



## **Ski Spectacular Instructor Academy**

**Hosted by The Hartford Ski Spectacular**

**December 8-11, 2025**

### **Clinic Summary Notes**

**Clinic Title:** Adaptive FUNdamentals for Coaching Neurodiverse Athletes

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1. Using Student-Centered Teaching model (instructors shift between styles depending on age, ability, motivation, and lesson goals).
  - a. Command Style – The instructor makes all the decisions, gives direct instructions, and students follow. (Good for safety, control, and introducing new skills.)
  - b. Task Style – The instructor assigns a task or drill, and students work independently to complete it.
  - c. Reciprocal Style – Students work in pairs or small groups, giving each other feedback while performing tasks.
  - d. Guided Discovery Style – The instructor poses questions, problems, or challenges that lead the student toward discovering the correct movement/solution themselves.
  - e. Problem-Solving Style – Students are presented with a movement or skiing problem and experiment with different solutions to figure out what works best.
  - f. Free/Exploration Style – Students are given freedom to explore movements, terrain, or tasks with minimal direction, encouraging creativity and self-learning.
2. Key principles of guided play are child autonomy and adult guidance:
  - Child autonomy: Guided play gives children the agency to direct their own learning.
  - Adult guidance: Adults provide gentle guidance to help children progress toward a learning goal.
3. Piaget's Developmental Theory:



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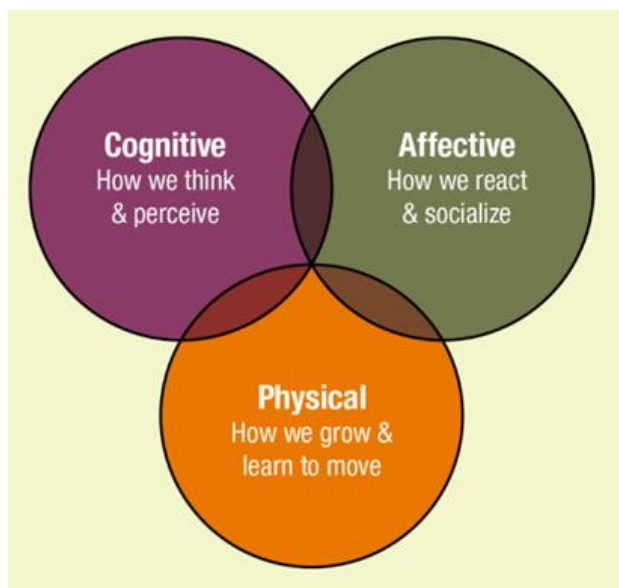
Fundamentally understand how the brain and body and emotions of children work for creating fun and engaging lessons that will delight kids of all ages.

#### Piaget's Theory

Stage	Age Range	Description
Sensorimotor	0-2 years	Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence developed
Preoperational	2-7 years	Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conservation developed.
Concrete Operational	7-11 years	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts
Formal Operations	11+	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

The Psychology Notes Headquarter - <http://www.PsychologyNotesHQ.com>

4. CAP model framework that instructors use to understand and address how students learn.





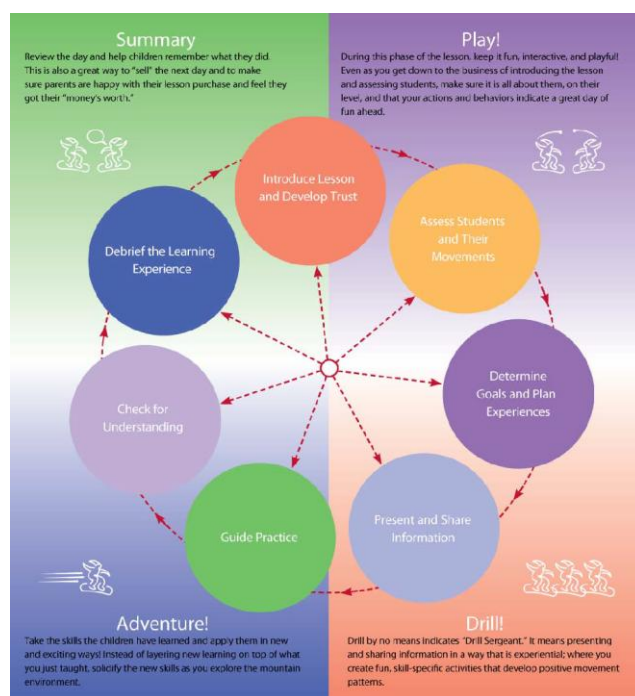
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5. Children's Teaching Cycle continuous loop of Demonstrate → Practice → Feedback used to help students learn and refine skills effectively



6. Using Visual and Kinesthetic Props:

Arm yourself with a list of games; flatland drills; and other sensory or visual 'toys or props' to grab for adapting to on-snow lessons. Be prepared for making every minute "Fun" with playful adaptations to lesson segments.

7. Apply the 5 Fundamentals of Skiing (or Riding Fundamentals) to present an effective lesson plan:

- Control the relationship of the center of mass (COM) to the base of support (BOS) to direct pressure along the length of the skis  
Involves maintaining balance and positioning the body to apply pressure effectively from the tip to the tail of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski



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Managing the distribution of weight between skis, especially focusing pressure on the outside ski during turns for better control and carving.

- Control edge angles through a combination of inclination and angulation

Adjusting the angle of the skis relative to the snow surface using body movements to enhance grip and control.

- Control the skis' rotation (turning, pivoting, steering) with leg rotation, separate from the upper body. Using the legs to steer the skis while keeping the upper body stable, allowing for precise movements and turns.
- Regulate the magnitude of pressure created through ski/snow interaction. Adjusting the force applied to the skis to control speed and turn shape, adapting to different terrains and conditions.

**Resources:** *PSIA/AASI Core Concepts Manual; Alpine Technical Manual; PSIA Children's Ski and Snowboard Movement Guide; Children's Instruction Manual, 2nd ed.; Children's Alpine Teaching Handbook; Adult Alpine Teaching Handbook; Children's Ski and Snowboard Movement Guide*