

# SNOW AUSTRALIA PARA-SNOWBOARD ATHLETE PATHWAY





# A PATHWAY FOR ALL

**S**nowsports is a sport for all, whether it's participating recreationally with family and friends, or competitively in snowsports event. With approximately 1.2 million Australians participating in various forms of skiing and snowboarding, it is one of Australia's largest and most popular participation sports.

Whatever the motivation for participating in Snowsports, Snow Australia is committed to providing a clear "Pathways to High Performance" strategy, to educate and inform the Snowsports Community as to the stages of athletic development

To assist with this important initiative, Snow Australia has developed discipline specific Snow Australia Pathway 'blueprints', informed by the Australian Institute of Sport's (AIS) FTEM (Foundation, Talent, Elite and Mastery) Athlete framework. The blueprint provides an evidence-based and practicable approach for supporting the 'whole of sport' pathway continuum and the three key outcomes of sport being:

- Active Lifestyle,
- Sports Participation;
- Sporting Excellence.

Each stage of the Snow Australia Athlete Pathway provides an overview of athlete preparation, programs, on and off-snow development, equipment, competition, leadership and support. It is designed to inform our community about the Pathways to High Performance, and to support our Program Providers to deliver long-term athlete development opportunities.

This document supports materials available on the Snow Australia website which is an important conduit for the latest information on the Snow Australia Athlete Pathway.

I encourage anyone interested in the snowsports athlete journey to read and become familiar with this important resource.

[Michael Kennedy](#)  
Snow Australia CEO





## WHAT IS FTEM?

**S**ports development begins early in life with the acquisition of movement skills through to lifelong engagement into senior levels. The sporting journey across the lifespan includes various development stages from early participation, to the pre-elite, and for a lucky few, high performance opportunities. Each stage is unique and is an important stepping stone for those athletes hoping to succeed in High Performance Sport.

The AIS originally developed the FTEM framework to directly support these key outcomes of sport participation being; Active Lifestyle, Sports Participation, and Sporting Excellence. The FTEM model is a fully integrated, evidence-based framework representing the **F**oundation, **T**alent, **E**lite and **M**astery of the 'whole of sport' pathway continuum. It categorises key features of each stage of an athlete's journey and provides a practical method to assist sport and athlete stakeholders to maximise and manage athlete development. For more information please visit the Sports Australia website:

<https://www.sportaus.gov.au/ais/ftem>



## WHY DO WE NEED THE FTEM MODEL?

THE ATHLETE PATHWAY IS AN INCLUSIVE AND PROGRESSIVE ATHLETIC DEVELOPMENTAL FRAMEWORK WHICH ALLOWS SNOW AUSTRALIA TO:

- 1** Provides visibility and clarity of pathway opportunities for ALL stakeholders including athletes and their parents,
- 2** Be a means to recognise and acknowledge key partnerships, programs and support,
- 3** Provide a practical method to assist our sporting stakeholders to construct a more functional and aligned athlete and sport development system, which in turn directly aligns with the Snow Australia Strategic Plan,
- 4** Develop evidence-based programs and strategies, including talent identification, confirmation, development and transition;
- 5** Provides a platform to easily identify and support potential talent to achieve sustained High Performance success.

THE SNOW AUSTRALIA ATHLETE PATHWAY FRAMEWORK ALLOWS OUR SNOWSPORTS COMMUNITY TO:

- 1** Understand the correlation and requirements of each of the stages of athletic development within the participation and performance pathways,
- 2** Acknowledge the critical importance of the acquisition and refinement of fundamental movement skills to lifelong sports participation and high performance athlete development,
- 3** Allow all athletes to reach their optimal performance level;
- 4** Acquire the skills to encourage lifelong engagement and participation within Snowsports.



# WHAT IS CLASSIFICATION?

**T**o ensure competition is fair and equal, all Paralympic sports have a system in place which ensures that winning is determined by skill, fitness, power, endurance, tactical ability and mental focus, the same factors that account for success in sport for able bodied athletes.

This process is called classification and its purpose is to minimise the impact of impairments on the activity (sport discipline). Having the impairment thus is not sufficient.

The impact on the sport must be proved, and in each Paralympic sport, the criteria of grouping athletes by the degree of activity limitation resulting from the impairment are named 'Sport Classes'.

Through classification, it is determined which athletes are eligible to compete in a sport and how athletes are grouped together for competition. This, to a certain extent, is similar to grouping athletes by age, gender or weight.

Classification is sport-specific because an impairment affects the ability to perform in different sports to a different extent. As a consequence, an athlete may meet the criteria in one sport, but may not meet the criteria in another sport.

Athletes are classified by classifiers, who work together in a classification panel of two or three. They are trained and certified by the International or National Federation.

## WITHIN THESE LEVELS, THE FOLLOWING ASPECTS ARE STRONGLY ADVOCATED:

- 1** Does the athlete have an eligible impairment for this sport?
- 2** Does the athlete's eligible impairment meet the minimum impairment criteria of the sport?
- 3** Which sport class describes the athlete's activity limitation most accurately?

## WHAT ARE THE ELIGIBLE IMPAIRMENTS IN PARA SNOWBOARD?

- Impaired Muscle Power - Athletes with Impaired Muscle Power have a Health Condition that either reduces or eliminates their ability to voluntarily contract their muscles in order to move or to generate force.
- Limb Deficiency - Athletes with Limb Deficiency have total or partial absence of bones or joints as a consequence of trauma.
- Leg Length Difference - Athletes with Leg Length Difference have a difference in the length of their legs.
- Hypertonia - Athletes with hypertonia have an increase in muscle tension and a reduced ability of a muscle to stretch caused by damage to the central nervous system.
- Ataxia - Athletes with Ataxia have uncoordinated movements caused by damage to the central nervous system.
- Athetosis - Athletes with Athetosis have continual slow involuntary movements.
- Impaired Passive Range of Movement - Athletes with Impaired Passive Range of Movement have a restriction or a lack of passive movement in one or more joints.

