

Information for Coaches: The following information was taken directly from the [Alpine Training Systems](#) and reduced to those aspects that directly pertain to our current program structure. Please take some time to familiarize yourself with the phase or phases within the age group you are coaching this season. Note that, with the sole exception of the Fast 5s, all training groups will have a range of developmental phases. If you're having difficulty identifying where your athletes are developmentally - and by extension, struggling to figure out what their training should look like - reach out to the Program Director (Drew) and the Alpine Development Director (Spencer).

US Ski & Snowboard's Alpine Training Systems

Development Phases Domain				
	Phase 1	Phase 2	Phase 3	Phase 4
Biological Age	Early Childhood	Late Childhood	Pre-puberty, before growth spurt	Puberty & growth spurt
Chronological Age	2-6 years old	6-10 years old	9-14 years old	11-16 years old
Training group	F5, U8	U8, U10, U12	U10, U12, U14, U16	U12, U14, U16
Training Volume	50 hrs/season 1-2 sessions/wk	150 hrs/season 2-3 sessions/wk	220 hrs/season 3-5 sessions/wk	360 hrs/season 4-6 sessions/wk
Coached Freeskiing	75%	60%	45%	30%
Coached Drills	10%	20%	20%	20%
Coached Gate Training	10%	10%	25%	35%
Competition Simulation	5%	10%	10%	15%

Technical Domain				
	Phase 1	Phase 2	Phase 3	Phase 4
General Focus	Active start - Learning and fun environments	Adventure stage - Skiing all terrain, exploring the mountain	Technical stage - Developing precision of basic skills while learning advanced techniques over a variety of terrain and features	Tactical stage - Application of technical skills to Event/Discipline specific tactics.
Athletic Stance & Balance	Ski stance is athletically adaptable. Can ski medium radius turns with parallel skis while maintaining balance. Upper body (pelvis and torso) orients down the fall line.	Can balance on the outside ski. Leg rotation is independent of upper body (torso and pelvis) to initiate short radius turns. The body stays perpendicular to terrain changes.	Able to demonstrate a clear balanced weight transfer in transition. Able to initiate turn on either inside or outside ski. Beginning to utilize fore aft pressure throughout the turn. Can maintain ski to snow contact on most terrain	Utilizes tip pressure at turn initiation to create a carved turn and fall line pressure. Can give selffeedback in regards to rotational balance. Ability to adjust edge angle to required turn radius and maintain a strong outside leg to resist turn forces. Can separate arm action from torso.
Skills (Rotary, Edging & Pressure)	Movements are varied, such as; wedge, parallel, converging & diverging steps, skating, etc. leading to outside ski dominance. Able to move from foot to foot and jump off both feet. Can turn both legs in same direction.	Skier demonstrates outside ski dominance throughout the turn, and becomes aware of the skis orientation on the snow. Skier demonstrates rotary, edging and pressure skills individually and within a ski turn.	Skier is able to edge ski in different phases of the turn. Edging is achieved by angulation and/or inclination as turn radius and speeds change. Rotation comes from the hip socket.	Round turns are enhanced through fore/aft pressure regulation and progressive edging. Rotation comes from the hip and can be combined or separated with edge release skills.
Turn Strategies	Able to make short, medium and long radius turn relative to the skier's physical size.	Turn size and shape is dictated by the skier. Activities emphasize a wide variety of turn shapes and sizes. Athlete is able to make short, fast rhythmical turns.	Ability to maintain turn shape in a variety of turn sizes. Explore turn size allowing for smooth arc to arc execution.	Can ski medium terrain with pressure in the fall line and learning to apply fall line pressure in steep terrain with minimal speed loss. Skier understands the relevance of skidding vs. non-skidding skis.
Coordination of Movements	Leg rotation is simultaneous while maintaining a parallel relationship between the skis. Can skid down the slope on the uphill edges while maintaining parallel skis. Can flex and extend the lower body proactively and reactively in certain situations.	Leg rotation is smooth that may be complimented with leg flexion and extension movements. Lower body rotation starts to show separation from upper body. Upper body shows discipline complimented with an arm carriage that may facilitate contributory pole action.	Turn initiation movements appear to start in the ankles and move up the kinematic chain. Upper/lower body separation is demonstrated by a stable upper body biased down the hill or race line. Optimal ski to snow pressure is maintained through gross and micro leg movements.	Upper body remains quiet in space resulting from an equal and opposite contribution relative to the lower body. Arm action is independent of torso. Moving into and out of tuck does not influence ski to snow pressure.

