



The Official Publication of the
Professional Ski Instructors of America
Eastern / Education Foundation

SNOW Pro

SPRING 2011

Online Voting a Big Success

Region 5 & 6 Board elections triple voter turnout

by Michael J. Mendrick, Executive Director

Below are the 2011 PSIA-E final election results as tabulated by our secured online voting website at VoteNet. As you can see the level of voting activity was very high and all candidates received strong support. In fact, voter participation more than tripled from 230 combined Region 5 & 6 votes in 2008 to 699 combined votes in 2011.

Congratulations to those elected (or re-elected) to a three-year term from April 1, 2011 through March 31, 2014. For those not elected, thank you so much for your interest in serving the organization.

REGION 5 Board of Directors

Total Voters: 852 (36.1% of eligible voters)

Candidate	Votes	Percentage
Rick Bunnell	59	11%
Dick Fox	84	15% (Elected as Region 5 Representative)
Wendy Frank	79	14%
Debbie Goslin	67	12%
Steve Howie (Eastern Ed Staff Employee)	169	31% (Elected as Region 5 Director)
Mark Marino (Eastern Ed Staff Employee)	93	17%

REGION 6 Board of Directors

Total Voters: 1503 (25.8% of eligible voters)

Choice	Votes	Percentage
Scott Allard (Eastern Ed Staff Employee)	107	16%
Jeremiah Dixon	112	17%
Jack Jordan	113	17% (Elected as Region 6 Representative)
Ken Sauer (Eastern Ed Staff Employee)	90	14%
Galen Seerup	48	7%
Brian Smith (Eastern Ed Staff Employee)	191	29% (Elected as Region 6 Director)

Region 5 & 6 representatives for the Alpine Education & Certification Committee and Snowsports School Management Committee will be recommended by the Regional Directors and ratified by the Board of Directors at the June 25-26 Board meeting. Regions 1 & 2 will hold Board elections in 2011. ■

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Thank you to outgoing Board members

Cherisse Young, Scott Allard and Ray DeVerly all finished with terms

With the Region 5 & 6 Board elections for 2011 now completed we need to say a sincere and hearty "thank you" to former Region 6 Director **Scott Allard** and Region 6 Representative **Cherisse Young**. Scott ran for re-election to the Board while Cherisse chose to not run again. Both were active, involved and valuable Board members during their leadership terms.

Scott Allard served on the Board for two terms and contributed additionally as a member of the Finance Committee. Cherisse Young served on the Board for two terms and on the Executive Committee as Secretary for one term. In addition, Cherisse spearheaded a new member marketing committee, served on the Finance Committee and headed up the Scholarship Review Committee during her time on the Board.

In a related (but no less important) acknowledgment, this season **Ray DeVerly** stepped down from his service as the Region 3 Director due to a change in his snowsports school affiliation (which per our bylaws made him ineligible to continue representation in Region 3). Ray had just begun his fourth term on the Board of Directors in March of 2010 and was a valuable contributor of ideas, issues and suggestions during his time at the Board table.

Cherisse, Scott and Ray will all be formally recognized at the Snowsports School Management Seminar next December but we did not want all that time to pass before we said thank you and "Here! Here!" for a job well done. ■



A Little Bit of Soul

by Dutch Karnan, PSIA-E/AASI President

This past season, I was able to accomplish something that had eluded me for many years. I went free skiing, not just for a run or two, but for many days, in many parts of the country. I skied on all sorts of terrain, in all kinds of conditions. I skied alone, and among groups of people both large and small, and I believe that I discovered something, or rather rediscovered it.

I think I rediscovered at least part of the soul of skiing. For most of the last three decades or so, I turned my energies toward achieving the level

of Examiner, and once there, working on not only maintaining that status, but improving upon it. Leading a PSIA clinic group is a performance driven task, a real "What have you done for me

lately?" type of animal. Unless the clinician's delivery is clear, current, and technically accurate, the group members come away from the experience shortchanged, and so might the students these members encounter down the road. So the pressure is always on the examining staff to up their game, to stay current in their knowledge, and to develop and deliver programs which move our members and our sport forward.

The delivery part of the deal is what's caught my interest. Thinking in broad strokes, snowsports can be approached from two distinct and quite different directions. They may be considered as art, or as science. My personal observation is that over the years, the science side has emerged as the dominant force. But, over the past few weeks, I've had some rather powerful experiences that tell me maybe we could benefit from looking in another direction.

I recently spent a day out at Copper Mtn, Colorado with a group that included ex-instructors, ex-patrollers, a J-1 racer, civilian skiers and snowboarders ranging in age from fourteen to mid-sixties.

There was one complete family unit of four, two sons of an old friend I'd met through skiing, my own two children, and people I'd taught skiing with going back more than thirty years. The day sort of blossomed into a series of beautiful experiences. Some of the group members conquered new terrain. Some gained a new awareness of turn shaping. Others learned the benefits of separating upper and lower body in shorter turns. The striking thing to me was that all of this took place without any discussion of technique. Instead, the group observed one another, became aware of results gained through various movements or positioning, and basically rode the wave of its own energy. There was a bond among these enthusiasts, and the group became greater than the sum of its parts as the day progressed. No one had to answer or ask any questions. Everyone pursued their own chosen path, and everyone finished the day enthused, excited, and happy.

I'm not going to tell you that we don't need the science end of snowsports. It will remain a crucial part of our ability to grow and learn. But I am going to tell you that we need to develop a better feel and

... I care less about the exact edge angle of a board or ski, but more about the excitement and passion that edge angle brought to the individual...

sense of the art. I'm less concerned about how a series of turns looked, and more concerned about how they felt. I care less about the exact edge angle of a board or ski, but more about the excitement and passion that edge angle brought to the individual. And I care less about mastering one given hill, and more about the rush of exploring brand new mountains and riding runs you never thought you'd do in a million years. Somehow we have to find a better balance between phrases like edge angle, steering angle, and line; and passion, excitement, and soul. Tomorrow I'm going up to Utah to go skiing for a few weeks. See you on the hill. ■



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Bill Hetrick, Editor

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Executive Tracks



administrative update

Cue the Second Decade

by Michael J. Mendrick
Executive Director

In April I completed my first ten years as your executive director. As I reflect on the decade past I am most grateful for an adventure that has been far more rewarding than challenging thanks to the incredible collection of staff, members and volunteer leaders I have had the pleasure of working alongside. Though office personnel and volunteer leadership sometimes change I can assure you that your division office staff, your education staff and your Board of Directors continues to make a sincere and dedicated effort to serve the best interests of our members.

By now you should have received an e-mail from us inviting you to jump online and take our annual (and BRIEF) membership survey. Last spring we had nearly 4,000 members complete the survey and it was a huge help to us in setting priorities and developing initiatives for the following season. Please take a few minutes (and I promise that is all it will take) to provide us with your valuable and candid feedback on our operations, our events, our programs and our services to you as members.

We have some serious issues to address as we move ahead into "planning season" for 2011-12. While our retention of existing members remains strong we are not experiencing net growth in new members from one season to the next. Despite a great snow year and improving economy our event attendance figures this past season were the lowest in more than five years. As such, we need YOUR feedback and we pledge to have open and creative minds at both the staff and volunteer leadership level to make things better, more valuable and more rewarding for you as a member whether you have been involved for three months or thirty years.

Thanks to our division leadership, office staff, education staff and most of all YOU (our members) for your continued commitment to snowsports education! ■

The Zipper Line



straight talk from the association

Getting over the Great Divide

by Peter Howard, PSIA-E Alpine
Education & Certification Chairperson &
Mickey Sullivan, PSIA-E/AASI Director of
Education & Programs

Recently an Education Staff exchange has been taking place between the Eastern Division, the Western Division, and the Rocky Mountain Division. Education staff members from each division visited Sugarbush VT, Vail, CO and Mammoth Mountain, CA to observe and be involved in these divisional exam processes. The purpose of this exchange is twofold, first to get a read on and ensure that our standards are consistent. And second to look at our exams, glean the best practices and move our processes closer together. It has long been known that the more our standards and processes are consistent, the greater credibility certification standards have. Countries, Divisions of PSIA, organizations like USSA, equipment distributors, and ski areas make judgments based on the value they see in our standards and processes. When our standards and processes look good so does the certified member. It is for this reason that this exchange has been taking place.

Most Eastern members are probably quite familiar with our Eastern exam process but less informed about the process other divisions use to certify. What follows is a description and observations of the Rocky Mountain certification process as viewed and experienced by the authors of this article.

Like all divisions the Rocky Mt. Division has three certification levels, and uses the National Certification Standards as performance measures for certification. All the information about the Rocky Mt. division's certification processes is available on their web site. (www.psia-rm.org). Level 1 is an Instructor Training Course run over a 3 day period. Day 1 is indoors covering new member needs along with basic movement analysis and teaching skills using video. Day 2 is on snow with coaching and testing of the Level 1 movement analysis and teaching skills. Day 3 is on snow coaching and testing Level I skiing skills.

Unlike the Eastern division, Level 2 and 3 exams are taken in pieces and in no special order. There are prerequisites that need to be completed before the actual certification assessments begin. Like the East a 50 question written test is required. For Level 2 a Nastar silver race result and 2 elective education events are required prerequisites. For Level 3 a Nastar gold and 3 elective education events are required prerequisites. The Children's accreditations CS1 and CS2 are presently suggested elective education events.

There is a day of Movement Assessment. (The MA module) There is a day of Teaching. (The Teaching Module) And there is a day that includes 9 skiing tasks. (The Skiing Module) All three modules must be passed to achieve the standard. Candidates can try to accomplish all of the modules during one exam or take the exam in parts. In many cases candidates are unsuccessful in a few or some of the skiing tasks/requirements or perhaps in the MA or Teaching Modules. It is possible to "pick away" at the certification standard by passing a few things this year and a few the next. As each exam part is passed it is "banked" and does not have to be attained again. Currently there is no time limit on this banking but Rocky Mt education leaders have discussed placing a time frame on this.

During the skiing portion of the exam, candidates get three tries to satisfy the standard at each ski task "station." For instance the candidate goes to the "performance short radius turns" station, waits at the top for their turn, and is then waved down by 2 examiners. They ski the task and are then provided very direct technique oriented feedback. If they are not successful at meeting the standard they are told to go up and try again. If within the three available attempts they are able to achieve the standard for that skiing task/requirement, they are told right there that they have "banked" that task. If not they will have to try again at another exam. They can still go on to other tasks/requirements and have a go at those. When all 9 tasks/requirements are passed they have "banked" the Skiing Module.

The Movement Assessment Module for Level III is given on snow in the morning and off snow in the afternoon. In the morning Level 3 candidates are assigned 20 minute assessment times and asked to show up at the appointed time at the base of a black diamond bump run or terrain with variable conditions. They are asked to watch one of the other candidates skiing that terrain. The candidate needs to pick a primary and secondary skill, connect their comments to the 3 phases of the turn and to the actions of the body. Two examiners listen, question and score the candidate during the movement assessment session.

continued next page

■ zipperline, continued

In the afternoon each candidate comes into a meeting room at an appointed time, they watch 1 of 4 videos. The candidate then has 20 minutes to be assessed by two examiners. Again 2 skills are chosen, phases of the turn are commented on and actions of the body are discussed.