## NON-ELIGIBLE IMPAIRMENT TYPES FOR ALL ATHLETES.

Athletes Examples of Non-Eligible Impairments include, but are not limited to the following:

- Pain;
- Hearing Impairment;
- Low muscle tone;
- Hypermobility of joints;
- Joint instability, such as unstable shoulder joint, recurrent dislocation of a joint;
- Impaired muscle endurance;
- Impaired motor reflex functions;
- Impaired cardiovascular functions;
- Impaired respiratory functions;
- Impairment metabolic functions;
- Tics and mannerisms, stereotypes and motor perseveration;
- Short Stature;
- Visual impairment; and
- Intellectual Impairment

# WHAT IS THE MINIMUM IMPAIRMENT CRITERIA?

**S**pecific criteria applied to each sport to determine if a person's Disability results in sufficient limitation in their sport. This is called the minimal impairment criteria. This information is further detailed in the [World Para Snowboard Classification rules](#).

## Impaired Passive Range of Motion

- Movement restriction in at least one elbow, shoulder joint, hip, knee or ankle.

## Leg length difference

- Leg length difference of at least 7cm.

## LIMB LOSS OR DEFICIENCY

### Limb loss or deficiency

- Leg: At least through ankle amputation (LL2) or above knee (LL1) in one leg.
- Arm: Single or double above wrist amputation, resulting in the absence of wrist joint

### Loss of muscle strength

- Loss of muscle power in at least one arm, shoulder, hip, knee or ankle.

### Hypertonia Ataxia Athetosis

- Hypertonia, ataxia or athetosis in at least one arm or leg.



## WHAT ARE THE CLASSES?

Snowboard currently offers three sport classes, two for athletes with lower limb impairments and one for athletes with upper limb impairments.

The sport is under development and with its growth the classification system will be refined gradually.

- **Sport class SB-LL1:** Athletes classified in the SB-LL1 sport class will have a significant impairment in one leg, for example an above knee amputation, or a significant combined impairment in two legs, for example significant muscle weakness or spasticity in both legs. This will affect their ability to balance, control the board and absorb the terrain. Athletes with amputations will use prosthesis during the races.
- **Sport Class SB-LL2:** Snowboarders in the SB-LL2 sport class will have an impairment in one or two legs with less activity limitation. A typical example is a below knee amputation or mild spasticity.
- **Sport Class SB-UL:** Snowboarders in the SB-UL class have impairments of the upper limbs, which impacts on the ability to balance when racing down the slopes.

## HOW DO I GET CLASSIFIED?

Firstly, athletes need to be seen by a National Classification panel in Australia. National Classification is typically held in conjunction with Snow Australia Futures, a talent identification and training event held annually. For more information please see the following:

### Athletes with a physical impairment

Classification is organised through Snow Australia [www.snow.org.au](http://www.snow.org.au)

International Classification is required in order to compete in all internationally sanctioned events including Continental Cup, World Para Snowboard (WPSB), World Cup, World Championship and Paralympic Games. More information on international classification can be obtained by visiting [World Para Snowboard](#) or contacting [Snow Australia Para Program Manager](#).



# UNDERSTANDING THE FTEM STAGES



**T**he FTEM framework consists of 3 macro stages of the skill and performance development of sporting participants which are further differentiated into 10 micro stages.

These stages and micro stages include **Foundations (F1, F2 and F3); Talent (T1, T2, T3 and T4); Elite (E1 and E2); and Mastery (M).**

**Foundations (F1, F2 and F3)** contribute to and underpin our Participation Pathway. These progressive and dedicated levels are pivotal to acquiring and refining the fundamental movement skills and early physical literacy required for athletic development.

WITHIN THESE LEVELS, THE FOLLOWING ASPECTS ARE STRONGLY ADVOCATED:

- 1** Early engagement in age and skill appropriate introductions to snowsports,
- 2** The right fit of equipment,
- 3** The importance of freeski activities (unorganised Free play),
- 4** To assist with mastering skills, sampling across different sports and within snow sports, and regular coaching via our committed network of snowsports schools and clubs (F2-F3).



**The Talent (T1, T2, T3 and T4); Elite (E1 and E2); and Mastery (M)** span and support the pathways to High Performance. Supported by a best-practice, inclusive and holistic approach, the future talent potential of a pre-elite athlete is identified, confirmed, developed through effective programming and competitive opportunity and transitioned to the senior elite level.

At the pinnacle of the sport pathway, the Elite and Mastery levels, athletes enter and perform on the world stage and are supported through a dedicated and individualised approach including committed preparation, camps, sport science/sports medicine and quality coaching to give them the very best chance of realising their podium potential!



FOUNDATION **F1**  
FOUNDATION **F2**

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FOUNDATION **F3**

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POTENTIAL IDENTIFIED **T1**  
EMERGING **T2**

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EMERGING **T3**

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PODIUM POTENTIAL **T4**

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PODIUM READY **E1**

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PODIUM READY **E2**  
PODIUM **M1**

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SKI & SNOWBOARD AUSTRALIA

# PARA-SNOWBOARD ATHLETE PATHWAY



## FOUNDATION

### PARTICIPATION PATHWAYS

COMPETING IN  
PARTICIPATION EVENTS  
ACROSS THE LIFESPAN

ENJOYMENT IN ON-  
SNOW RECREATIONAL  
ACTIVITY ACROSS THE  
LIFESPAN



## TALENT TO ELITE

### PATHWAY TO HIGH PERFORMANCE

**PODIUM**  
SUSTAINED INTERNATIONAL SUCCESS OVER MULTIPLE HIGH  
PERFORMANCE CYCLES

**M**<sub>1</sub>

**PODIUM READY**  
ACHIEVING PODIUM SUCCESS IN PEAK INTERNATIONAL COMPETITIONS  
SUCH AS WORLD CHAMPIONSHIPS, PARALYMPIC GAMES AND WORLD CUPS

**E**<sub>2</sub>

**PODIUM READY**  
ACHIEVEMENT OF AN ELITE STATUS THROUGH SENIOR NATIONAL  
SELECTION AND REPRESENTATION

**E**<sub>1</sub>

**PODIUM POTENTIAL**  
BREAKTHROUGH AND PREPARATION FOR TRANSITION THROUGH  
ELITE INDIVIDUAL PROGRAM PLANS, BENCHMARKING, COMPETITION  
PREPARATION AND EXPOSURE