Tactical Domain				
	Phase 1	Phase 2	Phase 3	Phase 4
Terrain	Have fun with skiing and gaining confidence on skis. Mileage around the mountain is maximized with an emphasis on fun, freeskiing with friends.	Tactics are learned through selfdiscovery by skiing around the mountain and adapting to different terrain. Respects and skis challenging terrain or difficult snow conditions.	Gaining comfort in applying various tactics in order to ski terrain using different strategies to achieve differing results.	High intensity and more complex movement patterns are mastered. Dynamic and complex movement patterns are emphasized to achieve a desired outcome on specific terrain and features.
GS/SL	Focus on drill courses & skill/obstacle courses. Limited normal GS courses. SL with stubbies and/or cones and other imaginative type sets are utilized for increasing skillfulness.	Continue drill course focus around skill development. Begins to work on tucking in GS turns.	Demonstrates understanding of GS line, appropriate to ability. Slalom gate clearing does not disrupt balanced turn mechanics	Slalom gate clearing demonstrates a separation of the clearing arm from the skier's torso.
SG/DH (Speed)	Elementary tuck practiced on cat tracks and low angle groomed runs. Able to jump with both feet.	Refining tuck on increasingly steeper terrain. Focus is on body position and balance while in a tucked position. Jumping of any type is considered exciting.	Executes SG speed turns in a tuck. SG speed and turn duration is practiced. Athlete seeks out jumps during free skiing. Athlete learns jump progression for speed events.	Can smoothly transition between tuck positions. Turns in a tuck position are smooth with appropriate edge pressure allowing the skis to glide as much as possible. Executes jumps with a balanced stance in a tuck while landing with ski parallel to the landing slope.
Course Sets	Most skiing time should be on easier terrain, such that the athlete can learn/practice sound technique, not learn defensive technique encouraged by steeper terrain.	Round turns are utilized in GS and slalom. Able to link turns of variable turn size and radius.	Skis a variety of training courses that introduce line and tactics through self-discovery. Introduce more tactical focused drill courses. Skis slalom and GS training courses that have variety.	Skis a variety of training courses that introduce line and tactics through self-discovery. Introduce more tactical focused drill courses. slalom and GS training courses that have variety.
Mental Training Domain				
	Phase 1	Phase 2	Phase 3	Phase 4
Goal Setting	Define what a goal is. Remember, sport related activities and experiences are designed for enjoyment. End sessions by summarizing tasks and activities accomplished.	Clarify how to set goals. Describe which sport related activities and experiences cause enjoyment. Collaborate with supportive individuals and groups who can help interpret and organize the goal setting process.	Identify the 'why' for sport participation and deconstruct into goals. Outline each factor linked to training and competition to identify controllables. Utilize reflection of past experiences to build awareness of effects on performance. Collaborate with individuals and groups that support and align with stated goals.	Examine the 'why' for participation and deconstruct into long term goals. Align and apply challenging process goals for factors linked to training and competition. Create a reflective practice to evaluate past experiences, refine process goals and compose routines. Collaborate with individuals and groups that support and align with stated goals.
Team, Training, & Competition	Engage with all team members to learn and model fair and generous behavior. Perform game play that facilitates enjoyment of the sport.	Engage with all team members to demonstrate fair and generous behavior. Perform training exercises that facilitate fun and skill acquisition. Perform in competitions to have fun, acquire skills, and to learn teamwork and sportsmanship	Engage with and support team members who share similar motivations. Perform training exercises that facilitate overall skill development and goal achievement. Perform in competitions to further develop skills, engage with others and achieve process goals.	Engage with and support team members who share similar motivations. Perform training exercises that facilitate focused skill acquisition and goal achievement. Perform in competitions to demonstrate and distinguish skills in support of performance goals.
Self-Talk	Model verbal cues that generate fun and fair play. Encourage games that highlight positive self talk and positive attitudes.	Describe which thoughts support confidence and motivation. Learn to use an internal dialogue that generates confidence and motivation.	Interpret recurring thoughts that arise during performance related experiences. Identify self talk patterns and their affect on attitude and intensity levels. Assign verbal cues and scripts that support sustained focus and/or a shift in focus.	Develop a supportive internal dialogue that generates confidence, motivation and grit to achieve goals. Use self talk to regulate intensity levels and maintain or shift focus
Mental Imagery	Recall past activities that fostered enjoyment and successful performance of skills.	Visualize the sport environment and how to perform sport related skills. Visualize how to perform training exercises, and in competition, before executing	Identify the benefits of mental imagery. Imagine past successes and future achievements that generate confidence, motivation and grit to achieve goals.	Imagine past performance related experiences to evaluate cause/effect. Use imagery to generate confidence, motivation and grit to achieve goals. Imagine future scenarios to effectively plan and prepare for training and competition.

Intensity	Learn to take a deep breath before attempting a specific skill, activity or exercise.	Identify when intensity levels increase. Practice taking deep breaths to regulate increased levels of intensity.	Evaluate intensity levels during past performance related experiences to determine causality and effectiveness. Perform mindful breathing techniques and engage in supportive self talk to either increase or decrease intensity levels to maximize performance output.	Continue to develop mindful breathing skills and integrate with supportive self talk. Adjust habits and routines to generate effective intensity levels.
Focus	Learn attentive body language and non-verbal cues to focus attention on a specific skill, activity or exercise.	Practice body language and nonverbal cues to increase sustained focus during training sessions.	Learn mindful practices to strengthen the ability to focus, refocus and shift attention on demand. Formulate cues that support adherence to goals and focusing on the right thing at the right time	Determine where focused attention should be at any given time for all factors linked to training and competition. Continue to develop mindfulness to strengthen the ability to focus, refocus and shift attention on demand. Formulate cues that support routines, process goals and focusing on the right thing at the right time