Results of this module are given to the candidates at the end of the day and candidates have 30 minutes to review their score cards with examiners if they desire.

The Movement Assessment Module for Level II is given inside in the morning using video in the same format as the Level III. The MA exam is held on snow in the afternoon by watching public skiers. In the afternoon Level II candidates watch skiing guests of the resort and discuss movement assessment with 2 examiners.

The Teaching Module for level 2 and level 3 were conducted in somewhat different ways. Level 2 candidates were asked to watch a video interview of a student. They did not see the student ski on the video. Assumptions were made about the student's goals and skill level. Later on snow, a lift interview about the goals and lesson plan was followed by an on snow presentation and additional questions. This teaching session also had goal based, skill specific, body movement structure to it. The Level 3 teaching sessions were held by watching the other candidates in the group of four. Each candidate had approximately 35 minutes to coach the group with a focus on performance change driven by skill specifics, phases of the turn and body movement structure. The examiners primarily observed and did

not interrupt the teaching session. At the end of the teaching session the candidate would ride the lift with the 2 examiners at which time the examiners asked the candidate specific questions about their teaching session.

At the end of the MA and Teaching exam days candidates could find out the results of their efforts. Or candidates could wait till the end of all the exam days to find out their results. Some candidates were there for only one day to complete one or a few skiing tasks. While some candidates were there for the MA or Teaching portion only. It was notable that many of the candidates were relatively young and that almost all of the candidates were quite physically fit. They came from areas like Vail, Aspen and Copper and from farther away like Taos, NM. It is an everyday occurrence to ski steep places with variable snow conditions and bumps at these resorts. Doing this at 10,000 ft is physically demanding and it was nice to see that most of the Rocky Mt exam candidates paid attention to this aspect of professionalism. Customers expect coaching in these conditions and the Rocky Mt. exam process requires competency in these conditions.

In the summer issue of the *SnowPro* there will be a report on the Western Division certification process. We hope that this look into another division's certification process is enlightening. It is not expected that our division will adopt Rocky Mt.'s process nor do they anticipate doing it all "our way" It is hoped that in time we can significantly narrow the distances across our country's certification processes, keep consistency in our standards and value in your pin. ■

Education leaders from three divisions traveled across the country to observe each other's exam processes. Exams were observed at Sugarbush, VT, Vail, CO and Mammoth Mountain, CA. Education staff gathered at Vail. From R-L: Mickey Sullivan (PSIA-E), Mike Bridgewater (PSIA-E), Dave Schuling (PSIA-RM), Pete Howard (PSIA-E), Finlay Torrance (PSIA-W), Elianne Furtney (PSIA-W), Jonathan Ballou (PSIA-RM)



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Annual Spring Rally Race Results

Mount Snow, Vermont - March 27, 2011
Hannes Schneider Memorial Race

Jr. Spark			Jr. Spark		
Girls	Holly Chase	24.93	Boys	Jeff Quimby	32.89
Alpine Women 16-29	None		Alpine Men 16-29	Jeff Giegler *	21.95
Alpine Women 30-39	None		Alpine Men 30-39	None	
Alpine Women 40-49	Patti Timmerman *	26.37	Alpine Men 40-49	David Capron	23.06
Alpine Women 50-59	Betsy Beattie #	26.55	Alpine Men 50-59	Mick O'Gara #	22.43
Alpine Women 60+	Rebecca Withers	31.37	Alpine Men 60+	None	
Nordic (women)	None		Nordic (men)	Keith Rodney	26.00
Snowboard (women)	None		Snowboard (men)	Forrest Baker	27.61

Hannes Schneider overall race winners designated by "*"
 Willcocks Trophy winners designated by "#"



A clinic with Bill Beerman and Bob Shostek was held at HoliMont Snowsports on Friday, January 7th. Instructors from HoliMont and Holiday Valley participated in a fantastic clinic which was well received by all participants. Photo: from left, Mark Marino, Bill Beerman, Ron Kubicki, Wendy Frank and Bob Shostek.

Fall Master Teacher Indoor Courses Announced

This season the Fall Master Teacher courses will be held at Seven Springs Resort in Pennsylvania beginning Friday, September 16 through Monday, September 19, 2011. Seven Springs Mountain Resort has a multitude of activities to enjoy with other participants or your family. This time of year, the weather can be quite enjoyable to partake in outdoor activities and it's a great opportunity to network with other instructors.

Specific courses for the master teacher weekend have not been finalized as of publication. The courses offered will be a different variety of core required courses as well as optional courses. Once all details have been confirmed, they will be posted on the website at www.psia-e.org and in the summer issue of the *SnowPro* newsletter. You may register for one day or multiple days; each day will offer at least two sessions to choose from. As usual, lunch is provided for all participants.

A room block just for PSIA Members has been arranged. Discounted lodging has been reserved for PSIA Members at \$109 per room per night. Please call 800-452-2223 to make your lodging reservations, don't forget to mention PSIA when you call. In addition, Seven Springs is offering a huge breakfast buffet for only \$14.95.

Master Teacher Courses are open to all PSIA/AASI Level I, Level II and Level III members regardless if you are pursuing a Master Teacher Certification. Participating in two one-day indoor courses will satisfy the PSIA-E/AASI continuing education requirement. The PSIA-E website has specific information on course descriptions and requirements for certification. Mark your calendars today! ■

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Master Teacher Program 2010-11 Graduates

PSIA-E is proud to acknowledge the following Master Teacher Certification graduates. Master Teacher program provides instructors with an in-depth educational background in a variety of different specialty areas. In order to receive Master Teacher Certification, the instructor must complete 20 days of coursework and pass a written test on each course. Coursework includes indoor lectures as well as on-snow application. Congratulations to the following 2011 Master Teachers.

Charlene Schurr, Mount Snow
Donald Sprowl, Wachusett Mountain
Cynthia Ward, Jiminy Peak
Alexander "Bruce" Bassett, ASIA
David Batkowski, Kissing Bridge
Denis Donnelly, Kissing Bridge

Charles Johnson, Stratton Mountain
George Phalen, Shawnee Mountain
Catherine Margiotta, Wintergreen Resort
Genevieve Kelliher, Waterville Valley
William Johnson, Nashoba Valley

Accreditations Completed this season!

This past season 24 members completed an Accreditation. Members can achieve as many Accreditations as they wish by attending the required three courses in any of the specialty areas.

Congratulations to those completing an Accreditation this season!

Backcountry

Chauncey Bateman
Anna Harrod
Heidi Schmidt-Laliberte
Victoria Shaw
Mitchel Stangl

Special Populations

Amanda Amory
Robert Audet
Deborah Cowell

Sports Science

Charlene Schurr
Cynthia Ward
Robert Audet
Alexander Bassett
David Batkowski
Genevieve Kelliher
Denis Donnelly
Charles Johnson
Sam Karaki
Catherine Margiotta

Coaching Advanced Skiing and Racing

Alyda Karreman
Keith Lawrence
George Phalen
Ann Reis
Jasper Tisdale
Richard Casselman

Teaching Beginners

James Kapp



Congratulations to New Alpine Education Staff Members

ALPINE DEVELOPMENT TEAM

Congratulations to the five new Alpine Development Team members selected at the tryouts at Whiteface Mountain on March 10-11, 2011.! Left to right are: DEV Team coach Matt Boyd, Jes Stith, Nate Gardner, Stan Wilkes, Neil Ondrako, and Aleks Smith



ALPINE EXAMINER TRAINING SQUAD SELECTED!!

Congratulations to the four new ETS Members selected at the tryouts on February 16 at Hunter Mountain. Left to right are: Doug Hammond, Tom Chase, ETS Coach, Doug Daniels, Matt Tinker and Harold Smith



Education Credits now Continuing Education Units – CEU for Short

by Jodi Bedson, PSIA-E IT & Events Manager

In an attempt to simplify and move forward with our new association-wide database, you will start seeing and hearing us use some new terms: Continuing Education Units, or CEU for short. CEU records are widely used to provide evidence of completion of continuing education requirements. These requirements are intended to encourage professionals to expand their knowledge base and stay up-to-date on new developments.

What are CEUs and what's their purpose?

Because information continually changes, it is important for professionals to learn the latest about snowsports education and training. Continuing education requirements are meant to ensure that PSIA-E/AASI Certified members continue to:

- Stay on the cutting edge in the field of snowsports education
- Obtain current professional development information
- Explore new knowledge in specific content areas
- Master new snowsports education-related skills and techniques
- Expand approaches to effective snowsports education
- Further develop professional judgment
- Conduct professional practice in an ethical and appropriate manner

All Certified Members of PSIA-E/AASI must attend continuing education events as outlined below, based on age and/or status:

CEU Values

12 credits = 2 days

6 credits = 1 day

CEU Requirements

* Certified Members, under the age of 64, must obtain 12 credits (CEU'S) every 2 seasons to maintain good standing. This is the same requirement as 2 education credits in 2 seasons – the terminology is what is changing.

* Certified Members, between ages 65-74, must obtain 12 credits (CEU'S) every 3 seasons to maintain good standing.

* Certified Members, 75 years of age or older, must obtain 12 credits (CEU'S) every 4 seasons to maintain good standing.

* Certified Members, 16-23 with student status, must obtain 12 credits (CEU'S) every 4 seasons, while verified as a student.

Reminder: CEU'S are earned for all continuing education events except unsuccessful exam attempts. Credits beyond the total of 12 credits required will be recorded, but will not extend the time of when you are next due for continuing education.

If you are not able to attend a continuing education event during your “due” season, you will be automatically charged an event waiver fee in the next billing cycle. Once you pay that waiver fee, you will maintain your certification and membership in good standing, and you will be required to

obtain the required amount of continuing education credits

the following season. We strongly suggest you pay the waiver and try your best to get to an early event the next season, to maintain your certification. If you fail to maintain these requirements and wish to reinstate at a later date, you would need to go through the reinstatement process as outlined on the division website at <http://www.psia-e.org/ms/reinstatement>. ■



Book Review

by Agnieszka Wusatowska-Sarnek

Alpine DEV Team

Ski Sundown, CT

Ultimate Skiing by Ron LeMaster.
Human Kinetics, 2010. Pp. 211.
ISBN 0-7360-7959-9

Ron LeMaster does it again, offering clear and concise breakdown of skiing techniques for modern-shaped skis as well as the photo montages of World Cup skiers that he is best known for. Each chapter includes exercises for developing and practicing the techniques discussed. Although the author considers this book a second edition of his earlier work, *The Skier's Edge*, the material has been revised significantly, including new sections on tactics and techniques for ice, moguls, powder and steeps, augmented with vibrant full-color photos. It is a perfect book to add to your collection. This book is organized into three parts:

Part I covers fundamentals of skiing mechanics. LeMaster cleverly uses relatively simple language supported by sketches and photography to discuss forces, pressure and momentum, interaction of skis with the snow, and phases and types of turns.

Part II, entitled *Techniques* reviews the movements to create effective reactions to forces while skiing. This section opens with a chapter on alignment and stance then goes on to discuss fundamental movements such as fore and aft, up and down, rotary, edging, and lateral balancing, closing with a chapter on boot fit and alignment.

Part III examines real-world skiing in powder, steeps, moguls, and ice.