**T**<sub>4</sub>

**DEVELOPING**  
COMMITMENT AS A PRE-ELITE ATHLETE AND REFINEMENT OF HOLISTIC  
SKILLS THROUGH EFFECTIVE, DELIBERATE PROGRAMMING

**T**<sub>3</sub>

**EMERGING**  
PERFORMANCE POTENTIAL IS VERIFIED THROUGH HOLISTIC ATHLETE PROFILING  
SUPPORTED BY INDIVIDUAL PERFORMANCE PLANS AND BENCHMARKING

**T**<sub>2</sub>

**POTENTIAL IDENTIFIED**  
PERFORMANCE POTENTIAL IDENTIFIED THROUGH INITIAL DEMONSTRATION OF SKILLS

**T**<sub>1</sub>

**FOUNDATION**  
REGULAR COACHING, PRACTICING AND COMPETING THROUGH CLUBS, SNOW AUSTRALIA PROGRAMS AND DWA  
PROGRAMS NATIONAL CLASSIFICATION OBTAINED. CONTINUED ENJOYMENT IN FREERIDE  
ACTIVITY AND COMPETING IN PARTICIPATION EVENTS ACROSS THE LIFESPAN

**F**<sub>3</sub>

**FOUNDATION**  
INTRODUCTION TO SNOWSPORTS AND DWA THROUGH DEVELOPMENTALLY-APPROPRIATE PROGRAMS WITHIN  
SCHOOLS AND CLUBS, FREERIDE AND SPORT SAMPLING

**F**<sub>2</sub>

**FOUNDATION**  
LEARNING AND ACQUIRING THE BASIC FOUNDATIONS OF SNOWSPORTS AND DWA THROUGH DEVELOPMENTALLY-  
APPROPRIATE PROGRAMS THROUGH OFF-SNOW FUNDAMENTAL MOVEMENT SKILLS, FREERIDE AND SNOW PLAY

**F**<sub>1</sub>



## FOUNDATION

LEARNING AND ACQUIRING THE BASIC FOUNDATIONS OF SNOWSPORTS AND DWA THROUGH DEVELOPMENTALLY-APPROPRIATE PROGRAMS THROUGH OFF-SNOW FUNDAMENTAL MOVEMENT SKILLS, FREERIDE AND SNOW PLAY



# F

  
1


### PARTICIPANT

Enjoying their first snow experience. Learning or re-learning (i.e., after an acquired impairment) basic fundamental movement skills that contribute to early skills on-snow (balance etc) through informal snow activities and experiences and off-snow discovery and play activities.



### PROGRAMS

No dedicated programs. Freeride and snow play in Resort and snow environments.



### COMPETITION

Non-competitive.



### ON-SNOW SKILL DEVELOPMENT

Participants explore the fundamental skills of snowboarding as outlined by their Snowsports School (Disabled Wintersports Australia (DWA) assistance if required) and adapting key skills sets to their individual impairment. Finding enjoyment in regular freeride activity, snow play and sampling other snow sports disciplines.



### OFF-SNOW SKILL DEVELOPMENT

Learning fundamental movement skills including dynamic balance, movement coordination and control, locomotive and object control skills through a mix of off-snow activities such as running, balancing on a board or skis, jumping and using poles. Emphasis on physical literacy through healthy lifestyle and enjoyment. Adapting off-snow skill development to individual impairment.



### LEADERSHIP

DWA, Parents, Family and Friends. Providing opportunities to experience success through movement competence with the most fundamental of movement and sport-related tasks, and positively reinforce these behaviours.



### SUPPORT

DWA, Snowsport Schools, Parents, Family and Friends. Providing opportunities to experience success through movement competence with the most fundamental of movement and sport-related tasks, and positively reinforce these behaviours.



### EQUIPMENT

Own helmet and provision of equipment through DWA membership for all adaptive equipment needs. Addition of rental or purchase of equipment for snowboard and boots if unable to source from DWA. Seeking professional guidance when ensuring right fit and match of equipment to age and development.



### PARTICIPANT PREPARATION

Participants begin to develop fundamental skills and movement confidence as a foundation for further acquisition of on-snow skills. Make goals a daily game making it fun, skill based and tangible.

## FOUNDATION

INTRODUCTION TO SNOWSPORTS AND DWA THROUGH DEVELOPMENTALLY-APPROPRIATE PROGRAMS WITHIN SCHOOLS AND CLUBS, FREERIDE AND SPORT SAMPLING

# F

  
2


### PARTICIPANT

Acquiring and refining their early snowboarding specific skills by participating in structured, age and developmentally-appropriate Snowsports Schools, DWA, Clubs, and Snow Australia Pathway programs. Finding enjoyment in extensive freeride activity, developing physical literacy, sampling and participating across and within other introductory sport activities.



### PROGRAMS

Instructor lessons, DWA programs, race privates, weekend or holiday programs. Snow Australia on-snow and off-snow activities including Snow Australia Para Futures.



### COMPETITION

At this stage, competition is not a focus. However, if participating in competition, emphasis should be on fun and participation. Effort and improvement should be recognized.



### ON-SNOW SKILL DEVELOPMENT

Finding enjoyment in regular freeride activity and trying out and sampling other snowsports disciplines through age and developmentally-appropriate programs. Adapting key skill sets to individual impairment.



### OFF-SNOW SKILL DEVELOPMENT

Emphasis on physical literacy, sport specific movement exercises, flexibility, body awareness, coordination and control, including related dynamic balance, spatial awareness, acrobatic and gymnastic skill. Sampling other sports at an introductory level. Adapting off-snow skill development to individual impairment, strengthening key areas to improve and balance out impairment.



### LEADERSHIP

Snow Australia, DWA, Clubs, Coaches and Ski Instructors. Snow Australia national direction. Introducing participants to snowsports and differing disciplines and utilising an engaging, participant-centered approach informed by best practice skill acquisition to teaching snowsport skills.



### SUPPORT

Snowsport Schools, DWA, Coaches, Schools, Parents and Friends. Provision of accessible and engaging age and developmentally appropriate introductory snow sport programs. Supporting sporting efforts and role modeling positive sportsmanship behaviour. Showing respect to leadership personnel, instructors, coaches and officials.



