



PSIA-AASI National Adaptive Academy

Hosted by The Hartford Ski Spectacular
December 8-12, 2025

Clinic Reminders

Clinic Topic: Teaching Aids to Promote Cognitive, Affective, Physical Literacy

1. The impact of teaching aids is far more beneficial to our students when we tie the aid to desired movements or understanding in our skiing.
2. The CAP Model is a guideline for determining a person's ability and potential within a specific age group. With our adaptive guests, chronological age may be less relevant than in a neurotypical lesson. Appropriately engage guests without compromising dignity. Thoroughly assess each area of CAP to ensure success in your lessons. (Refer to PSIA's Children's Instruction Manual- 2nd Edition.)
 - Cognitive (how people think)
 - Affective (how people feel)
 - Physical (how people move)
3. Be creative with teaching aids- one tool may be used for different aspects of the CAP Model.
4. Sensory Input: visual, auditory, and kinesthetic (VAK)- instructors target these different ways for students to receive information through the senses based on situation or student preferences. (see PSIA-AASI Teaching Snowsports Manual for full definition).
5. Address all types of sensory learning to best facilitate the learning of your guests. Be aware of your own preferences and notice if you tend to teach to that preference regardless of your guest's preferences- practice teaching to all with each lesson!
6. Learning Styles (from PSIA-AASI Teaching Snowsports Manual- referencing Experiential Learning Cycle-derived from educational theorist David Kolb) - ways to learn, based on visual, auditory, and kinesthetic sensory input, all necessary for a complete learning experience. For more in-depth
 - Feeling- students rely on concrete experiences to provide specific and definable sensations/feelings.
 - Watching- students observe demonstrations and compare visual images.
 - Thinking- students want to know why something works.
 - Doing- students prefer active experimentations; they want to try it.
7. Encourage students to connect feelings and sensations to outcomes. Incorporate reflection time throughout lesson, not just as a wrap-up. As educator John Dewey stated, 'We do not learn from experience..."we learn from reflecting on experience.'

8. Play with different cue words to see the effect it has on your guest- both mentally and physically.
 - a. Visual cue words- see, look, view, imagine, picture, appear, show, envision, clear, foggy, hazy, focused
 - b. Auditory cue words- hear, sound, repeat, listen, tune in/out, harmonize, resonate, silence, question
 - c. Kinesthetic cue words- perform, execute, try, feel, touch, move, draw, grasp, tap into, scrape, slide

9. **Theory of Multiple Intelligences** (Howard Gardner)

Multiple Intelligence Theory is based on the notions that each individual has different strengths. As instructors, we should strive to attend to these strengths by including activities that support each student's individual learning preferences and styles. Remember- everyone is smart! They are smart in different ways from one another.

