AVIONARY™

FOI

2026 Edition 01

Fundamentals of Instruction – Flight Instructor Applicants

◉ GETTING STARTED WITH THIS FUNDAMENTALS OF INSTRUCTION ACS GUIDE

IN THIS SECTION

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UPDATED DISCLAIMER

This guide provides a concise reference to the Fundamentals of Instruction (FOI) for Certified Flight Instructor (CFI) applicants. It highlights key learning concepts, human behavior principles, and teaching responsibilities necessary for oral examinations and instructional application. This guide should not be used as a sole legal or instructional authority, as FAA publications may change over time.

Although updated periodically, applicants must refer to the most current editions of **FAA-H-8083-9B Aviation Instructor's Handbook**, as well as relevant portions of 14 CFR regulations, for complete and accurate information. This guide is intended to support preparation—not replace official FAA material—and should be used alongside formal training, mentorship, and practical instructional experience.

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◉ Task A. Effects of Human Behavior and Communication on the Learning Process

Elements of Human Behavior

Definitions of Human Behavior

- Study in human behavior is an attempt to explain how and why humans function the way they do
- Defined as a result of attempts to satisfy certain needs
- Human behavior is characterized by a distinct set of physical, physiological, and behavioral features depending on age.

Instructor and Learner Relationship

- Personality type influences learning and teaching.
- Instructor awareness of their own teaching style is important–sometimes they have to adjust their approach to bridge the learning style gap with the student.

Motivation

- Motivation is the greatest force that governs the learner's progress and ability to understand–it is the reason one acts or behaves in a certain way and lies at the heart of goals.
- Motivation be…
    - Positive or negative
    - Tangible or intangible
    - Obvious or subtle (difficult to identify)

Human Needs

- Human needs are things all humans require for normal growth and development.
- Maslow's Hierarchy of Needs consist of lowest to highest..
    - Physiological Needs (Basic needs)
    - Safety and Security (Shelter)
    - Love and Belonging (Social)
    - Self-Esteem (Egoistic)
    - Self-Actualization (Vitality, Creativity, Self-Fulfillment)

Defense Mechanisms

- Subconscious defenses against the realities of unpleasant situations. Can be biological or psychological.
- Mnemonic: "Dr, Dr, CPR Fast"
    - Denial
        - Rejection of reality, not accepting the truth (form of repression)
    - Repression
        - Putting uncomfortable thoughts away, not confronting problems
    - Displacement
        - Placing anger elsewhere or onto someone else.
    - Rationalization
        - Finding logical excuses to justify unacceptable actions or outcomes.
    - Compensation
        - Attempting to minimize/downplay faults, emphasizing strengths in other areas to hide weaknesses.
    - Projection
        - Blaming others.
    - Reaction Formation
        - Faking a false belief to the actual belief; being delusional intentionally or unintentionally.

        - Can also come in a “who-cares-how-other-people-feel attitude” to cover up feelings of loneliness and a hunger for acceptance.
    - Fantasy
        - Daydreaming. Complete resignation.

Learner Emotional Reactions

Anxiety and Stress

- Stress is the body’s response to demands placed on it.
    - Normal reaction to stress is becoming extremely sensitive and responding rapidly/automatically
    - Abnormal reaction to stress is anger, inappropriate laughter or singing, actions that are random/illogical
- Anxiety is a reaction to stress that produces a feeling of worry, nervousness, or unease.
    - Anxiety is not normal when the individual hesitates to act or has an impulse to do something too quickly.
    - Instructors should respond to anxiety by:
        - Reinforcing the learner’s enjoyment of flying
        - Treating fears as a normal reaction rather than ignoring them
        - Introducing new maneuvers with care

Impatience

- When the impatient learner fails to understand the need for preliminary training and seeks only the ultimate objective without considering the necessary means to reach it.
- Can result from when instruction is too slow at a pace for a motivated, fast learner, which leads to disinterest due to unnecessary repetition.