### EQUIPMENT

Own helmet and provision of equipment through DWA membership for all adaptive equipment needs. Addition of rental or purchase of equipment for snowboard and boots if unable to source from DWA. Seeking professional guidance when ensuring right fit and match of equipment to age and development.



### PARTICIPANT PREPARATION

Understand the importance of health and fitness and how it applies to sport and wellbeing.



# FOUNDATION

REGULAR COACHING, PRACTICING AND COMPETING THROUGH CLUBS, SNOW AUSTRALIA PROGRAMS AND DWA PROGRAMS NATIONAL CLASSIFICATION OBTAINED.  
CONTINUED ENJOYMENT IN FREERIDE ACTIVITY AND COMPETING IN PARTICIPATION EVENTS ACROSS THE LIFESPAN

# F<sub>3</sub>



## PARTICIPANT

Further refining their snowboarding skills with an emphasis on holistic skill development (technical, tactical, physical and psychological) in early competition and practice. A focus on learning what it takes to be a Snowsports athlete rather than solely competitive results. Committed to regular coaching via Clubs and Snow Australia Pathway programs. Finding enjoyment in extensive freeride activities to self-challenge and extend all skills, refining physical literacy, and participating in sport sampling opportunities.



## PROGRAMS

Snow Australia national direction with on/off-snow programs including Snow Australia Para Futures (including National Classification). Committed to a part-time or full-time Club program if available. DWA camp based member weeks.



## COMPETITION

Participation events at and across the life stages including Interschools and/or Multiclass and Resort events. Competing in WPSB (World Para-Snowboard), DWA race week, and Interschools multiclass events.



## EQUIPMENT

All equipment must adhere to WPSB specifications for WPSB sanctioned events. For participation events, snowboard and helmet. Seeking professional guidance when ensuring right fit and match of equipment to age and development.



## ON-SNOW SKILL DEVELOPMENT

Continue refining all key skills of snowboarding including technical, tactical, physical and psychological components and adapting key skill sets to individual impairment. Exploring more challenging aspects of snowboarding disciplines. Regular freeride activity to further refine complement of skills and extend repertoire, adaptability and sampling other snow sports disciplines to a high level.



## OFF-SNOW SKILL DEVELOPMENT

Continued emphasis on overall physical literacy extending movement proficiency under variable and progressively challenging conditions, sport specific movement exercises to promote versatility and balance, coordination and control, neuro-muscular flexibility, body and kinaesthetic awareness. Adapting off-snow skill development to individual impairment, strengthening key areas to improve and balance out impairment. Cross training in sports that are similar to snow sports, as well as participating in team sports.



## LEADERSHIP

Snow Australia, DWA, Clubs and Coaches. Snow Australia national direction. Coach direction for athlete development. Coach-athlete relationships are built through effective communication, trust, and respect and the development of an athlete's autonomy and self regulation.



## SUPPORT

DWA, Clubs, Coaches, Schools, and Parents. Supporting sporting efforts and role modeling positive sportsmanship behaviour. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice and holistic approach incorporating effective skill acquisition to develop athletes.



## ATHLETE PREPARATION



Guidance on utilising self-regulatory skills and strategies linked by regular self-reflection. Includes strong self-awareness, management and organisational skills. S.M.A.R.T (Specific Measurable Attainable Relevant Timely) Goal setting with input from athletes and guided by coaches and parents. Goals are to be set weekly and seasonally, starting simple, then increasing difficulty. Practicing effective time management skills to balance sport, school, and workload. Communicate effectively with leadership and support groups. Learn and practice positive self-talk, arousal/anxiety and breathing control within competitive settings. Instill a strong work ethic, and reward perseverance. Implement imagery into sessions to support skill development and aid confidence and preparation by watching themselves execute the skill utilising different perspectives within their minds eye until they achieve a positive outcome. Keep a self-reflection journal and practice self-regulation after training and competition and seek and experiment with solutions to fill competency gaps.

Acquire Sporting SMARTS – General principles for staying adequately hydrated, good nutritional habits, sleep, recovery and travel strategies, injury prevention, early strength and conditioning principles, equipment preparation and maintenance etc.



## POTENTIAL IDENTIFIED

PERFORMANCE POTENTIAL IDENTIFIED THROUGH INITIAL DEMONSTRATION OF SKILLS

<b>T</b> 1	 <b>PRE-ELITE ATHLETE</b>  Initial demonstration of further High Performance potential. Club coaches involve athletes in planning and preparation. Athlete shows technical and tactical competencies during competition and within training environments. International classification obtained.	 <b>PROGRAMS</b>  Snow AUS national direction with on/off-snow programs including Para Futures. Committed to a part-time or full-time Club program if available as well as international programs (US based).	 <b>ON-SNOW SKILL DEVELOPMENT</b>  Stabilisation of fundamental skills learnt during Foundation stages (F1-F3) in training and competition. Biomechanically sound in all weather and snow conditions and on all terrain. Demonstrate specific technical skills relevant to discipline. Potential for linking in with national team training where applicable. Regular freeride activity.	 <b>OFF-SNOW SKILL DEVELOPMENT</b>  Demonstrating talent potential through dedicated Talent Identification (TID) assessments including Coach's eye that consider an athlete's holistic skills which are informed by the required athlete profile and are considerate of training age and maturational status of the skier. Cross training in compatible sports to extend snow sport skills. All off-snow activity to assist with strengthening mechanical weaknesses as per individual impairment.
	 <b>LEADERSHIP</b>  Snow Australia, DWA, Clubs and Para-Snowboard Coaches. Snow Australia national direction. Coach direction for athlete development. Coach-athlete relationships are built through effective communication, trust and respect.	 <b>SUPPORT</b>  Snow Australia, DWA, Clubs, Coaches and Parents. Supporting sporting efforts and role modeling positive sportsmanship behaviour. Showing respect to leadership personnel, coaches and officials. Allowing coaches to adopt a best practice and holistic approach incorporating effective skill acquisition to develop athletes.	 <b>EQUIPMENT</b>  All equipment must adhere to WPSB specifications for WPSB sanctioned events, including impairment specific equipment (Prosthetics, AFO, Stabilisers etc). Athlete develops equipment knowledge and maintenance, seeking professional guidance to ensure right fit and match of equipment to age and development.	 <b>ATHLETE PREPARATION</b>  Holistic preparation considerate of required complement of technical, tactical, physical, physiological and psychological skills. Practicing executing the full skill complement under varied environmental and snow conditions and all terrain. Complete and adhere to individual Performance Plan (IPP) to achieve short, mid and long-term goals. Goals should still be primarily focused on process and improvement of skills.