What makes LeMaster's books unique are the size and clarity of sketches, as well as the variety of large and full-color photos of expert skiers and World Cup races. Moreover, the book not only provides crisp discussion on modern skiing techniques but offers teaching methodologies and exercises. Although, mostly supported by photographs for the advanced skiers, it is easy to apply the concepts to skiers at any level. I highly recommend this book. Plenty of copies, new and used, are available for sale on Amazon.com ■

PSIA / AASI National Report

by Bill Beerman, PSIA-E National Board Representative

The National Board of Directors held a meeting on January 29th – February 1st in Denver during the SIA show. During our meeting days board members were able to attend the indoor show at the Denver Conference Hall along with an on snow day at Winter Park. Attending both the indoor and outdoor shows allowed us to show our support and participation to our partners and sponsors. All of the Divisional Presidents also held their annual meetings and participated in portions of the national meeting and the SIA show.

Inter Ski was held just prior to our meeting and the event details and experiences were shared and detailed plans we made to bring the event information to the membership. Check out the most recent issues of 32 Degrees and the issues to follow. "The Community" on our national website has a great many of our presentations along with footage of demos from us and other countries. Check it out!

Many of our eastern members just returned from the 50/50 Celebration held at the Aspen areas this April. The event format was the first ever and used the traditional National Academy format of a 5 day and 3 day on snow educational program. Given our 50 Year Anniversary Celebration, our host and the national staff were able to offer daily skiing, after ski programs, après parties and banquets. One could pick the day or days to ski with friends or join the activities that were offered. Our first day we had a group of eastern education staff and were joined by Razer and Smitty, aka Dave Merriam and Shawn Smith. Many of the groups skiing were past national team members, past national presidents and board members, along with many of our sponsors and current divisional and national leaders. Two of the last few days, Mike Bridgewater and I had a chance to ski with Rocky Mountain Examiner training group. It was quite an experience to meet so many great skiers all working to enhance their personal skiing ability and build the image of their division as a professional, fun group to be associated with.

A special thanks to those members who contribute to our PSIA-E Education Foundation Scholar Funds and the Eastern Scholarship Committee for granting me a scholarship to off set some of the costs to attend.

The next National Board meeting will be held in Denver June 10-12 for our traditional budget and projects review and approval.

Around the Regions



Region 2

Did spring actually happen in the East? I just came in from a very wet morning of rain mixed with snow followed by an afternoon of scattered clouds and sun. Where are those glorious days with temps in the 60's and beautiful corn snow? I am sure that when all the kids from Great Britain are gone the conditions will become spectacular again.

The last events on our schedule were at Sunday River in Maine; the members that participated were from all over the east with tons of energy and good things to say about our organization and course conductors. With all the natural snow received most resorts in our state will shut down with impressive amounts of snow just becomming to be played on, its said to see it go. Two resorts (Mt. Snow and Stowe) have already begun the process of replacing older lifts. At Mt. Snow the Summit triple is being upgraded to a 6-passenger chair and at Stowe the quad on Mt. Mansfield is being replaced with a newer version. Killington announced its plans to take down the existing Peak lodge this summer and have the new one completed by December of 2012.

I would like to plant the seed for a fall membership meeting for Region 2 that would coincide with a weekend in late September. We will still have golf, disc-golf and Mt. Biking available in hopes of combining some fun with some constructive discussion about where our organization is headed. As always please contact me with any suggestions or concerns: oconnor@together.net or by phone (802-234-4032). Have a great summer and stay fit! **Steve O'Connor, Region 2 Director**

Region 4

Wow, the weather and snow was about as good as it gets in Region 4 this season. I want to thank everyone who attended one of our regional meetings this season. Your input and feedback is much appreciated. We will be sure to discuss all your suggestions and questions at our spring Board of Directors meeting which will be held in the beginning of June. If you were unable to attend one of the meetings in person this season, please feel free to e-mail me any questions, comments or suggestions you have. I can be reached at enj5050@yahoo.com

One major improvement that was made this year that was well received by Region 4 members

was on-line educational event registrations. This was an overwhelming success in year 1 and is sure to grow exponentially in the coming years. One other technological advancement was implemented this year that is sure to have an impact on our region in the coming years. On-line voting for the Board of Director seats was used for the first time this year in Regions 5 & 6 and the voter turnout was the largest ever by far. We look forward to utilizing this technology during our next election in Region 4 in two years.

That's all for now, I hope everyone has a great summer and I look forward to providing you with an update from our June Board of directors Meeting in the next issue. **Eric Jordan, Region 4 Director**

Region 5 (Western NY State)

Steve Howie, Regional Director, Dick Fox, Regional Representative

Region 5 continues to have strong representation from the regional membership.

I would like to congratulate the members of Region 5 for such strong participation not only in the recent election (over 36% of the membership voted), but for all those volunteering for committees, attending regional meetings, and continuing to support and promote PSIA/AASI. As we start a new three year term on the BOD I would like to first start by thanking Ron Kubicki for his dedication to Region 5 as Director/Representative and congratulate him as the incoming President of PSIA-E. Congratulations also to Dick Fox, from Holiday Valley, our new Region 5 Representative to the BOD.

The past winter we had Region 5 Meetings at Bristol Mountain and Holiday valley. Some of the topics we discussed were: The Board of Directors and its responsibilities, dues and event pricing, certification, the Master Teachers Program and on-line voting. Although those in attendance did not see pricing as an issue, it was thought that it was a drawback for our new younger instructors. There will always be different thoughts on certification; levels, number of days, locations. . . ., I would not want to be Mickey Sullivan or Pete Howard. But I think one of the most important topic covered is what the Board of Directors responsibilities are and how hard the work for the membership.

From Holiday Valley Ron Kubicki writes: We had a very successful Region 5 members meeting at Holiday Valley in February during the first day of several events being held here. It was attended by over 60 members and also included several of our candidates for region 5 Director and Representative.

Some discussion was held about the increased use of our website in regards to on-line dues payment, event registration and now on-line voting. It

was felt these were all effective in getting a greater participation from the membership. This was reinforced by the numbers of votes cast at that point in the elections for Region 5 by having already 3 times the votes cast in the previous election, and still having weeks to vote yet.

We were fortunate to have our National Representative to ASEA; Bill Beerman and our Immediate Past President; Bob Shostek in attendance who spoke a bit about the progress on the addition to our Albany office.

We ventured into some discussion about the need to participate and support the growth of our association with the Up 10 in "10-11" membership growth plan put into effect this season for members, Ed Staff, Area Reps and School directors to participate in and support.

There was a more informal gathering at the end of the day over several "beverages of choice" with a solid spirit of camaraderie and good will amongst everyone

Scholarships continue to be an underused resource. The application deadline occurs before many of us are thinking about winter snowsports. **Don't let this opportunity pass you by this fall. Keep checking your Snow Pro for details.**

On a final note, Dick and I thank you for your support in the recent election, and we both look forward to serving as your representatives on the Board of Directors for the next three years.

Region 7

The season came to an end in late March this year with a wave of warm weather for Region 7. Region 7's Annual meeting was held March 2nd, at Timberline this year with good attendance. Timberline, ever gracious towards PSIA in hosting Events, outclassed previous meetings by providing dinner Wednesday evening after the Regional Meeting. Meeting participation was lively and informative with the dinner encouraging old and new friends a chance to get together and socialize. Timberline's conditions combined with good weather provided effective event experiences. The ART Event was enhanced by Canaan Valley's esteemed Timberline Ski School Director Bobby Snyder's participation. By all indications Event participation was a resounding success for all attendees. In the Regional Meeting conversation focused on recruiting and retaining younger members. A synopsis of National's current priorities was provided by Bill Beerman (Examiner & PSIA-E's National Representative), a brief review of changes in Exam formats was discussed by Bob Shostek (Examiner and past PSIA-E President). And Regional Representative Paul Crenshaw provided statistics on 2009-10 Region 7 membership, including numbers on certification validations achieved. Both Region 7 Representatives encouraged more Region 7 members to seek higher levels of certification with the goal of closer matching validation rates

at other Regions, as well to provide a higher level of customer satisfaction. The Region 7 member survey, though providing valuable preliminary information, will be followed this summer with a 2nd Survey to further hone and validate the results. Your participation is vital for its success!

Remember, the summer often provides the best training for the coming season!

As always, we are available for comments, concerns and advice for what it is worth:

Paul Crenshaw: pcrenshaw@mail.mass-resort.com **Walter Jaeger:** wjaeger1@mac.com

No reports from Regions 1, 3 and 6 ■

There's no waiting for friends on a powder day.

~Author Unknown

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In Memoriam

John Hubbard Wheeler

West Palm Beach – John Hubbard “Hub” Wheeler, 84, formerly of Westport, CT passed away on January 15, with his family at his side.

He was born in 1926 in Bridgeport, CT to the late John W. and Eleanor H. Wheeler. He was also the husband of the late Joan G. Wheeler, who passed away in 2007. He was predeceased by siblings Kenneth G. Wheeler, Eleanor Joan LaPoint, R. Duff Wheeler and David B. Wheeler.

Hub was educated at Northwood School and Vermont Academy and attended Dartmouth College. While at Northwood School he captained the ski team and participated in 4 Alpine and Nordic events. He was also a veteran of the WWII Military Police in Korea.

He was an investment banker with Carreau, Smith, Inc. and Advest for 31 years, prior to his retirement in 1985, and was an allied member of the New York Stock Exchange, member of the American Bankers Association and Director of the Montclair National Bank. He was also a member of the Palm Beach Pundits and a member of the U S Power Squadron for over 50 years.

In addition to his family Hub had a tremendous love of skiing and boating. He was a certified Professional Ski Teacher and member of the Professional Ski Instructors Association for over 50 years. He was also a member of the Canadian Ski Instructors Alliance. A Connecticut alpine ski champion in 1958 he was also a former President, Chairman of the Board and Life Member of the Sterling Ski Club. He also held Board positions with the Connecticut Ski Council, was an official and coach at the Winter Special Olympics in 1980 and 1982 and served as an official at the 1980 Winter Olympics in Lake Placid, NY. He also served as the Head examiner for the United States Eastern Amateur Ski Association (USEASA). He owned several power and sailboats; many of them named for his wife, Joan.