Worry or Lack of Interest

- Learners who are worried or emotionally upset are not ready to learn; worry can include: concerns about progress in the training course, personal problems, emotional problems, of dislike of the instructor.
- To prevent, instructors should ensure that learners understand objectives of each step of their training, what they have progressed in, and what deficiencies need to be addressed.

Physical Discomfort, Illness, Fatigue, and Dehydration

- Physical discomfort can be caused externally with extremes of temperature, ventilation, inadequate lighting, noise and confusion, or internally due to sicknesses, will slow down the rate of learning.
- Fatigue can come in two forms–acute or chronic, both are dangerous to flight training progress and safety.
    - Acute fatigue is short term, characterized by inattention, distractibility, errors in timing, irritability, lack of awareness of error accumulation.
    - Chronic fatigue is long term, a combination of both physiological and psychological issues quantified by many problems.
- Dehydration is a critical loss of water from the body, reducing pilot’s level of alertness.

Apathy due to Inadequate Instruction

- Student may lose interest in learning when they recognize that the instructor has made inadequate preparations to teaching, are deficient, contradictory, or insincere.
- Nothing destroys a learner’s interest as quickly as a poorly organized period of instruction.
- Instructor has to:
    - Adequately prepare lesson plan(s) or material(s) used to teach
    - Adjust learning/teaching material to the level of the student

    - Not use distracting mannerisms or talking down to the leader
    - Maintain a professional demeanor in use of language, positive attitude, and personal appearance

Teaching the Adult Learner

- Adult learners are more motivated to seek out a learning experience because they have a use for the skill or knowledge being taught, there is a goal for why they want to learn something.
- Adults are autonomous and self-directed, need to be independent and exercise control.
- Adults have a foundation of experiences and knowledge to use as experience for learning.
- Need to be shown respect as an adult.

Basic Elements of Communication (Mnemonic: "SSR")

- Consists of the source, symbols, and receiver
    - Source (sender, speaker, writer, transmitter, or instructor)
    - Symbols (words, signs, visual aids)
    - Receiver (listener, reader, decoder, or learner, to whom the message is directed to)
- Some effective communicator characteristics can include:
    - Usage of symbols that are meaningful to the receiver
    - Positive attitude when delivering the message
    - Accurate, up-to-date, and stimulating material

Barriers to Effective Communication (Mnemonic: "COIL")

- Confusion between the Symbol and Symbolized Object
    - When a word is used that causes misunderstanding/misinterpretation.
    - Example: Saying "mechanic" instead of "aviation mechanic"
- Overuse of Abstractions
    - When something is too broad–it's not necessarily being misunderstood, just not specific/concrete enough to paint the right picture.
    - Example: Aircraft can mean many different things to many people.
- Interference (External Factors)
    - Physiological, environmental, or psychological reasons
    - Can also come in the form of internal interference (tired, anxious, distracted, etc.)
    - Example: Loud vibration or noises can make it difficult for students to listen or learn.
- Lack of Common Experience
    - Instructors cannot use the same dialogue with pilots of different experience levels
    - Example: Usage of vocabulary that is not understood from the student due to lack of experience.

Effective Communication

Developing Communication Skills (Mnemonic: "LIQIR")

- Listening
    - Active process of taking notes, maintaining eye contact, listening to understand rather than refute.
- Instructional Communication
    - Used to inform the listeners in the teaching-learning process. For example, sharing past experiences to illustrate particular points.
- Questioning
    - Determining how well the learner is understanding with open-ended questions and avoiding closed-ended questions.
- Instructional Enhancement
    - The more knowledgeable, engaging, confident, or positive the instructor is, the more they are effective at communicating their ideas.

- Role-playing
    - An active part of instructional communication.

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◉ Task B. Learning Process

Learning and Learning Theory

Learning is defined as a change in behavior as a result of experience. It can also be defined as a change in behavior that results from practice.