## EMERGING

PERFORMANCE POTENTIAL IS VERIFIED THROUGH HOLISTIC ATHLETE PROFILING SUPPORTED BY INDIVIDUAL PERFORMANCE PLANS AND BENCHMARKING

<b>T</b> 2	 <b>PRE-ELITE ATHLETE</b>  Verifying their future High Performance potential by consistently displaying their full complement of athlete profile and competencies (technical, tactical, physical, physiological and psychological). Other key attributes include a strong aptitude for learning and refining new skills, commitment, motivation, "coachability", positive psychology, self-management and self-regulation. Committed to year round International training and competition as informed by IPP's.	 <b>PROGRAMS</b>  Snow AUS national direction with on/off-snow programs including Para Futures. Committed to a part-time or full-time Club program if available, as well as international programs (US based).	 <b>ON-SNOW SKILL DEVELOPMENT</b>  IPP driven, benchmarking. Identifies on-snow strengths and weaknesses, and works to a plan designed to address needs, maximising strengths and minimizing weaknesses. Working towards developing skills in training and competition environments. Regular freeride activity to further challenge skills.	 <b>OFF-SNOW SKILL DEVELOPMENT</b>  Talent confirmation strategies including dedicated camps and competition. Adapting off-snow skill development to individual impairment, strengthening key areas to improve and balance out impairment.
	 <b>LEADERSHIP</b>  Snow Australia and Para-Snowboard Coaches. Coach direction for athlete development. Coach-athlete relationships are built through effective communication, trust and respect.	 <b>SUPPORT</b>  Snow Australia, DWA, Para-Snowboard Coaches and Parents. Supporting sporting efforts and role modeling positive sportsmanship behaviour. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice and holistic approach.	 <b>EQUIPMENT</b>  All equipment must adhere to WPSB specifications for WPSB sanctioned events, including impairment specific equipment (Prosthetics, AFO, Stabilisers etc). Athlete refines equipment knowledge and maintenance, seeking professional guidance to ensure right fit and match of equipment to age and development.	 <b>ATHLETE PREPARATION</b>  Complete and adhere to IPP to achieve short, mid and long-term objectives. Explore long-term performance plans and introduce outcome goals to motivate the athlete to acquire skills and fitness. Develop race day routines and practice with distractions present to simulate the competitive experience. Effective management of training and competitive loads. Introduce relaxation techniques to control competitive anxiety. Positive self-talk is critical. Demonstrate the concepts including self-regulation, commitment, control, and strength. Define and implement self-reflection, imagery techniques and coping skills.



# DEVELOPING

COMMITMENT AS A PRE-ELITE ATHLETE AND REFINEMENT OF HOLISTIC SKILLS THROUGH EFFECTIVE, DELIBERATE PROGRAMMING

# T

## 3



## PRE-ELITE ATHLETE

Dedicated to day to day practice and progressive competition to refine snow-sport skills and execution. Aware of their own training requirements integrating effectively technical, tactical, physical, physiological and psychological components. Continue to refine discipline specific skills, and become more involved with their own development in order to be prepared and competitive within key competitions. Ability to execute consistent and accurate performance skills for relevant discipline in all weather, snow conditions and all terrains. Good balance of sport and vocational commitments and a strong sport-life balance and lifestyle activities supporting psychological and physical wellbeing.



## PROGRAMS

Snow Australia national direction with on/off-snow programs including Snow Australia Para Futures. Committed to a part-time or full-time Club program if available, as well as international programs (US based).



## COMPETITION TARGETS

Appropriate level and number of starts ranging from national to international. Athletes should be challenged above their ability on occasion. WPSB Events, Continental Cups (Europa Cup, Noram) and World Cups.



## EQUIPMENT

All equipment should adhere to WPSB specifications for WPSB sanctioned events, including impairment specific equipment (Prosthetics, AFO, Stabilisers etc). Athlete equipment knowledge and maintenance is expanded, seeking professional guidance to ensure right fit and match of equipment to ability and disciplines.



## ON-SNOW SKILL DEVELOPMENT

Maximising self-regulatory skills in training and competition environments by identifying their own on-snow strengths and weaknesses, problem solving and seeking and experimenting with workable solutions. Works to a plan/strategy designed to address key needs maximising their own strengths and minimizing and attending to their weaknesses. Regular freeride activity to further self-challenge and enjoy time out from formal training and competition.



## OFF-SNOW SKILL DEVELOPMENT

Dedicated strength and conditioning programs focussing on speed, agility, power, coordination, control and kinaesthetic elements. Ongoing monitoring through an Athlete Management System. Optimising physical, physiological, psychological, tactical, technical and wellbeing qualities. Progression of athlete education initiatives including building their brand, sponsorship, negotiating potential high performance stressors, anti-doping, financial management etc. Utilise Injury prevention strategies.



## LEADERSHIP

Snow Australia and Para-Snowboard Coaches. The coach-athlete relationship is built on a mutual trust and respect. The coach-athlete relationship develops into a collaborative partnership with the athlete "self-coaching" and sharing feedback with coaches.



## SUPPORT

Snow Australia, Para-Snowboard Coaches and Parents. Supporting sporting efforts and role modeling positive sportsmanship. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice, holistic and ecological approach incorporating effective skill acquisition to develop athletes and promoting habitual self-regulation by promoting athlete autonomy and problem solving through less prescription. May qualify for NIN (National Institute Network) support (e.g. NSWIS / VIS).