Hub is survived by sons John H., Jr. (Jeanne) of Harwich Port, MA, William (Carol) of Colchester, VT and Tim Wheeler of West Palm Beach, FL and stepson Peter Traugott (Lisa) of Oley, PA; grandchildren Holly Monaco (Rob), Jeffrey Wheeler (Laura), Abigail Wheeler and Amy Wheeler; step grandchildren David and Kate Traugott and great grandchildren Mikayla and Robert Monaco and Alexandra and Liam Wheeler. ■

Foundation News



education foundation news

2010-2011 EF Scholarship Award Recipients

Total scholarships awarded: \$11,783

Name	Scholarship Fund	Name	Scholarship Fund
Allison T. Ace	Membership	Emily Hunter	Membership
Lauren M Arnold	Terry	Arthur Kanzaki	Membership
William Beerman	Leader/Ed Staff	Adam S Kline	Membership
Michael Broderick	Terry	Carol A Kozar	Membership
Rustin K Brown	Membership	Elizabeth C. Lam	Membership
Margrit J. Burke	Burbridge	Charles T Laws	Burbridge
Patricia A. Burns	Member	David Michael Lindahl	Leader
Jennifer M. Catsos	Member	William McSherry	Ed Staff
Janna Chapdelaine	Membership	Andrea L. Miner	Terry
Jon Chasson	Membership	Lloyd Holden Muller	Membership
Angela J. Cosner	Membership	Kevin T. Murphy	Membership
Dustin W Cressman	Membership	Gary Pritchett	Membership
Daniel C. Curry	Membership	Shawna Riley	Membership
Anna Czulowski	Membership	Sarah Rogers	Membership
Warren Dahlin	Membership	Mark E Schaefer	Membership
Adam T. DeMuth	Membership	Barbara T. Schneider	Terry
Christopher R. Dufresne	Membership	Karen Shields	Membership
Christine J. Feehan	Membership	Robert Shostek	Ed Staff
Joseph T. Fignar	Membership	Harold Smith	Ed Staff
Ashley M. Foulkrod	Membership	Robert S. Speck, Jr.	Burbridge
Harold R. Freeman	Membership	Nancy K Spier	Membership
Sharon L. French	Membership	Justin M. Spony	Membership
Susan Gallo	Leader	Brenda K Towne	Membership
Nathan E. Gardner	Membership	Kevin A Walters	Membership
Nancy Geibel	Membership	Travis C. Wampler	Membership
Linda V. Gravell	Leader	Daniel W. Webb	Leader
Cindy Hammond	Burbridge	Leslie White	Ed Staff
Joshua T. Hickey	Membership	Robert Zazzera	Leader
Anna Hinds	Membership		

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The PSIA-E Education Foundation expresses its sincere appreciation to the following members who have contributed at least \$50.00 to the Foundation through the annual dues “add-on” program. Since no dues or program fees go to the EF, contributions are the primary source of support for the Foundation and its scholarships. Thank you!

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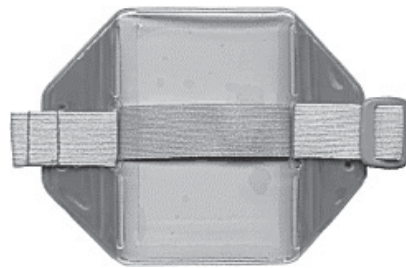
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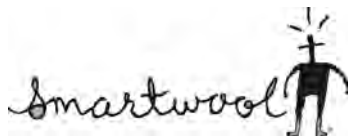
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Season ending thoughts

by Ted Fleischer, AASI Advisor-Eastern Division

Well it's gotten to be that time again ...spring! At least by the calendar. At the time of this writing, mid April, we still have snow on the ground and a fresh couple of inches fell last night here in northern Vermont. Could this be the beginning of the next ice age? This winter certainly made for some good sliding and I personally saw some excellent conditions here at home as well as when I visited resorts in North Carolina and Pennsylvania! Seems like most folks had quite a snowy winter.

There were a few new clinics on the schedule this year and judging by sign ups people enjoyed them. Our new 3 day camps for Freestyle, Steeps, and Trees all met with approval by those who attended. Based on feedback I received, the participants liked the reduced per day rate coupled with the extra day to ride with other like minded instructors. Look for these camps on next years schedule too.

At the end of the season exams, held at Stowe Vermont, we also had Eastern Team Tryouts. This is a top shelf team of some of the best instructors from the east coast. As an organization, we help train and support these folks in their desire and hard work to try out for the AASI National Team. The National Team is comprised of six of the top instructors from across the nation. The next tryouts for the National Team will be in the spring of 2012. Historically, the talent here on the east coast has done very well. We currently have TWO members on the national team, or a third of the team, from the east coast. These are Dave Lynch from Gould Academy in Maine, and Tommy Morsch from Bristol in New York. Joining them on the Eastern Team are Brian Donovan from Peek and Peak and Joe Jones from Jay Peak and Stowe. Two alternate members were also chosen at this years tryouts, they are, Bonnie Kolber from Stowe, and Chris Marcoux from Sunday River. Please offer these folks your hearty congratulations and support as they work hard and strive for the AASI National Team. Good Luck Everybody!

Personally, I'd like to thank all of the snowsports school directors and trainers that hosted our events this year and helped make this season such a success. I appreciate all of the positive feedback and suggestions we received throughout the season. Have a great summer, have fun, and we will see you on the hill next season!

Thanks ■

SO you want to longboard?

by Dave Pike

AASI Level III / ACE Team

Stratton Mountain Resort, VT

Everyone's rolling around on these things now it seems. They're fun as commuter vehicles and you can pretend you're snowboarding while you do it. Or you can turn your feet sideways and pretend you're skiing while you do it (don't laugh – old school slalom skateboarders in the 1970's raced this way and ruled it). What do you and your kids (if you're getting one for them also) need to know about getting and riding one?

Pick a safe learning area for doing it. Sound like something you're done before? Yes, pick the asphalt equivalent of your mountain's learning terrain and head there when it's not busy. For surface conditions, new pavement without pebbles, cracks, ridges, or speed bumps is your best bet. Getting moving on the board by pushing with your rear foot, on the toe side edge of the board, is a great way to go. When I snowboard, I push on the other side of the board (the heel edge side) – but I never do this on a skateboard, because I can slide my foot toward the nose (for pushing) and back to across the board (for riding). When starting to get the feel of turning, pushing down on the "edges" of the board is a better tactic than leaning your whole body. Once you or your child gets more advanced, leaning over is a safer option.

When you start shopping for one of these things you will be bombarded with a bunch of numbers describing the equipment. There's the length of the board, the width & geometric design of the axles, and the hardness & height of the wheels. The length of the board is really up to you and what you plan to do with it. If you are going to just roll around on it, turning once in a while, 3 to 4+ feet is appropriate. If you plan on going to skateparks with bowls and ramps, you would probably be happier going a little shorter (30" to 40"). The hardness of the wheels is measured by a durometer. 75A to 85A durometer wheels are soft and feel like bouncy superballs; they grip the most and are on 90% of longboards sold. 99A durometer wheels are hard and feel like formica; they grip the least and are on "traditional" skateboards designed for tricks & park riding. Wheels in the 85A to 90A durometer rating will grip well enough to work carving and in a skatepark. The height of the wheels is usually 70mm or so for longboards, and 50-55mm for traditional skateboards. As far as the trucks, a.k.a. the things that hold the wheels to the board, there are many options. Unless you plan on racing, the width and geometric design of the axles isn't really important (unless you feel that your life will be enriched by something exotic). If you strive for the exotic, go to a good skate shop and talk to the employees there.

What other gear will you need? Shoes that are good for skating are as important as the board. Skate shoes are perfect, but flat soled sneakers work well. Hiking boots may seem like a good choice, but are designed to grip & grip & grip and also provide a solid platform on sharp rocks. This solidity will make it hard for you to tell where your feet are on the board. Skate shoes can slide a little on grip tape and pavement and give you better board feel. Flip flops or other water/summer open toe shoes are only a good idea if your last name is Sheckler, Hawk, or Dyrdek. Helmets are a good idea whenever speed is involved, so that is kind of obvious. Knee and elbow pads aren't bad either, as well as wrist braces. If you work with your hands, you might even want to wear gloves. If you plan on racing, a leather motorcycle racing suit, gloves, and helmet are a must have.

After purchasing a longboard, you may find that it feels super wobbly and floppy "edge to edge." There are rubber pieces (bushings) in the trucks (again, the metal things that hold the wheels). There is a nut that can tighten a washer down and squish these rubber things to remove the wobbly feeling. Sometimes you just can't get rid of this wobbly feeling – in this case you probably need harder bushings. Bringing the board to a good skate shop is the best step at this point.

See you at the Wal Mart parking lot. Have fun. If you have any other questions, ask your students in ski and snowboard lessons. One or all of them probably ride longboards or skateboards. ■

The New AASI Eastern Team →

Front Row: Tom Vickery (Eastern Team Coach), Bonnie Kolber (alternate) **Back Row:** Chris Marcoux (alternate), Brian Donovan, Tommy Morsch (current Eastern and National Team member), Joe Jones Not Pictured: Dave Lynch (current Eastern and National Team member)

Tryouts held at Stowe, Vermont on March 31 and April 1, 2011.

Three additional Alpine Eastern Team members were selected at the tryouts on March 2-3, 2011 at Stowe – they are Don Haringa, Josh Haagen and Philip Freudenberger – Congratulations Guys! ■



CONGRATULATIONS!!!

The winners of the Burton Snowboard Promotions which were held this season are:



AASI Level III Member – **Keith Morris** from Smugglers Notch

Keith attained his AASI Level III certification and also won a Burton limited edition snowboard

AASI Level II Member – **Zachary Weaver** from Massanutten

Zachary attained his AASI Level II certification and also won Burton bindings

The following new AASI Level I Members won a Burton backpack!

WELCOME to these new members and to the more than 341 new AASI Level I members who attained their L1 certification throughout the season!

Region 1: John K. Bryan from Holden, MA attained his Level I at an exam held at Bretton Woods, NH (R1)

Region 2: Douglas Flippin from Richmond, VT attained his Level I at an exam held at Stowe, VT (R2)

Region 3: Cristal Chan from Durham, CT attained her Level I at an exam held at Mount Southington, CT (R3)

Region 4: Geoffrey S. McCay from Gibsonia, PA attained his Level I at an exam held at Ski Denton, PA (R4)

Region 5: Austin Schied from North East, PA attained his Level I at an exam held at Peek n' Peak, NY (R5)

Region 6: Kristofer D. Bevan from New Fair Field, CT attained his Level I at an exam held at Thunder Ridge Snowsports School, NY (R6)

Region 7: Ashley I. Schneider from McLean, VA attained her Level I at an exam held at Massanutten Snowsports School, VA (R7)

Thanks to Burton Snowboard for being such a great PSIA-E/AASI 2010/2011 sponsor!

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Progress and Setbacks for Adaptive Snowboard Certification...

We are working on it!!

by Mary Ellen Whitney, Adaptive Board of Examiners

The last few years have been a bit of a struggle for the ABOE (Adaptive Board of Educators) in building the certification process for adaptive snowboarding. But we are not alone... similarly across the country other divisions are faced with the same difficulties. There have been many stumbling blocks, but the Adaptive Snowboard Educators continue to push forward to address and resolve some of the issues involved in preparing standards and a certification process that aligns with our alpine process and with other divisions across the country.

Early in December 2010, at the Breckenridge National Adaptive Academy, Kathy Chandler and I met with division leaders from Rocky Mt, Northwest and members of the National AASI team to discuss where we are headed, and how to chart out national standards to set the tone for divisions to follow this curriculum. Earl Saline, PSIA/AASI Education Manager and former AASI National Team member, facilitated the group discussion, and we set our goals for developing national standards for Adaptive Snowboarding.

The first Eastern adaptive snowboard Level I exam was given in 2007, with about 20 candidates passing. This was a huge success for our adaptive division, yet questions for the process arose. In 2008, the Level I exam was given again with a slightly changed format. At the same time, other Adaptive divisions across the country were following a similar path. An eastern Level II exam was

scheduled in 2009 and 2010, and then cancelled and re-scheduled, only to be cancelled again for lack of registrations. So where are all those Level I's who should be ready for Level II? We have devised a survey to ask them.