Learning Theory

- Body of principles explaining how people acquire skills, knowledge, and attitudes. There are two main theories for learning:
    - Behaviorism
        - Measures learning entirely in terms of observable and measurable responses to stimuli… uses positive reinforcements such as carrot and stick learning.
        - Classical (repeated pairing of stimuli) and operant conditioning (reinforcement)
    - Cognitive
        - Focuses on what is going on inside the mind–more concerned with problem-solving and decision-making abilities.
        - Learning is not just a change in behavior, it's a change in the way the learner thinks, understands, and feels.
        - An example of this, if you want to sense what is going on in the student's mind, you have to explain what you will create… like SBT?
    - Social
        - Focuses on observing, intimating, and modeling the actions of others.

Perceptions and Insights

Perceptions and Insights

- Perceptions is when a person gives meaning to the information from one or more of the five bodily senses (sight, hearing, touch, smell, taste). Perceptions can be affected by (Mnemonic: "G-STEP")
    - Goals and Values
    - Self-Concept
    - Time and Opportunity
    - Element of Threat
    - Physical Organism
- Insight is when the perceptions are grouped into a meaningful whole. It occurs when something is finally understood.
    - Example: Understanding that engine speed, power setting, airspeed, and aircraft attitude are all related.

Knowledge Acquisition

Acquiring Knowledge (Mnemonic: "MUA")

- Memorization
    - Memorizing Facts
- Understanding
    - Facts are organized. Similarities and associations can be made.
- Application
    - Using the knowledge to solve problems and make decisions.

Laws and Domains of Learning

Laws of Learning (Mnemonic: "REEPIR")

- Readiness
    - How prepared is the learner or instructor?
- Exercise
    - How often is it practiced to learn?
- Effect
    - Is the learning topic positive or negative?
- Primacy
    - First impressions matter; must be taught correctly the first time!
- Intensity
    - How well is the material being taught? Is there effort or excitement?
- Recency
    - Things learned most recently are best remembered.

Domains of Learning

- Categorized into three major areas of learning and thinking (Mnemonic: "CAP")
    - Cognitive (Thinking/Knowledge)
        - "What level of learning is the student on?"
        - Consists of the Basic Levels of Learning (Mnemonic: "RUAC")
            - Rote
            - Understanding
            - Application
            - Correlation
    - Affective (Feeling/Attitude)
        - "Is the learner motivated? Do they exhibit confidence in learning? What is their attitude towards the topic?"
            - Receiving
            - Responding
            - Valuing
            - Organization
            - Characterization
    - Psychomotor (Doing/Skills)
        - "Can the learner demonstrate motor-skills in what they have learned?"
            - Observation
            - Imitation
            - Practice
            - Habit

Characteristics of Learning

Characteristics of Learning (Mnemonic: "RAMP")

- Learning is…
    - Result of Experience
    - Active Process
    - Multifaceted
    - Purposeful

Scenario-Based Training (SBT)

Scenario-Based Training (SBT)

- Scenario-based training is a problem based learning (PBL) that uses real-world scenarios to meet training objectives.
- The instructor serves as a mentor and coach to foster the development of aeronautical decision-making (ADM) skills.

Skill Knowledge (Stages, Results, Developing Skills, Learning Plateaus)

Acquiring Skill Knowledge (Mnemonic: "CAA")

- Comes in 3 stages of skill learning that instructor recognizes in order to assess progress:
    - Cognitive Stage
        - Memorizing required steps
    - Associative Stage
        - Muscles are coordinated with visual and tactile senses through practice
    - Automatic Response Stage
        - Possible to do things simultaneously, performance is rapid and smooth
- Knowledge of Results
    - Instructor provides helpful and critical function in making certain that learners are aware of their progress and errors consistently and clearly.
- How to Develop Skills
    - Learning skills progresses through repetition and practice. It begins in the cognitive stage, slowly to the associative stage and then finally ending off on the automatic response stage
- Learning Plateaus
    - Learning is rapid early in training but tends to slow down with a level off in performance over time before continuing to go up.
    - Instructor should remediate by explaining that a learning plateau is normal and temporary. Students should be given a break on the current task due to over-practicing.