## ATHLETE PREPARATION

Complete and adhere to athlete IPP, benchmarked against international standards to achieve short, mid and long-term goals. Training hours will increase and become more intensive on and off-snow. Work to identify the ideal performance state and implement strategies to achieve this state consistently. Effective management of training and competitive loads. Work towards mastery of all aspects of preparing mentally for competition, by refining their use of positive self-talk and imagery, and after events habitual self-reflection and problem solving. Demonstrate the concepts consistently of strong self-regulation, commitment, control, and strength and coping skills.



# PODIUM POTENTIAL

BREAKTHROUGH AND PREPARATION FOR TRANSITION THROUGH ELITE INDIVIDUAL PROGRAM PLANS, BENCHMARKING, COMPETITION PREPARATION AND EXPOSURE

# T

## 4



## PRE-ELITE ATHLETE

Achieves a significant breakthrough through consistent performances within international benchmark events (BME's) such as World Championships. Individually and independently motivated to train. Identified as talented. Athletes utilises expertise of integrated sport science/sport medicine to enhance performance and sustain training schedule.



## PROGRAMS

Snow Australia national direction with on/off-snow programs including NIN - NSWIS / VIS (where applicable)



## COMPETITION TARGETS

Appropriate level and number of starts ranging from national to international. Athletes should be challenged above their ability on occasion. WPSB Events, Continental Cups, World Cups and Paralympic Games.



## EQUIPMENT

All equipment must adhere to WPSB specifications for WPSB sanctioned events, including impairment specific equipment (Prosthetics, AFO, Stabilisers etc). Athlete proficient in equipment knowledge and maintenance, seeking professional guidance to ensure right fit and match of equipment to age and development.



## ON-SNOW SKILL DEVELOPMENT

Works to a plan/strategy designed to address key needs maximising their own strengths and minimising and attending to their weaknesses. Maximising self-regulation skills in training and competition, by identifying own on-snow strengths and weaknesses and seeking own solutions. Extension of technical, tactical, physical, physiological and psychological competencies through progressively challenging and varied snow conditions and terrains. Regular freeride activity to further self-challenge and enjoy time out from formal training and competition.



## OFF-SNOW SKILL DEVELOPMENT

Utilise individual recovery, injury prevention and injury management strategies and techniques. Utilise individual recovery, injury prevention and injury management techniques. Comply with SMASS (Sport Medicine and Athlete Support Services) and log all training through Athlete Management System (AMS).



## LEADERSHIP

Snow Australia and Para-Snowboard Coaches. Coach-athlete relationships are built through effective communication, trust and respect. Develops into a collaborative partnership with athlete 'self-coaching' and sharing feedback with coaches and driving individual case management.



## SUPPORT

Snow Australia, Para-Snowboard Coaches and Parents. Supporting sporting efforts and role modeling positive sportsmanship behaviour. Showing respect to leadership personnel, coaches and officials. Allowing coaches to adopt a best-practice, holistic and ecological approach to athlete development.



## ATHLETE PREPARATION

Complete and adhere to IPP, benchmarked against international standards to achieve short, mid and long-term goals. Athlete utilise expertise of sport science/sport medicine to enhance performance and sustain training schedule. Effective management of training and competitive loads. Ensure progressive competitive opportunity that replicates conditions of key international benchmark events. Work towards mastery of all aspects of preparing mentally for competition, by refining their use of positive self-talk and imagery. Demonstrate self-regulation, commitment, control and strength.



# PODIUM READY

ACHIEVEMENT OF AN ELITE STATUS THROUGH SENIOR NATIONAL SELECTION AND REPRESENTATION

# E<sub>1</sub>



## ELITE ATHLETE

Achievement of a senior elite status athlete through selection and representation at key international benchmark events including World Championships and Winter Paralympics.



## PROGRAMS

Snow Australia national direction with on/off-snow programs. Snow Australia Para-Snowboard High Performance Program with support from NIN such as NSWIS or VIS (where applicable).



## COMPETITION TARGETS

Paralympic Winter Games, World Championship and World Cups.



## EQUIPMENT

All equipment must adhere to WPSB specifications for WPSB sanctioned events, including impairment specific equipment (Prosthetics, AFO, Stabilisers etc). Mastery of equipment knowledge and maintenance is achieved, while seeking professional / coach guidance to ensure right fit and match of equipment when required.



## ON-SNOW SKILL DEVELOPMENT

Ongoing practice of high skill development, athletes have an ability to read and adapt to terrain, environmental conditions, fellow competitors, making the right tactical decision (i.e. state of race) and executing a full repertoire of technical skills effectively and consistently despite fatigue, pressure, varied conditions. High technical, tactical adaptability, and repeatability. Regular freeride activity to further self-challenge and enjoy time out from formal training and competition.



## OFF-SNOW SKILL DEVELOPMENT

Utilise an individualised program incorporating diligent recovery, maintenance/regeneration, injury prevention exercises/methods and strength and conditioning. Utilise innovative skill acquisition practices in the gym to challenge and extend physical literacy, dynamic balance, speed and agility. Comply to a multi-dimensional, multi-periodisation plan supported by sport science/sport medicine staff coordinated and monitored through Athlete Management System. Practice mental imagery before training and competition. Cross training in compatible activities and sports.



## LEADERSHIP

Snow Australia national direction and Para-Snowboard Coaches. The coach-athlete relationship is built on mutual trust and respect. The coach-athlete relationship develops into a collaborative partnership with the athlete "self-coaching" and autonomy and sharing feedback with coaches.



## SUPPORT

Snow Australia, Snow Australia Discipline Directors, Head Coaches, NIN such as NSWIS or VIS (where applicable).



## ATHLETE PREPARATION

Contributes to and adheres to Elite IPP to effectively achieve short, mid and long-term goals. Athletes utilises expertise of integrated sport science/sport medicine providers to enhance physical conditioning, readiness and performance. Utilises advanced organisational/management and self-regulatory skills to inform and refine competitive preparation, scheduling, and travel etc. Effective usage of psychological performance strategies. Maintains effective sport-life balance, through performance and lifestyle factors such as recovery, nutrition, hydration, sleep, utilisation of support & service providers etc. Learning to deal effectively with media, public and other potential High Performance stressors. Adherence to anti-doping regulations.