Some of the issues we face to be resolved are as follows:

- The ABOE staff has limited snowboarding skills; but lots of adaptive knowledge. Therefore it is necessary to recruit AASI examiners to join forces with Adaptive examiners to administer exams. This is costly, and does not model the other adaptive exam formats. In addition, those on the ABOE staff who do snowboard, have not been able to train with AASI examiners to develop a good team-teaching curriculum. This type of training is being planned for next season.
- An exam format must be established for the three levels of certification. Currently the other PSIA divisions in the US that offer adaptive snowboard certification have differing formats, as well as different standards, and various disability categories. For example: Rocky Mountain division includes Hard of Hearing as a major part of their stand-up adaptive snowboard category.
- The Adaptive skiing schedule has ample opportunities, workshops and consult clinics for getting ready for any exam...Not so for adaptive snowboard. There are no clinics or workshops for Adaptive or AASI instructors to cross over and learn about adaptive snowboarding. We hope to change this.

- Many programs across the East do not offer adaptive snowboard lessons. This creates a problem when a candidate attends at an adaptive snowboard Level I exam, unprepared and unaware of criteria expected in the exam.
- The riding standards for Level I adaptive are not equivalent to the riding standards at Level I AASI. Should they be?
- With a few exceptions, our eastern programs are dotted with only a few students who are taking adaptive snowboard lessons, many without the adaptive equipment such as the rider bar, or Snow Wing (Board Buddy). The Wounded Warriors Disabled Sports Project and those programs with a military component seem to be driving the standards to be addressed, as many of them want to snowboard.

These are questions and issues that are being addressed as we move forward. The good news is that the ABOE staff is on it, and well aware of what needs to be addressed. Our spring meetings will push us one step closer to having a process that works for next season. National standards should be in draft form by now, and may also be ready for next season. But hey, we are adaptive...we ride with it!

Mary Ellen Whitney directs the STRIDE Adaptive Ski Programs Jiminy Peak Mt. Resort, Hancock, MA with affiliate programs at Ski Sundown in New Hartford CT, & Catamount Mountain in Hillsdale, NY, and. She is PSIA Adaptive Level III, PSIA Alpine Level II and an Adaptive Clinic Leader for the Adaptive Board of Educators. ■



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Distraction-action

by Tina Buckley, PSIA Level III/ CS2 ACE
Blue Mountain Ski Area
Director Children's Learning Center

We frequently get young children in our program that “don’t want to ski anymore” for no obvious reason. We bring those kids inside, give them something to drink and then try to convince them to get out there again and give it another try. The direct approach rarely works. Taking their mind of skiing is the key. Here are some things that worked for me in the past.

Over the summer I collected lids from gallons of milk or juice in all different colors. They are now in my “treasure chest”. During the conversation with the child that does not want to go out there anymore I “all over sudden” remember I have to go on the learning hill and hide those “tokens” for the other groups to look for them and find them, because “I promised to do so”. But I can’t do it, either because I am not in ski boots or it is too much for me to do it by myself. So I ask the child, if he/she can be my secret helper, not telling the others what we are doing, top secret. Since he/she agrees, the child can pick which ones we are going to hide. Then we or the instructor with the child, go outside, with or without skis on, hide the tokens and of course stay on the hill to observe if others find them. And while we wait for this to happen, we try skiing again. This has worked so many times that you should give it a try, but you have to be a good actor to be convincing.

If the kid just does not want to ski, ski without skis. The girl I had inside did not want to ski, but was very curious about the magic carpet. So we took a walk down the slalom course we had set up with cones on our learning hill, partially sliding in our boots and stood in line to go up the magic carpet, without skis. While riding up she watched the others having a good time skiing and at the top she asked me to get her skis, because she wanted to go faster now.

In general it is much more effective to distract the young child with conversations other than skiing. If they “don’t want”, they don’t want and “adult” reasoning is not going to help. You might

as well put a coin in a parking meter and start talking. Conversations about their summer vacation, their visit to the zoo, their favorite football team or movie and others gets them to loosen up and to forget about their “not wanting” to ski. Manage to get them curious about something out there a little later in the conversation (bear tracks in the snow, a groomer standing nearby, or even a snow gun) and have the child be the decision maker (at least in their mind) as far as “let’s go out again”. ■

To Pole or Not to Pole: that is the question??

by Lisa Gouwens
PSIA-E ACE Team Member
PSIA Children's Committee Member
Gore Mountain

On a stormy snow day, watching Oprah and her guests--Jennifer Aniston and Adam Sandler--discuss their movie “Just Go With It” I thought about children and pole plants in their skiing.

Now you may wonder how these two relate but think about it; most instructors, when discussing the use of ski poles for kids 7 and under say, “just go with it”. If the parents want them used, fine, if the kids want them, fine, if you don’t know what to do, fine... just go with it.

But what kind of information do you have to assess your young skier’s ability to use poles? What philosophy do you comply with? Do you see a future Lindsey Vonn or maybe a Bode Miller shushing down the mountain gracefully touching a pole at every turn? If you do then you’ve got to have the tools to create the athlete.

Let’s look at some children’s physical developmental factors in chronological order:

1. Kids at the beginning of their life start by lifting their heads.
2. Then they use their core to pull themselves up on their knees and on their elbows. Core is developing!
3. Then development of the larger muscle groups in the legs in conjunction with the arms
4. Then the movements of the wrist and ankle
5. Out to the grand finale-- the fingers and toes

Now that all that development is done, here she or he stands in front of us, our mostly developed,

walking, talking child who wants to go skiing and someday use poles!

Just as we assess skiing skills, should we assess “pole-ability”. As young skiers lastly develop movements and strength in the wrist and ankle, fingers and toes, think about the difficulty for younger skiers to hold, no less maneuver, the pole by use of the arm and wrist. Holding poles in front for long periods of time would prove to be difficult and then add the flexion and extension movements necessary from the wrist and it’s a double whammy. Don’t fret, there is hope... developing good arm/hand position without poles might be a bit easier and than movements the feet remain the focus.

Here’s an activity you can try at home in your living room. Barefoot, get into a wedge position with your ankles and knees flexed like a child’s. Get in touch with your feet and feel equal pressure from the ball of the foot to the heel, now take your hands and with a lever movement from the shoulder swing your arms up, hands in front, pole position. To counter act the movement and stay balanced the hips drop back--for every action there is an equal and opposite reaction. Hmmm, makes you think—are we encouraging an athletic stance?

Poles also add “swing-ability”. Because kids move as a unit and haven’t yet developed the ability to separate upper and lower body movements and the core is strong, rotary movements from the trunk make it easier for a child (and many adults) to turn--add some poles for momentum to that rotary movement and we could be developing movements we would later have to unlearn.

Here’s a theory of my own that pertains to cross-lateral movements. A simple definition of a cross-lateral movement is the opposing, simultaneous, movements of the arms and legs. This is very visible in walking and cross-country skiing, arm moves forward opposite leg moves back. Walking and cross country movements are large now “nano” that movement thinking about the turn of a competent skier. In the initial phase of a turn to the right, the right pole swing happens as the left ski becomes the new outside ski. We are not only combining cross lateral movements but also adding a directional movement. This timed movement is difficult for most pro’s.

Taking what each child brings to the lesson we are trying to develop proper movements so watch, assess and develop a plan that works for YOUR kids. Reward positive outcomes and coach to success. Understanding childhood physical development allows you, as a pro, to formulate a plan that will best suit YOUR kids and make it “age-ability” appropriate THEN.... “JUST GO WITH IT”. ■



A Director's Direction

by Gail Sellock, Gore Director of Snowsports School and Debbie Goslin, Kissing Bridge Director of Snowsports School

In these current economic times people want the most out of their dollar. Many are spending their money more cautiously; they just want the best value. For some, Skiing and Snowboarding are discretionary expenses, for others it is a budgeted expense. Either way, how do we get the customers to spend their entertainment money at our resorts? Our ultimate goal is to get people to come to our resorts, enjoy their experience, and come back again and again.

How do lessons fit in with such budgeted expenses? What do we, as SnowSports School Directors do to improve these experiences? Do we look at our instructional programs and “tweak” them to current best practices or are we complacent and OK with “same old – same old”? We can capture their interest and turn them in to loyal customers starting with Leadership Excellence. As Directors we have to start by setting high standards for ourselves, our instructors and our instructional programs. At times even the best Directors can become frustrated – the rental skis are not waxed; a “mystery” bus of First Timers just showed up; we will be using our already old uniforms for another year – the list goes on. While these everyday situations at a ski area are real, we need to keep in mind that most times we can only manage and influence our segment of the business – the SnowSports School.

While we face challenges and take risks, we must not become complacent. Instead we must strive to improve our products and services. First, we need to think of our mission statements and core values for our SnowSports School. Maybe your resort's mission statement includes words such as ‘Passion’ – we want to share our passion for sliding on snow with our guests. Another word in your mission statement might be ‘Safety’ – we want to ensure our students safety all during their lesson, and teach them safety and etiquette awareness as part of their foundation for skiing and riding skills. How about ‘Fun’ – our lessons should be fun, and we need to show our students that learning to ski/ride is fun at all levels of the sport. And very important words ‘integrity’ and ‘mutual respect’ – we want to demonstrate honesty, quality, and sincerity, while treating our staff and guests with respect.

If we work by our core values/mission statements we can then offer such great service that our guests will not only come back but tell their friends and relatives about their Winter Experience at our resort! And that begins by building good, positive relationships with our guests. To start, we should put ourselves in our guests shoes, uh, ski/snowboard boots. What do they see when they pull into the parking lot? Are there signs directing them where to go? Are the lodges neat? Is the staff friendly and knowledgeable? Are they helping the

guests feel comfortable? As we often hear, ‘we only get one chance to make a first impression.’ All staff, should learn to see themselves from the guest's perspective. Our body language, posturing, and facial expressions often say more than our words. Our guests want to know that we're listening to them, and understand their expectations. They want the first person they see to solve their problems, not be passed on from person to person. Our goal is to retain skiers and snowboarders to our sport. If this is their first visit, we want them to know the “Secret Handshake” when they leave!

All of this adds up to “servicing the customer!” And it comes down to people! Our constant challenge as SnowSports School directors is managing people. Whether it is 20 instructors or 220, our instructors are one of our resort's best assets! It is not an easy task to keep all those “personalities” happy and thousands of customers even happier! It is our job to try and figure out how to make every customer happy, so those families will remember that our resort was a great place and come back for generations to come. ■

Allow me a bit of
philosophy here... We
started tele skiing as a
rebellion against rules.

~Paul Parker

xx-ploring



with loose heels

xx-ploring

by Mickey Stone
PSIA-E Nordic Coordinator

We have finally been blessed with well over 250 inches of snow this season in the North East. We actually had events where we were teaching how to ski the powder and had fresh groomed tracks for the X-Country events.



Julie West of Mt Van Hovenberg



Keith Rodney in the POW



Chris Roundy DCL and Karen Dalury Dev team looking at the Green Mtn spine Vista with Mt Ellen, Camel's Hump and Mt Mansfield in the background

Our events were well participated in this season. More to come on that in the end of the year summary in the next Sno Pro. We finished up the season with 30 in the Telemark Exam at Sugarbush on the third week of March in POWDER conditions. See listing for all who passed. Special congratulations to Jay Nation from Seven Springs Pennsylvania who attained Telemark DCL.