Types of Practice

Types of practice for skills can come in 3 forms… (Mnemonic: "DBR")

- Deliberate
    - Practicing specific areas for improvement with feedback
        - Example: Plotting courses for the next cross-country flight
- Blocked
    - Practicing the same drill until it becomes automatic
        - Example: Practicing cross-wind landings repeatedly
- Random
    - Mixing up practice skills in random order

Evaluation versus Critique

Evaluation or Assessments (Mnemonic: "FAST COCO")

- Evaluation ensures that the teaching and learning process is moving forward properly and that learning is occurring. It helps formally highlight strong and weak areas in a student.
- Some general characteristics of an effective assessment are:
    - Flexible
    - Acceptable
    - Specific
    - Thoughtful

- Comprehensive
- Objective
- Constructive
- Organized

Characteristics of a Good Written Test (Mnemonic: "DR COVU")

- Assessments can come in the form of a traditional assessment (written).
    - Discrimination
    - Reliability
    - Comprehensiveness
    - Objectivity
    - Validity
    - Usability

Authentic Assessment

- Asking the learner to perform real-world tasks and demonstrate a meaningful application of skills and competencies, using critical thinking skills.
    - Can be written or oral-based, formal or informal. There are three main authentic assessments:
        - Learner-Centered Assessment
            - Replay, redevelop, reconstruct questions
        - Maneuver or Procedure "Grading"
            - Describe
            - Explain
            - Practice
            - Perform
        - Assessing Risk Management Skills
            - ExplainPractice
            - Manage-Decide

Oral Assessment

- Oral questions that are effective have only one correct answer (objective) and are open-ended. Some types of questions to avoid are:
    - "Yes or No"
    - Toss-up
    - Puzzling
    - Oversized
    - Bewildering
    - Trick
    - Irrelevant

Critique

- A critique is an instructor-to-learner assessment that gives feedback. A critique may be oral, written, or both, and should come immediately after a learner's performance.
- There are some types of critiques:
    - Instructor/Learner (Joint)
    - Instructor-Led
    - Student-Led
    - Small-Group
    - Critique by another Learner
    - Self-Critique
    - Written Critique

Distractions, Interruptions, Fixation, Inattention

Distractions and Interruptions

- Instructor should lead distractions that causes the learner's attention to be momentarily diverted, teaching the importance of understanding where a distraction warrants further action or attention on their part.
- Student can also learn that multi-tasking is not a natural human act, and how to divert attention appropriately.

Fixation and Inattention

- Fixation is when a learner becomes absorbed in performing one task and excludes other tasks.
- Inattention is when the learner fails to pay attention to a task that is important.

Types of Errors

Types of Errors

- Slips are errors of action
    - Occurs when a person plans to do one thing, but inadvertently does something else by accident. For example, going around, the pilot accidentally applies full throttle instead of full propeller RPM on final check.
- Mistakes are errors of thought
    - Occurs when a person plans to do the wrong thing and is successful.

Types of Memory

Types of Memory

- Sensory
    - Receives information from the environment and processes it, extraneous information is discarded.
        - Example: Processing weather information while flying.
- Short-Term
    - Where information is stored roughly 30 seconds, also called working or scratch-pad memory.
        - Example: Memorizing the ATC calls or clearance over the radio.
- Long-Term
    - Relatively permanent storage of unlimited information over time.
        - Example: Understanding and remembering core concepts with the fundamentals of flight.