## PODIUM READY

ACHIEVING PODIUM SUCCESS IN PEAK INTERNATIONAL COMPETITIONS SUCH AS WORLD CHAMPIONSHIPS, PARALYMPIC GAMES AND WORLD CUPS

# E<sub>2</sub>



### ELITE ATHLETE

A podium performance at a World Cup event, World Championship or Paralympic Winter Games.



### PROGRAMS

Snow AUS national direction with on/off-snow programs. Snow AUS Para-Snowboard High Performance Program with support from NIN such as NSWIS or VIS (where applicable).



### COMPETITION

Paralympic Winter Games, World Championships, World Cup.



### ON-SNOW SKILL DEVELOPMENT

Ongoing practice of high skill development, athletes have an ability to read and adapt to terrain, environmental conditions, fellow competitors, making the right tactical decision (i.e. state of race) and executing a full repertoire of technical skills effectively and consistently despite fatigue, pressure, varied conditions. High technical, tactical adaptability, and repeatability. Regular freeride activity to further self-challenge and enjoy time out from formal training and competition.



### OFF-SNOW SKILL DEVELOPMENT

Utilise an individualised program incorporating diligent recovery, maintenance/regeneration, injury prevention exercises/methods and strength and conditioning. Utilise innovative skill acquisition practices in the gym to challenge and extend physical literacy, dynamic balance, speed and agility. Comply to a multi-dimensional, multi-periodisation plan supported by sport science and sport medicine staff coordinated and monitored through an AMS. Practice mental imagery before training and competition. Cross training in compatible activities and sports.



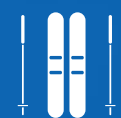
### LEADERSHIP

Snow AUS national direction/Para-Snowboard Coaches. The coach-athlete relationship is built on mutual trust and respect. The coach-athlete relationship develops into a collaborative partnership with the athlete "self-coaching" and autonomy and sharing feedback with coaches.



### SUPPORT

Snow Australia, Snow Australia Discipline Directors, Head Coaches, NIN such as NSWIS or VIS (where applicable).



### EQUIPMENT

All equipment must adhere to WPSB specifications for WPSB sanctioned events, including impairment specific equipment (Prosthetics, AFO, Stabilisers etc). Mastery of equipment knowledge and maintenance is achieved, while seeking professional / coach guidance to ensure right fit and match of equipment when required.



### ATHLETE PREPARATION

Contributes to and adheres to Elite IPP to effectively achieve short, mid and long-term goals. Athletes utilises expertise of integrated sport science/sport medicine providers to enhance physical conditioning, readiness and performance. Utilises advanced organisational/management and self regulatory skills to inform and refine competitive preparation, as well as coordinating and managing international competitive schedule, travel etc. Effective usage of psychological performance strategies. Maintains effective sport-life balance, through performance and lifestyle factors such as recovery, nutrition, hydration, sleep, utilization of support & service providers etc. Learning to deal effectively with media, public and other potential High Performance stressors. Adherence to anti-doping regulations. Espouses Snow Australia and FIS values and behaviours. Exploring vocational opportunities for post competitive career.

## PODIUM

SUSTAINED INTERNATIONAL SUCCESS OVER MULTIPLE HIGH PERFORMANCE CYCLES

# M<sub>1</sub>



### ELITE ATHLETE

Has reached a Mastery status in the sport through achieving multiple podium success over multiple high performance cycles (i.e. a typical 8 year period based on two high performance cycles of four years).



### PROGRAMS

Snow AUS national direction with on/off-snow programs. Snow AUS Para-Snowboard High Performance Program with support from NIN such as NSWIS or VIS (where applicable).



### COMPETITION

Paralympic Winter Games, World Championships, World Cup.



### ON-SNOW SKILL DEVELOPMENT

Ongoing practice of high skill development, athletes have an ability to read and adapt to terrain, environmental conditions, fellow competitors, making the right tactical decision (i.e. state of race) and executing a full repertoire of technical skills effectively and consistently despite fatigue, pressure, varied conditions. High technical, tactical adaptability, and repeatability. Regular freeride activity to further self-challenge and enjoy time out from formal training and competition.



### OFF-SNOW SKILL DEVELOPMENT

Utilise an individualised program incorporating diligent recovery, maintenance/regeneration, injury prevention exercises/methods and strength and conditioning. Utilise innovative skill acquisition practices in the gym to challenge and extend physical literacy, dynamic balance, speed and agility. Comply to a multi-dimensional, multi-periodisation plan supported by sport science and sport medicine staff coordinated and monitored through an AMS. Practice mental imagery before training and competition. Cross training in compatible activities and sports.



### LEADERSHIP

Snow Australia national direction and Para-Snowboard Coaches. The coach-athlete relationship is built on mutual trust and respect. The coach-athlete relationship develops into a collaborative partnership with the athlete "self-coaching" autonomy and ownership and sharing feedback with coaches.



### SUPPORT

Snow Australia, Snow Australia Discipline Directors, Head Coaches, NIN such as NSWIS or VIS (where applicable).



### EQUIPMENT

All equipment must adhere to WPSB specifications for WPSB sanctioned events, including impairment specific equipment (Prosthetics, AFO, Stabilisers etc). Mastery of equipment knowledge and maintenance is achieved.



### ATHLETE PREPARATION

Contributes to and adheres to Elite IPP to effectively achieve short, mid and long-term goals. Athletes utilises expertise of integrated sport science/sport medicine providers to enhance physical conditioning, readiness and performance. Utilises advanced organisational/management and self-regulatory skills to inform and refine competitive preparation, scheduling, travel etc. Effective usage of psychological performance strategies. Maintains effective sport-life balance, through performance and lifestyle factors such as recovery, nutrition, hydration, sleep, utilisation of support & service providers etc. Learning to deal effectively with media, public and other potential High Performance stressors. Adherence to anti-doping regulations.



## FIRST DEVELOP A STRONG BASE OF FUNDAMENTAL MOVEMENT SKILLS!

**T**o be a great skier or snowboarder, you first need to have a strong base of athleticism including fundamental movement skills.

