Speak instructions and repeat. "Follow me, do this" Physically move feet (with verbalized intent), hold hands, gently pull PECS

Notes:

Never underestimate the ability of comprehension in your students. Assume competence and speak in age appropriate language. Many have mind/body disconnects and getting their body to respond in the way they intend is difficult. Be patient, they are trying.

Consider the 3 views of your student: demonstrate by facing them, being beside or in front facing the same direction, and pointing out good examples of others doing a skill.

Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Straight Run		
• Fun • Thrill of sliding • Experience and develop stance and balance • Build confidence	Demonstrate as able bodied skier. Demonstrate adapting their specific ability.	Demonstrate! Demonstrate! Demonstrate! Speak instructions and repeat.
Terrain • Very slight incline on well-groomed slope, long runout at the bottom or slight rise	Magic Carpet	Magic Carpet
Procedure		
• Side step up hill a short distance, turn and face downhill	Check student book for previous use of adaptive equipment and have ready Hula hoop Holding hands Harness	"Follow me, do this" age appropriate language Utilize the 3 views of the student
• Demonstrate proper stance/athletic position and proper balance, i.e., body centered over bindings, arms in front, hands in view, shoulders relaxed	Hands on knees, to get weight forward	Hands on knees, to get weight forward
• Position self to be able to give times to start, observe and make positive comment on stance and balance	Verbally reinforce!	Verbally reinforce!
• If the terrain is appropriate there should be no attempt to stop by braking or turning		

Notes:

Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Wedge Position To learn to control speed *Terrain* • Slight incline on well-groomed slope, long runout at the bottom or slight rise *Procedure* • Demonstrate stance and balance, wedge position of skis, ski bases flat on snow (not edged) and demonstrates a run (with no turning) • Check stance and balance and for flat skis (brush the snow) • Encourages the student to relax *Comments* • Unequal weighting or edging ski can cause skis to cross and result in a fall, or a turn • Students should look at a point well downhill and not down at their feet • **It is important to correct stance and balance and technique at this stage before bad habits are formed** *Variations* • Vary the amount of wedge opening to slow down and speed up again • Use large wedge to stop at bottom and then on hill	Bottom of Tenderfoot, magic carpet Demonstrate putting hands on knees to get the weight forward, verbally reinforce Hula Hoop Wiggly worm Ski bra Caution! Pulling on the tether will cause the students weight to shift back on heels, leave slack on the tether whenever possible This skill can take time, it is crucial to controlled skiing, take your time, create good habits and have fun!	Bottom of Tenderfoot, magic carpet Demonstrate putting hands on knees to get the weight forward, verbally reinforce PECS "Follow me, do this!" age appropriate language Caution! Pulling on the tether will cause the students weight to shift back on heels, leave slack on the tether whenever possible This skill can take time, it is crucial to controlled skiing, take your time, create good habits and have fun! "Look at me!" stay at eye level

Notes:

TETHER: at this point: should only be used for the safety of the student, speed control when control is lost, interception of collision. It should not be necessary to use the tether at all times to control the student if you've effectively established a solid foundation in the wedge/turning skills!

Skiing backwards: teaching the student to ski backwards if possible is a great way to show and feel the proper weight forward stance, and its fun!

Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Full Wedge Turn		
To develop control of speed and direction by turning across the fall line		
Terrain	Tenderfoot, magic carpet	Tenderfoot, magic carpet
The same gradual slope; Green run		
Procedure		
• From a comfortable wedge position demonstrate pivoting by turning the skis towards the new direction and finish with a breaking wedge • Maintain a constant wedge and quiet centered body • Demonstrate by climbing above, finishing a turn and coming to a stop • Watch for a slight edge and a relaxed upper body	Hula hoop Ski bra Wiggly worm Backwards leading Physically moving the skis into place for student to feel the turn (backwards in front) Make a pizza, pie, arrow, tips together. What does a snowplow look like? Use their language!	"Follow me, do this" age appropriate language Physically moving the skis into place for student to feel the turn (backwards in front) Make a pizza, pie, arrow, tips together. What does a snowplow look like? Use their language!
Remind students to look where they want to go – helps to make smooth balanced turns		
Progress to linked full wedge turns		

Notes:

Sometimes it will be necessary to go back to easier terrain to learn new skills.

TETHER: depends on the ability of the student's communication and responsiveness, if student will follow the STOP command and maintain speed control, work on these skills and use tether when appropriate.

Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Linked Wedge Turns To link wedge turns without stopping and be able to move down the hill with control *Terrain* Same grade of gradual hill but longer to allow more turning *Procedure* • Flexion and extension (pressure control) • A smaller wedge is used to provide more speed • Perform first wedge turn as in previous lesson, when first wedge is complete, begin to balance on downhill ski and turn both feet in the direction of the new turn • Demonstrate the linked wedge turns while reinforcing stance and balance, hand position, quiet upper body and pivoting *Variations* • Continuous sinking motion (flexion) toward completion of turn followed by rising motion (extension) to release the weight on the skis and allow easier pivoting • Vary the radius of the turns • Vary the speed – smaller wedge, faster, less gradual hill • Return to easier hill for next lesson	Hula hoop Ski bra Wiggly worm Backwards leading Games: -basketball shooting -airplane -canoeing, row boat -turn right, turn left -touch boot Physically moving the skis into place for student to feel the turn (backwards in front) Ski beside to demonstrate	"Follow me, do this" age appropriate language Games: -basketball shooting -airplane -canoeing, row boat -turn right, turn left -coloured tape on hands, knees, boots -touch boot Physically moving the skis into place for student to feel the turn (backwards in front) Ski beside to demonstrate

Notes:

Progression Skill	Physical, Cognitive, Non-Speaking Adaptations/ considerations
Controlled Falling & Getting Up To teach how to control a fall when it is possible and different ways of getting up *Procedure* Falling • Falling uphill when possible Getting up • Demonstrate what happens if the skis are pointing either up or down hill • Pivot on hip Demonstrate; • Gorilla walk • Take off top ski or skis • Experiment with what works for them The controlled fall can be used to bail out if unable to stop or turn so as to avoid a collision or obstruction	**Instructor Safety** -take your skis off if necessary -get below student to assist a lift -stand beside the student, come under their arm, knees bent, lift together facing the same way -wedge your front foot or ski in front of student to stabilize yourself and avoid student sliding forward **Teaching** 1. Tell the student to move their skis across the hill using their hips, physically help student move skis if necessary, show them what you mean 2. Take their uphill ski off 3. Have them tuck their uphill foot behind them, put their hands on the snow, and stay tucked 4. Using their hands and ski-less foot to push up to standing 5. Move uphill ski into position across hill and step in

Notes:

Progression Skill	Physical, Cognitive, Non-Speaking Adaptations/ considerations
Lifts *Procedure* • The greatest consideration is safety; emphasize all aspects about safety • Describe the getting on procedure and allow observation of others getting on Point out the following: • Moving smartly and hands free (no poles) • Being ready • Looking over shoulder to side of post (usually at outside edge) • Sitting at appropriate time • Putting bar down • Describe exit terrain, direction of exit and what to expect • When to raise bar • Being ready to stand up and get well forward, stay low (hands on knees) to handle the exit slope • Direction to turn and clearing away from the exit **When introducing a new skier to a lift it helps to alert the lift operator of skier's first time use**	Hold harness Hook up arms (especially at the top!) Count down before transitions (sitting down in 3, 2, 1, getting off in 3, 2, 1) Slow down the chair! Can ask the lower lift operator to inform the top Hold hands PECS Talk through the steps, can ask what is next Watch others from the side "Let's stay together" Promote independence when safe, student lowers/raises bar, student counts

Notes:

Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Steps Towards Parallel To gradually introduce bringing the skis together – parallel *Terrain* Advanced green; gradual slope *Procedure* • Allow skis to come together naturally at the end of a turn • The skis can open in a wedge to start a new turn and then come together to end the turn • By developing the ability to weight the downhill ski in a turn it becomes easier to move the uphill ski in earlier in the turn The earlier and more positively the weight is shifted to the downhill ski in a turn, the earlier the skis will become parallel Progress to: Side Slipping Parallel Turn		

Notes:

Progression Skill	Physical Adaptations/ considerations	Cognitive, Non-Speaking Adaptations/considerations
Side Slipping To develop use of edges – edging and release A forward sideslip can be used at the end of a turn when learning parallel turns *Terrain* Groomed slope but steeper *Procedure* Demonstrate: • Holding with edges • Flattening skis to sideslip • Weight is on both skis • Flex – ankles, knees, hips – keeping a centered and in-balance stance ***Parallel Turn*** To learn basic beginner parallel skiing *Terrain* Green run *Procedure* • Keep both hands forward – hands can be seen at all times • **d**escribe and demonstrate the procedure for a parallel turn		

Progression Skill	Physical, Cognitive, Non-Speaking Adaptations/ considerations

Mileage	
Practice the steps and skills covered so far. Point out that students should ski a lot on a gradual hill. Follow the leader is a good technique. An instructor will gradually reduce the wedge and increase the speed. Maximum speed, minimum terrain Introduce a number of exercises which will illustrate and improve the skills of stance and balance, pivoting, edging, pressure control and timing. House/mouse – changing pressure, timing, Gorilla turns, basketball, canoe paddle, pick up snow, using cones to turn around.	Set the student up for success Celebrate each success no matter how small!