We would like to congratulate Karen Dalury from Killington for attaining the Telemark Development Team. Karen learned to ski in Blandford MA at the Springfield Ski Club. She currently teaches telemark and alpine skiing at Killington Resort. From 1988-2004 she coached alpine ski racing at Pico and Suicide Six. Karen is the Director of Killington Yoga and she is a certified Anusara-Inspired Yoga and Pilates teacher with 17 years experience. She loves to recreate outdoors as much as possible.



Also making the Telemark Development Team is Keith Rodney of Mount Snow. Keith has been on the alpine Development Team twice, participated in both the Alpine and Telemark Eastern Team Tryouts for National. He brings great skiing and technical skills to our team. He has been at Mount Snow for over 10 years as a kids coach and trainer.

continued next page



Spring Rally Telemarkers

Spring Rally was another mid winter event (no corn here) at Killington.

Finally we finished up with popular and fun Norwegian Tele Fling at Sugarbush VT with 25 participants and 8 staff helping out. Have you ever seen this many tele skis in one place?

Below are some X-Country progressions compiled by the X-Country Team of Laurie Gullion, John Chiarella, Randy French, Hal Westwood, Mark Lacek, Dale Rodgers and Julie West. Thanks Team and members copy this for your lessons. Enjoy the last few weeks of snow and see you on Mt. Washington.

Gotta use your brain, it's the most important part of your equipment.

~Kevin Andrews and Warren Miller, Extreme Skiing



Randy French and his son Cam



Dale Rodgers Examiner

Skate Level 2 – V2

Timing and balance (these can be done with pole engagement or by mimicking the poling action)

1. Revisit Level 1 double poling over two-ski glide (just the standard double pole). Then turn in a new direction by the inside ski leading in a V-shaped. Return to double poling over the two skis.
2. Keep stepping in a new direction, matching both skis to glide, and double poling over the skis.
3. Repeat the drill, stepping in a new direction, double poling over the skis, lifting the inside ski slightly off the snow with most of your weight on outside ski. Then turn the inside ski in a new direction, and double pole over the new gliding ski. Let the inside ski coast on the snow whenever necessary to preserve balance.
4. Eventually keep the inside ski off the snow to fully weight the outside gliding ski.

Balance and propulsion—skating with no poles (all designed to help with balanced gliding in V2)

1. Ankle flex—bend the ankles to lower your body, keep your hands behind your butt like speed skater, and push strongly off flexed ankle to move from ski to ski.
2. Ankle flex to a taller stance—bend the ankles to lower your body, push off one ski to more fully unload off the ski and get fully onto the other ski to ride the glide and increase glide length. Let the hips rise as the ankles extends to ride higher on the gliding ski.

3. Hand/ski alignment – As you skate onto a gliding ski, let your opposite hand swing toward the gliding ski in alignment with it. The hips come forward with the hand but stay oriented down the trail. (Don't over-twist the hips toward the ski.)
4. "Shaking the hand" -- Repeat #3, but let your hand stay oriented toward the gliding ski longer with a slight shake (mimic a handshake) to extend the glide slightly.

Rhythm and timing

Note: Choose an appropriate grade for the skier's abilities in order for them to achieve success.

1. Short-skate V2 on slight grade – Do V2 but with flexed ankles (lowered body) and short glides. Keep everything shorter and lower to keep moving consistently up the hill. The goal is to keep moving consistently.
2. Flick the ski tip – While executing V2 poling, finish the skating action with a quick flick forward of the ski tip. It should feel like a quick acceleration of the total ski. Flick the toes forward (not up or out). The action makes you ride a flatter ski for longer glide and prevents an edged, slower ski. Start this drill on flat terrain, and then move to a slight uphill.
3. Light hands, light skis – Ski this exercise from flat terrain to a moderate uphill. When you begin to breathe hard (due to the demand from the incline), push more lightly with your hands, which eliminates hard poling with the upper arm and back muscles (which demands more oxygen and energy expenditure). Think simultaneous "short step, light hands" with quick turnover to move up the hill. This allows uphill climbing with less effort.
4. Quiet upper body – Keep a quiet upper body through V2, especially the head. If the head is moving excessively, then the skier needs look ahead at the track without looking up. If the head raises excessively, then you can arch the back. Keeping the head controlled and looking down the track will keep the shoulders rounded and relax the stance.

V-2 Alternate Skate Drills and Progression

In Place to Moving V-2 Alt.

The V-2 alternate skate technique is difficult for some people due to the timing of the pole push and skate. A good way to practice this is to start in place and then move slowly before trying the full movement. Start by moving in place with a double pole through the air. Just as your hands pass your body, step to one side and then step back to the start position with skis parallel. The weird part about this is that the timing is not an even one-two-three but one-two then three. The timing between the poling and the first skate is short with a bit longer interval when you skate back. This is a one sided skate, meaning you will either be poling in one direction or the other.

The second step in this progression is to do the same movements except plant the poles in the snow to start but still just step to change direction. The pole plant will give the skier some movement forward but not be an aggressive skate. The key here is to watch that the poling is solidly planted and powered before skating. If a person's balance is not good enough to stay on one foot, feel free to use both feet on the snow to stabilize. The focus is on pole and foot timing.

The last step is to add power and a more aggressive skate rather than just stepping onto the new ski.

Stretch to Add Power

Of all the skate techniques it may be argued that in V-2 Alternate skating the skier should be very high and stretched forward to allow a powerful crash down on the poles. Try V-2 Alternate timing with no poles. Once the correct timing is achieved forcefully bring the elbows forward and up pulling the hips also forward and up. Then crunch down aggressively bringing the shoulders toward the rib cage and the rib cage toward the abdominals. Watch that the butt stays forward and that the bend is not at the waist. Once this can be accomplished

with no poles add the poles and commit as much weight as possible to the poles. Lastly apply power by engaging the abdominals when weight is committed to the poles. The feeling is like stretching a rubber band and then snapping it back in place to achieve power.

Air Pole Drill

Once a skier has the V-2 alternate timing down it is practice time. Access the skier's ability by watching their V-1, V-2 timings with poles. Find some gentle rolling terrain. Do the following without poles. Start by standing or moving in place doing the V-1. Move the hands and arms through the air and mimic V-1 pole timing. Remember this is 3-1 skate, 3-1 skate. If the timing is not clean in place with the skis on, take them off before proceeding as the next is to do the V-2 (pole-skate, pole-skate) and V-2 alternate (Pole-skate, skate) timing in place.

Begin skating mimicking V-1 timing when going uphill, V-2 timing on the flats, and V-2 alternate when cranking. The key here is to watch and feel the correct timing of poling and skating. Sometimes people will hold their hands behind them when they have completed their air poling. In this case have the skier snap their hands forward to be ready for the next poling.

Air poling is a great way to practice transitions and clean, continuous foot movement as the skier will stall if the feet are not in continuous movement.

UPHILL INTERMEDIATE PROGRESSIONS

A. No ski body position introduction:

- Stand with feet together, knees flexed, weight on entire foot, hips slightly ahead of ankle – feel that position.
- Hands on thighs, shoulders slightly rounded. Flex ankles with heel down (feel weight on whole foot), and move up and down slightly, focusing on keeping hips aligned.
- With a downward flex, push off and step forward, focusing on same body alignment.
- Now take multiple steps, still focusing on forward body alignment. Feel the push-off with the whole foot.

B. Scooter drill (flat terrain, no poles):

- Flex ankles, do a scooter with one ski (push off only one side). Become aware of where the push-off is effective and where it isn't. Try pushing off of toe, pushing off the flat foot, pushing off heel, etc.
- Notice that the push-off foot comes slightly ahead of the glide foot in order to get the best grip.
- Also notice that staying very flexed is essential.
- End up doing this with the push-off starting at the heel and a quick roll to the ball of foot.

C. Tempo/glide length focus (skiers should already be aware that increasing tempo and looking up are good tools for beginner uphill work):

- On a steady gradual uphill, practice the increased tempo technique for getting grip on the uphill.
- Now add the feeling of reaching with the foot to "claw" the snow ahead of you.
- Be sure that the knee and hip move with the foot as it grasps the snow ahead.
- Some key words: clawing, grasping, eating the snow, shoot the feet.
- Practice that for a while.
- Then focus on doing the same with the poles, initiating from the belly button and allowing the shoulders to roll. Grasp space with the pole.
- Then, putting it all together, start with the familiar quickened tempo and then, without changing the tempo, use the techniques above to get more out of each stride, covering more distance with the same tempo.

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D. Any drill that works on good body position on flat terrain will help on the hills. So, on flat terrain and no poles:

- “Feel the heel.” Diagonal stride, land on a flat foot with ankle flexed and hip forward (as in no ski intro above), and feel the heel.
- Then focus on pushing off with the heel, remaining flexed at the ankle.
- Now add a “snap” with the knee, getting a crisp, clean push-off. (popcorn knees).
- Now, when you snap the knee, anchor the upper body by feeling a tightening or crunch in the abs.
- Then, take this progression to a slight uphill, no poles.

DOWNHILL INTERMEDIATE PROGRESSIONS

A. Rotary skills progression (twisty turny movements):

Standing on skis, lift one ski, twist foot, ski, and leg and push the tip against a ski pole on the inside, and then the outside.

Lay a pole on the ground, set one ski on it (flat) and twist back and forth. A partner holds the tip of the ski to add resistance. Pressure is felt in the boot and up the leg, all the way to hip. Use poles for balance at first, and then take pole away. This requires balance on one foot, as well as anchoring upper body so torso doesn't rotate.

Do the same thing, on a straight run down a gradual hill. Stand on one ski and twist the other on the snow surface – flat ski. Switch skis.

Now to get a turn, start the movement with the inside (active) foot. The stance foot, which is the outside ski, now matches the movement of the inside ski. Voila! A turn with twisty turny movements.

Level 2 (intermediate)

Skate and Classic

Step Turns and Skate Turns

Body Position

A. Nail the Tails

This static drill works on building an offensive opening movement of the inside ski. On flat terrain the student is asked to keep the tails of the skis on the snow, and then lift the tip of the inside ski slightly when standing in place. The tip of ski is then moved toward the direction of the turn and placed on the snow. The tip of the outside ski is then lifted and moved to be parallel with the first ski. Repeat so that the skier completes a portion of a circle in place. Emphasize small steps and looking into the direction of the turn.

B. Accelerating Circle Drill

This activity helps bring the student from step to skate turns on flat terrain. With students skiing in a circle they use step turns to change direction. Increase the speed emphasizing increased active movement toward the inside of the turn. This is combined with a push off from the outside ski to add propulsion. Watch for students to look toward the inside of the turn, actively open the inside ski, and keep stable body position with a flexed knee and ankle.

C. Step Turn Slalom

This drill allows students to practice slight changes in direction on a gentle downhill trail. From a straight run two small steps are made toward the middle of the trail. As the skier nears the opposite side two small steps are made back toward the other side. Repeat. In this way the student moves back and forth across the trail. You may want to have students ski a zig-zag pattern on a piece of flat terrain prior to using a down hill grade. Emphasize the same movements as were done while in place.

