



Ski Spectacular Instructor Academy

Hosted by The Hartford Ski Spectacular
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Clinic Summary Notes

Clinic Topic: 2-Day Workshop: Guiding and Teaching Skiers with Low or No Vision - Beth Fox
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1. Learn about the guests' vision by engaging in conversation and a thorough vision assessment:
C – Color
A – Acuity
F – Field
C – Contrast sensitivity
O – Oculomotor movements
D – Depth perception
2. A thorough assessment includes more than just understanding vision. Remember to learn about cognitive, affective and physical aspects of the guest; ask/observe mobility comforts and/or challenges; learn about other sports and guiding systems/preferences.
3. Learn more about vision diagnoses and their effects upon guiding and teaching decisions and about teaching guests with VI in the online or print versions of PSIA's *Adaptive Instruction Supplement: Diagnoses and Classifications* and the *Adaptive Alpine Technical Manual*. Free digital copy at <https://www.thesnowpros.org/education/digital-manuals-for-every-discipline/>.
4. Remember that this is a partnership and should be based upon solid rapport consisting of mutual respect, trust, and shared understanding of process, experiences, goals.
5. Communication cues for guiding, relaying concepts, teaching:
V – Visual cues: Types of cues that are meaningful such as demonstrating, video, writing, or drawing, consider font color, type and size, location of visual cue.
A – Auditory cues: Verbal descriptions or sound cues with definitions, evaluate for simplicity; DDIRT.
K – Kinesthetic cues: hand-under-hand, palm drawing, relief tracing, moldable figurine, horse and buggy poles, Wiki Stix or licorice strands (these could be used as visual cues, too).
6. Teaching:
 - a. Stop to teach
 - b. Reinforce skill development when moving
 - c. Use teaching concepts tools and activities – see above in number 3
 - d. Explore VAK types of skill development activities paired with VAK teaching
 - e. Focus on instructor location during teaching segment – can you be seen/heard?

7. Guiding (and learning influences):
 - a. Try terrain-based guiding or teaching
 - b. Guide with vocal or physical sculpting or modeling
 - c. Offer a vocal metronome for timing of movements
 - d. Use horse and buggy (HB) as a guiding tool; use help guest understand concepts like pole touches
 - e. Use horizontal pole activities for fall line orientation; beware of negative transfer of movement such as body rotation with prolonged use of horizontal pole in guiding/teaching
 - f. Experiment safely with stationary call down with guide sound in both ears of guest while instructor performs movement analysis
8. More free resources for VI Instruction: RM's *Adaptive Alpine Teaching Guide: Vision-related Diagnoses* <https://www.psia-rm.org/download/resources/adaptive-documents/adaptive-alpine-cognitive-visually-impaired-materials/Adaptive-Alpine-Teaching-Guide-Visual-Impairments-091424.docx.pdf>.
9. Safety is paramount when guiding and teaching guests with low or no vision. Friendly but firm guidance by the instructor can help establish safety parameters.
10. Guiding and teaching can be nerve wracking for both partners, or a lot of fun for the pair. You and your partner have the opportunity to establish which route you choose to follow here!