Retention, Failure of Retention, and Transfer of Learning

Retention of Learning (Things that help students remember)

- Favorable
- Using all senses
- Mnemonics
- Praise
- Recall
- Meaningful Repetition

Reasons for Retention Failures (Why people forget)

- Retrieval Failure
    - Inability to retrieve information
- Fading

        - Things not used for extended time periods tend to be forgotten
    - Interference
        - Particular experiences may overshadow the learning of similar things
    - Repression or Suppression
        - Purposefully pushing bad memories out of reach

Transfer of Learning

- Positive
    - When skill A aids in learning skill B
- Negative
    - When skill A that was learnt interferes with learning skill

◉ Task C. Course Development, Lesson Plans, and Classroom Training Techniques

Teaching Process and Skills

Teaching Process (Mnemonic: "P-PAR")

- Preparation
- Presentation
- Application
- Review and Assessment

Essential Teaching Skills (Mnemonic: "PAMS")

- People Skills
- Assessment Skills
- Management Skills
- Subject Matter Expertise (SME)

Preparing for a Lesson, Organizing Material

Preparation of a Lesson

- Establish the training objectives
- Organize the material into a logical sequence
- Determine if instructional aids should be used
- Develop learning activities
- Plan an assessment method
- Create a realistic timeline
- Plan for lesson closure

Organization of Material

- Split into three parts:
    - Introduction
        - Attention Grabber
        - Motivation
        - Overview
    - Development
    - Conclusion

Training Delivery Methods

Training Delivery Methods

- Lecture (Traditional Teaching)
    - Briefing
    - Formal/Informal Lecture
- Discussion (Learning through Discussion)
- Guided Discussion (Questions with Discussion)
    - Lead-off Questions
    - Overhead Questions
    - Direct Questions
    - Reverse Questions
    - Relay Questions
- Electronic Learning (e-Learning)
    - Simulation/Role-Playing

    - Computer-Assisted Learning
- Cooperative/Group Learning
- Demonstration-Performance (EDSIE)
    - Explanation
    - Demonstration
    - Student Performance
    - Instructor Supervision
    - Evaluation
- Telling-and-doing Method (A form of Demonstration-Performance)
    - Instructor tells, instructor does
    - Learner tells and instructor does
    - Learner tells, learner does
    - Learner does, instructor evaluates
- Drill and Practice (Psychomotor Skill Learning)

Instructional Aids

Instructional Aids and Training Technologies

Visual or auditory aids help gain and hold attention of learners. When using them, they should be:

- Supporting the lesson objective
- Learner centered
- Appeal to learners
    - Contain useful or meaningful content
- Contain appropriate terminology
- Easy to understand
- Maintain learner interest and attention

Integrated Flight Instruction

Integrated Flight Instruction

- This occurs when learners are taught to perform maneuvers both by outside (visual) and inside (instrument) references each time a new maneuver is introduced.

Planning Instructional Activity (TCO, Syllabus, Lesson Plans)

Blocks of Learning (TCO)

- The building-block concept means that new learning is based on existing knowledge and experience.

Training of Syllabus (Syllabi)

- A training syllabus can ensure that training is:
    - Accomplished in a logical sequence
    - Act as a checklist to ensure that it is complete
    - Help in the development of a lesson plan

Lesson Plans (Lesson Plans)

- Lesson plans can help ensure that:
    - Instructor stays on track
    - Ensure that important points are not forgotten or overlooked
    - Promote consistent instruction
    - Organize content in an efficient learning sequence

Characteristics of a Favorable Lesson Plan (FIRCUPS)

- Flexibility — Adaptable lesson plans
- Instructional Steps — Fits four steps of teaching process (Preparation, Presentation, Application, Evaluation)
- Relation to the Course of Training — Relevancy
- Content — Contains new material and review
- Unity — Has a limited number of connected objectives
- Practicality — Planned for the situation
- Scope — Covers the right amount

◉ Task D. Student Evaluation, Assessment, and Testing

Purpose and Characteristics of an Effective Assessment

Evaluation or Assessments (Mnemonic: "FAST COCO")

- Evaluation ensures that the teaching and learning process is moving forward properly and that learning is occurring. It helps formally highlight strong and weak areas in a student.
- Some general characteristics of an effective assessment are:
    - Flexible
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    - Specific
    - Thoughtful
    - Comprehensive
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Traditional Assessments

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Authentic Assessments

Authentic Assessment

- Asking the learner to perform real-world tasks and demonstrate a meaningful application of skills and competencies, using critical thinking skills.