D. Moving Slalom

For a fun way to end the step turn progression try doing a moving slalom. Start the group of students down a long gradual hill in a long line with each person doing the snow plow. This will create a moving slalom line that the last person in line increase speed and proceeds to step or skate turn through the slalom line until reaching the front where they slow down into a snowplow and become the new leader. To keep the flow of the line going the last person starts speeding as the skier ahead is 3-4 “gates” (person) ahead. Safety concerns need to be addressed before starting. The group will need sufficient snow plow skills to be able to hold a line pattern. Be sure to consider your group before deciding if this drill is appropriate.

Level Two (intermediate)

Skate

Propulsion

Tunnel Vision

This drill is helpful for the skier who wants to develop more power in their skating. Use a gradual uphill and no poles. Envision a tunnel that is just below head high and eight to ten feet wide running down the center of the trail. The skier flexes the knees and ankles to avoid hitting his or her head on the roof of the tunnel. Encourage the skier to drive the ski tips out toward each side of the tunnel while the torso remains centered. Feet swing back under a stable core. Correct body position is achieved by staying low without flexing at the waist. Watch for sufficient edge engagement and a vigorous push-off as the leg extends.

KICK DOUBLE POLE TIPS

A. Refinement of the timing

- To make sure the timing is correct, kick before poling. Kick as hands are moving forward. Think: “kick, pole, kick, pole.”

B. Drive the thigh

- Focus on driving the thigh forward rather than the kick back. This allows the entire leg, including hip, to move forward for better glide and propulsion. It helps to maintain the correct body position.

C. Scoot the ski

- To develop more power from the push-off, slide the ski slightly forward in preparation for the kick. This allows a timely and effective push-off from the whole foot.
- On flat terrain without poles, mimic the kick double pole timing on one side only. During the glide phase, scoot (slide) the foot slightly forward just before push-off.
- Be sure to maintain normal arm swing and rhythm while doing this drill.
- Re-introduce poles, and practice on a slight uphill. ■



to the following members who passed their **new Level II and Level III certification**

during this past season! Members who passed their Level I certification are listed on the website at: www.psia-e.org/new - check it out!

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Brian Clark
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Sharron Eastman
Ralph Olaf Eberhardt
Justin Falkenberg
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Mike McEnaney
James Mershon
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Curtis Witherow
Kurt D Zwally

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Eric Ball
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Cross Country Level II Certification Examination

Neal T. Graves
Paul McNeil

Adaptive Level II Certification Examination

Margrit J. Burke
Natalie J. Burns
John J. Callamaro
Colleen M. Dannels
Daniel Ginder
James Hayes, IV
Anne Holliday
Brian W. Kaplun
David W Nichols
Stephen M. O'Neill
Alissa K. Towle
Melissa Wolff-Burke

On-Any-Gear JUMPING EVENT at Lake Placid, NY

Wednesday and Thursday, September 7 & 8, 2011

FEATURE EVENTS				\$220
Num.	Event	Dates	Location	Deadline
002	Jumping Event	Sept 7-8, 2011	Lake Placid Jumping Complex	08/19/11

To Register: Please visit the website (www.psia-e.org) for an event application, fill it out and submit by the deadline of August 19, 2011. The cost is \$220 for PSIA-E/AASI members; \$245 for non-members. **Non-members, Registered and Level I Members must interview with Mickey Stone prior to registering.** Please e-mail him at: cpage3@aol.com. Applicants must be 16 years of age or above to participate. This event can be used for update credit for any discipline. Price includes coaching by PSIA-E/AASI Education Staff and ORDA coaches, trampoline usage, facility storage, pool fees, and handouts.

Fax your completed application to 518-452-6099 or...

Mail your completed application to 1A Lincoln Avenue, Albany, NY 12205

Location: The jumping complex is located just east of Lake Placid, NY, on route 73. Approaching from 73 west, the pools and jumps are on your left. Meet at the Complex Gate house, which is just above the pools, at 8:15am each day. You can't miss it - just drive to the base of the 90-meter jump.

Lodging: There is plenty of lodging nearby; go to "Lake Placid Lodging" on the web where you'll find a lot of places to suit your style and wallet.

Schedule: Training Time period will be 9am-4pm each day, with a 1-hr lunch break. Feel free to bring lunch. There is a snack bar with lunch at the pools, and it is a short drive to town.

Snowboarders: You must be at least AASI Level II. If you have participated in the past events, and are not Level II but could negotiate the ramp-sliding portion effectively, please contact Mickey Stone via e-mail at: cpage3@aol.com. Wrist guards, kneepads and full clothing from head to toe is required for your safety.

Preparation: You will be training on trampolines for at least half of the first morning. Wear clothing appropriate for working out. No shoes allowed, so wear appropriate socks. Also, jewelry and sharp objects need to be taken off. These trampolines are outside, so you'll need to dress for the weather.

For the pool you will need:

- Boots that can get wet for Telemark, Snowboard or Alpine.
- Skis or boards, preferably short, 150-175 cm. It works best with less shaped skis. So your straightest, shortest pair would be the best.

- Helmet a must. A Pro Tec or ski helmet preferred; no bike helmets because you need some type of soft or hard earflap in case you don't quite land right in the water. Strap must be worn.
- PFD approved personal flotation device; not a seat cushion over your shoulders.
- Mouthguard found at any sports store (Play it Again, etc). One you put in hot water and form to your mouth.
- Optional
- Wet suit, shorty, Lycra suits, etc. Whatever you will be comfortable in during the temperature of the day. The water is not heated; it is in the cool 70s.
 - Towels, sunscreen and cameras or video.

Schedule:

Day 1

- 8:15-8:45 Meeting/Organization/Handouts/Waivers
- 8:45-Noon Framing Safety and Training Groups
 - * Warm-up flexibilities
 - * Trampoline etiquette and instruction
 - * Landing/turning/twisting/height
 - * Advanced moves for those with past training
 - * Viewing National Teams who are there

Lunch

- 1:00-4:00 Afternoon Gear prep/ Waxing/Safety on jumps/Into the water
 - * Approach/Take-off/Maneuver/Landing
 - * Adding tricks

Day 2

Repeat and continuation of the above. Trampoline to warm-up and into the pool when ready. The goal is to become more accurate with the basics and to add some tricks.

This is an excellent event to begin your freeride career. It allows you to learn how to become more aware of your body in the air, and what movements affect you during approach, take-off, performing the maneuver, and landing. Basic trampoline maneuvers will be performed before any tricks are added. The basic and simplest maneuvers will be experienced before adding more difficult ones.





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The Value of Professional Knowledge

by Barbara Schneider

We've all seen it – a child in a seasonal program skis well with us during the lesson but returns the next morning or weekend having regressed. The new parallel skier is back in a breaking wedge for a run or two, or is braced on a locked leg. We lament that parents too often ski their children on inappropriate terrain at high speeds, reinforcing defensive habits and stalling the progress we've strived to make.

One Saturday afternoon in late-January, I was on a chairlift and saw two young children on steep blue terrain skiing in control in breaking wedges. Dad was leading the group and mom was riding tail gun. I said to myself, "I wonder if mom and dad know how bad this is for their children's skiing?" As I got closer, I recognized 4 year-old twins in our program who had learned to ski in December. I had skied with their group that morning and knew they made spontaneous wedge christies on easier terrain.

When their mom dropped the children off the following morning, I told her that I had seen the family skiing and thought it was great that the kids had the stamina to ski in the afternoon. I also said that I thought the terrain they were on was a bit too challenging and that they probably should stay on terrain that didn't require them to go straight downhill in a breaking wedge. Mom's reaction was surprising. She said, "You mean that isn't good for them?"

That exchange made me realize how much we take our professional knowledge for granted. We assume that parents who ski well understand what it means to teach well. We assume that parents know that we assess progress not only by the terrain children ski but also by the way that they ski it. We assume that parents understand how a child's skiing behavior in a group may be different than it is with the family. We assume that parents understand that our goals and objectives for the child are geared toward long-term skier development. It occurred to

me that, if we really believe that children's coaches have two clients, the parents and the child, we owe it to parents to let them know how we coach and why.

A seasonal program provides a perfect opportunity for parental education. For several previous seasons, I had a full-time management job in the regular ski and ride program for 7-14 year olds; now I coordinate a seasonal program for 3-5 year olds. While dealing with parents was a big part of the old job, I didn't have the chance to develop long-term relationships with parents the way that I do now. And, when children ski or ride in single-day or vacation-oriented lesson program, there are fewer opportunities to influence parental behavior or coach parents on coaching their kids.

After talking with our training staff, I put together a 90-minute complimentary clinic to educate parents on how to ski with their children. We circulated an email to the parents of our 40+ children and set out the following goals for the clinic:

Learn how children's coaches approach skier skill development and how we integrate into the program contemporary concepts on coaching "the whole child" from PSIA (The Professional Ski Instructors of America)

Understand how terrain choices help and hinder a child's learning curve, and how to "read" the mountain as if you were still a kid

Perfect your skills at skiing backwards and spinning – essential for skiing with kids

Develop an understanding of the features in the mini-park and basic park etiquette

Learn some games and drills appropriate for all levels of skiers that will make your family ski time more fun and improve everyone's movements

Meet the parents of other children who ski with your child

We offered the clinic on two days, right after drop-off. We had 8 parents on day one and 7 parents on day two. After introducing ourselves, we talked about our "history" as skiers. Some of us learned as kids without lessons; some of us had been in ski school programs from an early age; some of us learned as adults. We talked about how our experiences as skiers influence our approach to our children's skiing. Are we personally aggressive, with a timid child? Do we translate those fears to our kids? Are we trying to replicate our own experience or provide a different one?

We started with some static balance, edging, and rotary drills, and talked about how those kinds of demonstrations are valuable, regardless of the level and age of the skier. We moved to our learning terrain, skied in "wicked" large breaking wedges for about 50 yards, stopped, and described the sensations we felt. No surprise – everyone said their hips hurt and their weight was back. We then skied some

wedge turns and compared the sensations. We did some of the activities we use to encourage spontaneous christies and open track parallel – stepping, hopping, and shuffling. We did drills to incorporate those activities in a variety of ways, so that parents understood how we try to appeal to visual, auditory, and kinesthetic learners, and how we incorporate multiple intelligences into our teaching.

After the next lift ride, I encouraged parents to ski the trail as if they were their child. We took the jumps and woods paths that are the favorites of 4 year olds. I showed parents how natural terrain features can encourage inside leg steering. Some parents were surprised that we encouraged jumping and "tree" skiing. I explained that not only can you not discourage kids from jumping, but it also is great for their balance. I reminded parents that children love trees and that we try to encourage a respect for and appreciation of the mountain environment. We practiced on-snow spins, wedging and carving backwards, and one-footed skiing, all things that high-level skiers can do to make easy terrain more fun and productive for them. We did some synchronized skiing, as well. We went through our mini terrain park and I explained how the kids have learned the elements of Smart Style.

We talked about terrain choices in general. I know that parents and children are proud when they can tackle tough terrain. We talked about when in the day to do it, how often to do it, and how using garlands, j-turns, and side slipping may help children negotiate tough terrain without resorting to the comfort of the breaking wedge.