Development should first focus on foundational movement skills such as locomotive, balance, and spatial awareness skills. Possessing a well-rounded repertoire of fundamental movements skills such as these, is a key component to building a successful platform for long-term athlete development, maximising your talent potential, versatility and adaptability and minimising risk of injury.

These core skills are developed within on-snow and off-snow environments and may include sampling and cross training in other sports related to the snow sports, free play on practicing and participating in on-snow skills assessments, as well as joining in Snow Australia dry-land program opportunities.

Having a strong base of fundamental movement skills on and off snow, are key to enjoying a lifelong engagement within the sport, becoming a better skier or snowboarder, or for podium success whether it is for the local event, or for a lucky few who aspire to be the world's best.

## IT'S A PARTNERSHIP! ALIGNED PATHWAY PROGRAMS

**T**he role of Snow Australia is to be innovative and progressive in developing systems and partnerships to maximise athlete development and progression through the pathway. Having an effective operational pathway blueprint is key to effective pathway management and partnership of the various program providers ensuring visibility, clarity and accountability of athlete support and contributing to a sustainable talent pipeline and elite performance into the future. Key recognised stakeholders supporting this vision and strategy include state institute providers (NSWIS, VIS), ski resorts, clubs, regional academies, schools and commercial operators.

Snow Australia works closely with a number of Affiliated Pathway Programs which support athlete development for Alpine, Freestyle, Snowboard and Cross Country disciplines. Outside of these programs, Snow Australia provides an accreditation process for other pathway providers to ensure quality and alignment of the Snow Australia Athlete Pathway.

For more information, please visit:  
<https://www.snow.org.au>





# WHO IS DWA?

**D**WA was established in 1978 and is a registered charity, accredited National Sporting Organisation and Incorporated Association. The organisation has assisted thousands of individuals with disabilities to participate in winter sports annually and continues to do so. The organisation's members range from recreational skiers to Australia's Winter Paralympians. Through building the capability and capacity of a National Sport System, DWA provide members with technically sound sports programs, policies and services.

## WHERE DOES DWA OPERATE?

Where does DWA operate? DWA operate in Falls Creek, Mt Buller, Mt Hotham, Perisher and Thredbo. DWA also has universal access accommodation facilities at Jindabyne, New South Wales (Finsko's) and Falls Creek, Victoria (Howmans Gap).



## WHAT BENEFITS DO I GET AS AN INDIVIDUAL MEMBER OF DWA?

- Get access to our adaptive equipment (subject to availability)
- Our volunteer guides
- Concessional rates on lift tickets and private adaptive lessons (please check at your preferred resort on prices).
- Access to Camps
- Access to Race Programs and talent scouting for potential Paralympic team members.
- Access to Finsko's lodge, located in the grounds of the Jindabyne Sport and Recreation Centre, New South Wales. Finsko's Lodge is fully accessible. Bookings can be made through the Jindabyne Sport and Recreation Centre.
- Access to the universal-design, accessible accommodation facility at Howman's Gap Alpine Centre at Falls Creek. It is available to all members as a communal accommodation, allowing access to the snow without having to compromise on their comfort. For bookings, please contact Howmans Gap on (03) 5758 3228 or [howmansgap@ymca.org.au](mailto:howmansgap@ymca.org.au).
- Some businesses at the various resorts may offer additional concessions to members.

## WHAT BENEFITS DO I GET AS AN ASSOCIATE MEMBER OF DWA?

- If you are a guide and are skiing or snowboarding with a DWA member, you will get access to a lift pass and car entry if their need to participate with an escort is noted on their membership card.
- You can book accommodation at Finsko's or the DWA facility at Howmans Gap.
- Access to a range of training opportunities through DWA and pathways to APSI courses.

## CONTACTS

For membership or volunteer enquiries please contact:

[Membership@disabledwintersport.com.au](mailto:Membership@disabledwintersport.com.au)

[Volunteer@disabledwintersport.com.au](mailto:Volunteer@disabledwintersport.com.au)

For general enquiries please contact:

[info@disabledwintersport.com.au](mailto:info@disabledwintersport.com.au)

By phone: 1300 265 730

Website: <https://www.disabledwintersport.com.au/home/>







## ENJOY AND PLAY ON THE SNOW - FREE SKI AND FREE RIDE

**P**rograms are important in supporting and developing athletes. However, many participants do not realise the importance of free-ski or free-ride activity, unorganised on-snow activities. A high investment in such free play activities, is a common characteristic of our finest athletes. Not only is it fun and a great way to spend time with family and friends, it is a vital component of being innovative and creative, developing skills on a range of terrain, all types of snow conditions, and in all types of weather. These skills can be advantageous in any snowsports competition.

So, when the on-snow programs are done for the day, grab your mates, friends and family, or head out by yourself to enjoy the beauty the resorts have to offer.





# A PLACE FOR EVERYONE! MORE THAN ONE WAY TO BE INVOLVED.



## COACHING

**A**t all levels of Snowsports, Snow Australia provides participants and athletes with a safe environment to enjoy the sport, develop skills, be competitive, have success and above all – have fun doing it! Snow Australia understands the significant role that instructors and coaches have in enabling athletes to develop and stay in snowsports.

Great coaches contribute to the strong foundations of all our athletes. Instructing at Resorts is a great way to start your journey as a coach in the sport and develop a passion for coaching. Snow Australia has an established coaching pathway in place to support coach development and educational opportunities.

To find out more, please visit <https://www.snow.org.au>



## VOLUNTEERING

**P**roviding athletes with the best possible race or sport competition experience relies on the support of volunteers. Volunteering in snowsports is a fun and rewarding opportunity to be involved. From grass-roots participation events, to club races or elite FIS races, the sport needs the support of volunteers to assist in the successful delivery of events.

There are many different volunteer roles that need to be filled on a race or event day and whether it's standing on the side of a course, starting athletes at the top of the hill, or helping an organising committee with bib collections, the sport couldn't exist without the dedication of volunteers. There are plenty of ways to assist, so get in contact with the state discipline committee or club to find out more.





## CONTACT

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## PHOTO CREDITS

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- Olympic Winter Institute of Australia (OWIA)
- Perisher
- Northern Interschools Committee





[www.snow.org.au](http://www.snow.org.au)