Purposes and Types of Critiques

Critique

- A critique is an instructor-to-learner assessment that gives feedback. A critique may be oral, written, or both, and should come immediately after a learner's performance.
- There are some types of critiques:
    - Instructor/Learner (Joint)
    - Instructor-Led
    - Student-Led
    - Small-Group
    - Critique by another Learner
    - Self-Critique
    - Written Critique

Oral Assessments

Effective Question Characteristics

- Apply to the subject of instruction.
- Be brief and concise, but also clear and definite.
- Be adapted to the ability, experience, and stage of training of the learners.
- Center on only one idea (limited to who, what, when, where, how, or why, not a combination).
    - Present a challenge to the learners.

Oral Assessment

- Oral questions that are effective have only one correct answer (objective) and are open-ended. Some types of questions to avoid are:
    - “Yes or No”
    - Toss-up
    - Puzzling
    - Oversized
    - Bewildering
    - Trick
    - Irrelevant

Assessment of Piloting Ability

Assessment of Piloting Ability

- Determines how well a learner is progressing. A well-designed assessment provides a learner with something constructive upon which they can work or build upon.
    - First Solo Flight
    - Demonstrated Ability
    - Correction of Learner Errors
    - Keeping Learners Informed

◉ Task E. Elements of Effective Teaching in a Professional Environment

Aviation Instructor Responsibilities

Aviation Instructor Responsibilities (6 Main Responsibilities)

- Helping learners learn
- Provide adequate flight instruction
- Demanding standards of performance
- Emphasize the positives
- Minimizing learner frustrations
- Ensuring aviation safety

Flight Instructor Responsibilities

Flight Instructor Responsibilities

- Physiological obstacles for flight learners
- Ensuring learner skill set
- Endorsements and practical test recommendations
- Evaluation of learner piloting ability
- Emphasizing safety of flight practices
- Pilot supervision
- Pilot proficiency
- See and avoid responsibilities
- Learner's pre-solo flight thought process

Flight Instructor Qualifications

Flight Instructor Qualifications

- Instructors need to be familiar with the functions, characteristics, and proper use of all flight instruments, avionics, and any other aviation aircraft systems being used for training.
    - Particularly important with the wide variety in global positioning systems (GPS) and glass panel displays.

Flight Instructor Professionalism

Flight Instructor Professionalism

- Instructors should:
    - Be professional at all times
    - Be sincere
    - Accept the learner as they are
    - Present professional appearance and personal habits
    - Maintain demeanor
    - Use proper language and avoiding profanity
- Instructors should not:
    - Ridicule the performance
    - Use profanity
    - Model irresponsible flight behaviors
    - Demand unreasonable progress
    - Set the learner up for failure
    - Correct errors without explanations of what went wrong

Flight Instructors should continue education in the sense of professional development, staying current on all new information or changes in the industry when they occur.

