

Table 1.1. The Adaptive Teaching Cycle (Italics denote adaptive-oriented departures from The Teaching Cycle in ATS)

# The Adaptive Teaching Cycle

## INTRODUCE THE LEARNING SEGMENT.

- *Establish and continually build rapport with the student.*
- Create a fun, open, and supportive learning environment.
- Clearly define the general process and outcome of the learning segment.

## ASSESS THE STUDENT.

- *Conduct a thorough evaluation of the student's disability so you can adapt, modify, and prepare the physical aspects of the lesson to meet the student's needs.*
- Inquire about previous experience with skiing and other sports.
- Determine ability level, expectations, goals, motivations, limitations, and concerns.
- Take the student's learning preferences into consideration.
- Provide desired amount of information at any one time (low, medium, or high information).
- Find out the preferred type of feedback.
- Be sensitive to the student's patience level.
- Decide whether to focus on a process or outcome orientation.

## DETERMINE GOALS AND PLAN OBJECTIVES.

- *Jointly set goals based on the skier's potential and disability.*
- *Select and fit appropriate adaptive equipment.*
- Plan learning objectives relevant to the student's goals.
- Formulate a logical lesson progression. *Fit the progression to the adaptive technique and the skier's needs.*
- Choose suitable terrain and snow conditions for lesson activities.
- Provide the correct amount of practice time.
- State general goals as well as the student's goals.

## PRESENT AND SHARE INFORMATION.

- *Demonstrate the appropriate adaptive technique and, if possible, use the adaptive equipment.*
- Vary styles of presenting information to be suitable to the situation. Styles include (1) cognitive—explaining the rationale behind the technical, mechanical, and tactical elements in a logical and concise manner, (2) visual—creating clear and meaningful images of specific movements and patterns, (3) kinesthetic—developing body awareness and sensations associated with different movements, and (4) trial-and-error—allowing the student the opportunity to experiment with new information.
- Adjust pacing of information according to the student's capacity to receive it.
- Schedule in time for feedback and reinforcement.
- Address the student's attitude toward process or outcome orientation.
- Divide the lesson into appropriate portions of information delivery, practice, and skiing time.

## GUIDE PRACTICE.

- Set practice tasks that are appropriately challenging.
- Include both process-oriented and outcome-oriented activities.
- Provide specific feedback to the student.
- Reinforce student performance with appropriate comments.
- Use a variety of approaches to practice.
- Guide initial practice and prepare the student for effective *continuing* practice.

## CHECK FOR UNDERSTANDING.

- Verify the student's level of physical understanding based on skiing performances that are consistent with the lesson objectives.
- Determine the student's level of cognitive understanding by listening to and evaluating verbal statements and responses relating to the lesson objectives. *Note—If a student is unable to hear or speak, either have an interpreter on hand or check to see if the student can read lips and write answers.*

## SUMMARIZE THE LEARNING SEGMENT.

- Review the learning segment goals and objectives and describe the degree of accomplishment to the student.
- Preview the next learning segment and encourage further development.
- Establish independent practice guidelines for each student.