The feedback was positive. Some parents reported that their family ski time is now far less stressful. The most productive aspect of the clinic, in my mind, was that it fostered the dialogue that must continuously take place between parents and coaches. Next season, we'll offer similar clinics when our program begins, so that the conversation begins even sooner. ■

more on next page

This section is utilized for the publication of articles from the membership, and we invite your active participation. Content reflects the opinion and knowledge of the writers only, and is not to be interpreted as official PSIA-E information.

Park Skills

by Josh Haagen, PSIA-E Alpine Examine

Last season I had the opportunity to coach one of our Eastern divisions "Park Skills Events" Hosted by Mountain Creek Resort in Vernon N.J. It Turned out to be an exceptional event and I wanted to take the time to recall some of what is often covered in our Free ride clinics to raise awareness and give a preview of what participants get to do in a PSIA-E Specialty event.

This may help other members decide if one of these events is for them.

The Mountain had an entire area with one of its three peaks dedicated entirely as a park... complete with official gated entrances that require passing a quick safety quiz, chair lifts, legitimate jumps of many sizes and shapes, boxes, rails and other features on every trail. Not that this spread of terrain is essential for an event like this but variety always helps!

If you were a kid when you started skiing or riding or even going downhill on a sled or toboggan then you probably remember "wanting to go off a jump"... not much has changed and kids still want to go off jumps in our snowsports schools and chances are good that a lot of "older kids" want to go off jumps too... a prime example of this would be found in the article "freestylin' with the over 50 set" in the spring 2009 edition of "32 Degrees"

One of the points that I hope to highlight is how the perception of an event like this can be seen as "for young people only" but can be great for any population and all ages. Truly most of the park events I have worked included a really diverse group consisting of young (teenage) proficiently skilled riders to members whose ages are anywhere from mid 20s to mid 70s!

First though, Barriers need to get broken down and bonds built immediately following. Creating an ambience of "calm positive energy" within the group and a feeling of non judgmental camaraderie, facilitates encouragement and constructive observation of each other.

The essence of the freeride culture is what we see everyday in the groups riding together in the park or pipe "upping each others bar" with comments, feedback and encouragement.

"DUDE, YOU OWN THAT RAIL"!... Matt Boyd once said this to me in a park clinic we attended together as I was on approach to a long flat rail at Okemo and trying to decide whether I was actually going to hit it or not... well, with that encouragement I went for it and cleaned it perfectly because another group member upped my confidence and commitment!

"THAT'S MONEY"!... comments like these are things people say to one another to encourage and respect the performances their bro's and sisters "lay down".

How Fun is had Safely during the Learning process in a clinic is often one of the main concern's for most folks... and for me as well. Most people would prefer to stay uninjured and physically capacitated to remain active both in their skiing work and regular lives, one injury and you are potentially sidelined on the benches for the rest of the season.

If your "season" includes not only skiing but time spent on your income generating endeavors, an injury can be potentially devastating, especially if you rely on some degree of physical activity to get things done.

This is probably my first consideration in a Park Skills Clinic and here's how we take care of Safety at the start of the clinic and throughout the event with two basic focuses.

- "Skiing around the Mountain and using the park trails and features"

- "Developing a sense of what is Possible within our Skill Set" and then "Applying a Culture of Personal Judgment" to everything we attempt.

There are some written rules and some unwritten rules which may not be immediately apparent until one has spent some time watching "the locals" at a given venue ride through that particular park. For Example, when skiing around and using park features, in addition to the regular skiers responsibility code, there is a code of park conduct and responsibility that must be adhered to which we reference from the available information from accepted industry entities.

On the Written side It Starts with the NSAA (national ski areas association) "Smart Style Initiative" which includes four general points and helps to classify freestyle terrain by marking the features contained on a given trail as "small, medium or large features". in general, the smartstyle initiative is like a "freestyle skiers responsibility code".

The Four Points of the Initiative are:

- *Make a plan - "Every time you use freestyle terrain, make a plan for each feature you want to use, your speed, approach and takeoff will directly affect your maneuver and landing".

- * Look before you Leap - "Scope around the jump first".

- * Easy Style It - "Start small and work your way up (inverted aerials not recommended)".

- * Respect Gets Respect - "From the Lift line through the Park".

On the Unwritten side are the "rules of the road" for a given areas terrain and those are determined by the local riders who's home turf we are riding on.

It's kind of like going surfing at a new beach where there are some locals and they know the waves and where to catch them from and ride them

to, essentially you want to watch those experts of the area and learn from them while staying out of their way.

Not that everybody doesn't have the same rights to the waves or the jumps but you earn the full rights by learning how to use the features properly and not mess up others attempts by staying out of the way of the experts who already know how to use them.

For Example; a particular park may have a series of hits and rails that locals like to ride over consecutively one after the other to make a flowing continuous run without stopping called "Slopestyling". Since this terrain is new to you, you typically stop at each one and use the Smartstyle initiative to get familiar with them.

When it comes to learning a new move off of a new hit, we do not just "GO FOR IT MAN"! without first using "baby Stepping Stones" to success... Small Parts of each maneuver practiced individually that are built one on top of the other, as carefully and repetitively as they need to be during the learning process. This approach sets us up to succeed when it comes to trying the maneuver that is built from the requisite number of successful repetitions of the individual moves that comprise the trick we are building or goal we have in mind.

Some of the Specific Moves that we may cover during a freeride clinic include; Using Twin Tip skis, Learning to ride backwards or "Switch", Basic Jumping technique, Learning how to perform Off Ground Spins Like the 180, 270 and 360, How to use Man Made features most notably Flat Boxes, Rails and Barrels, and

How to Approach and Ride the Halfpipe without getting smoked!

We Learn to "Smear, Butter, Slide, Check, Rotate and Grind" plus so much more!

So if you're Shopping for a "New (school) Attitude or just want a different Experience and some new information to round out your Skiing profile Try a Free Ride Specialty Clinic or one of PSIA-E's other Super Specialty clinics, you won't be disappointed! ■

Leaf!

by Dave Pike

AAI Level III Snowboard Instructor /

ACE Team member

Stratton Mountain, VT

Every snowboard instructor has to deal with the unwillingness/fear/inability of a student who exclusively rides on his/her heel side edge. Lessons that include these students happen every day at every ski area. How do we teach these students?

Being able to stand on and change direction on a snowboard isn't easy at first. If a child can only do this on his or her heel edge, they've actually accomplished a lot. Guided practice can transform a Turbo Leafer™ into a proficient rider linking turns.

Obviously torture can work with these students – forcing them to ride on their toe edge continuously. “Let's do the falling leaf on our toes now” – There is a place for that definitely. This activity will very quickly tire younger riders, so it may be best used in small amounts. Instead the instructor can choose to work with a skill already owned, and built outward from there. A task in this vein could be “Let's ride on our heels, then get off of them somewhat.” Making turns that look like “U” shapes on the hill can be a fun heel side practice – riding straight down the hill (limit how far this is to be done) to start, then across, then back uphill again until a complete stop.

A relative to the falling leaf is the garland, and it can be modified with turn shape thoughts as well. Have riders drop the nose straight down the hill (again, for a certain length of time) then across the hill. Varying the sizes and shapes of these can keep the interest (e.g. “Let's do 1 short one, then a long one, then 1 short”). Since the direction of travel isn't changing, you will run out of trail. At this point, practice it switch stance. This can be a good time to note the kids stances – one of these directions / stances will be easier for them. Since they have

always ridden on their heel edges, they are likely not to know if they are goofy or regular.

At this point in the lesson we can ask ourselves “Why can't this they ride on her or his toeside edge?” Is her / his approach to this “Stand like a ballerina on tippy toes?” A lot of the time it is. Is it because the boots aren't fitting right (both the shell and the liner)? A next activity could be standing in the snow on the front part of their foot. Restated, try to make a half footprint in the snow with the kids, where the front half of the boot, under their toes, touches. Then try to make a “most of my foot footprint” in the snow with just the very edge of the heel of the boot off the snow. At this point the group has practiced the bodily movement correctly, possibly for the first time.

Now with the board back on, the group could get up on toes, look over shoulder, go to heels. Why? The kids will feel like they are going from “unsafe” to “safe.” This is a gentle introduction to even standing on the toe edge for just a short time. The looking over the shoulder can only be done if they stand up straight. They've just taken a big leap toward linking turns. They can usually do it first try. If they need you to help them up getting up from a seated position, they're now able to get up from their knees to start riding (and don't need you/Mom/Dad/etc. anymore).

At this point the kids have had a good introduction to riding on the “other” edge and are less afraid of it. On their own they may decide to practice the transfer to the toe edge, and if they cannot get up off the ground on their heels, they will always get practice going from toe to heel edge. ■

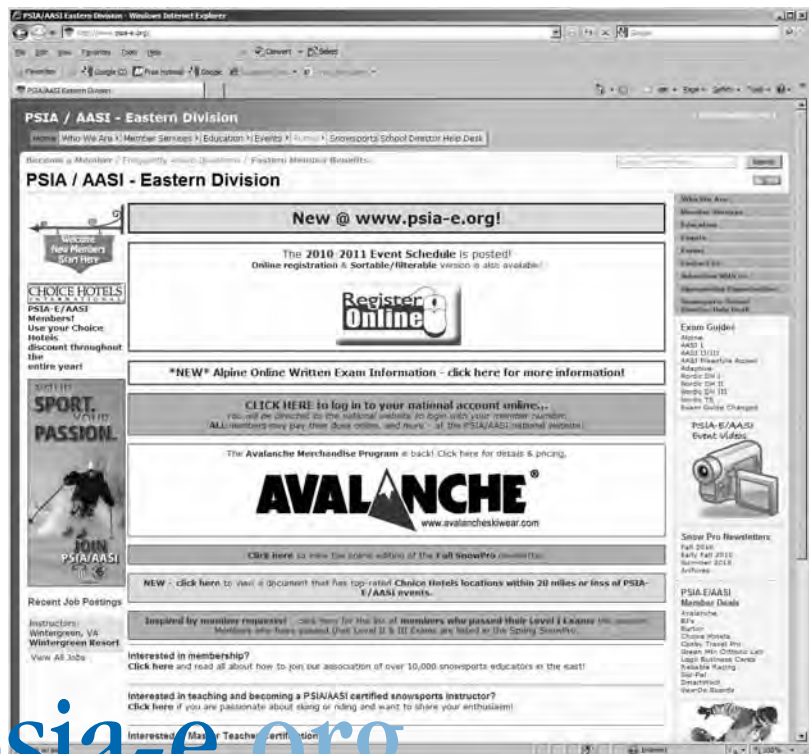


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Seasonal Programs Manager - 6 month benefited position. Manage all aspects of seasonal programs including staffing, scheduling, budgets and outreach. Previous supervisory and program coordination experience required.

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Once again, we extend a big “Thank You” to the following areas who hosted one or more of our events this past season. Their generous support continues to assist us in providing members with quality programs at the best possible value

Thank You

- | | | | |
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| Attitash Bear Peak Ski Area | Granite Gorge Ski Area | Mount Abram | Sno Mountain |
| Bear Creek Mountain Resort | Greek Peak Mountain Resort | Mount Peter Ski Area | Snowshoe Mountain Resort |
| Belleayre Mountain | Gunstock Mountain | Mount Snow Resort | Stowe Mountain Resort |
| Berkshire East | Gunstock X-C & Snowshoe Center | Mount Southington Ski Area | Stratton Mountain |
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