How to Minimize Learner Frustration

How to Minimize Learner Frustration

- Motivate learners
- Keep learners informed
- Approach learners as individuals
- Give credit when due
- Criticize constructively
- Be consistent
- Admit errors

◉ Task F. Elements of Effective Teaching that Include Risk Management and Accident Prevention

Risk Identification, Assessment, and Mitigation

Risk Identification, Assessment, and Mitigation

- Identifying the Hazard
    - Hazards is defined as any real or potential condition that can cause degradation, injury, illness, death, or damage to or loss of equipment or property. Experience, common sense, and analytical tools can help identify risks.
- Assess the Risk
    - Each identified risk may be assessed in terms of its likelihood (probability) and its severity (consequences).
        - An assessment matrix such as the Flight Risk Awareness Tool (FRAT). can help define the probability and severity of an accident.
- Mitigate the Risk
    - Finding specific strategies and tools that reduce, mitigate, or eliminate the risk.
        - Higher risks may be mitigated by taking action to lower likelihood and/or severity to lower levels.

Risk Management Tools

Risk Management Tools

- PAVE
    - Pilot
    - Aircraft
    - EnVironment
    - External Pressures
- IMSAFE
    - Illness
    - Medication
    - Stress
    - Alcohol
    - Fatigue
    - External/Emotion
- 3P Model
    - Perceive (PAVE) Detects Hazards
    - Process (CARE) Identifies Hazards as Risks
    - Perform (TEAM) Ways to Cope with Risks
- 5P Checklist
- Risk Assessment Matrix
    - FRAT (Online FAA Tool)
- Personal Minimums

When and How to Introduce Risk Management

Risk Management Introduction

- Risk management should be introduced at the onset of aviation flight training, with the in structure emphasizing and ensuring aviation safety as a role model to the student.
- Risk management training should be not confined to initial training, but throughout a pilot's training and career.

Risk Management Teaching Techniques by Phase of Instruction

Risk Management Teaching Techniques by Phase of Instruction

- A new learner's exposure to risk management should begin before the first flight and becomes a part of a routine that continues through initial training. Different risk management teaching techniques are applied depending on the students' progress:
    - Pre-Solo
    - Post-Solo Prior to Cross-Country Training
    - Cross-Country Training
    - Instrument Training
    - Transition Training
    - Recurrent Training, Flight Reviews, IPCs
    - Operational Flights

Managing Risks During Flight Instructions

Managing Risks during Flight Instruction (PAVE)

- Pilot Risks
    - Risks
        - Instructors should be familiar with aircraft, avionics, and procedures, as any unfamiliarity can create a hazard.
        - Instructors should be aware of their own aeromedical state, as well as that of the learner.
        - Instructor needs to be prepared for the learner to make mistakes within a safe and comfortable window.
    - Mitigation
        - Constantly monitor aeromedical risks with IMSAFE. Communicate to students to establish a confidence level for open and honest dialogue.
- Aircraft Risks
    - Risks
        - Inoperative systems and equipment or overdue inspections may cause a threat or hazard
        - Weight and other aircraft limitations
        - High-density altitude situations may cause performance issues.
    - Mitigation
        - Direct all questions regarding airworthiness to maintenance personnel and involve students actively in this process.
- Environmental Risks
    - Risks
        - High-density flight training airspace causes potential collision hazards
        - Weather may aggravate collision hazard problems
    - Mitigation
        - Instructor should coach the learner to identify risks in conducting flights under conditions when environmental risks (such as inclement weather)
- External Pressure Risks
    - Risks
        - Scheduling problems, or other problems that aggravate existing problems bring external pressures that degrade learner performance and decrease aviation safety.
    - Mitigation
        - Instructor should address learner's concerns that are caused by external pressures and emphasize alternative solutions.

Aeronautical Decision-Making (ADM) in relation to CRM and SRM

Aeronautical Decision-Making (ADM)

- Systematic approach to the mental process used by pilots to consistently determine the best course of action in response to a given set of circumstances.

Crew Resource Management (CRM)

- Crew Resource Management (CRM) is the effective use of all available resources for flight crew personnel to assure a safe and efficient operation, reducing error, avoiding stress and increasing efficiency.

Single-Pilot Resource Management (SRM)

- Single-pilot resource management (SRM) is the art of managing all onboard and outside resources available to a pilot before and during a flight to help ensure a safe and successful outcome.