Changing Lives Through Our Passion To

SLIDE
Gold Merit Blizzard Ski & Snowboard School is hiring PSIA-AASI certified instructors for the 2014/2015 season.

Blizzard is a members program that runs on Saturdays for the entire season. Candidates must have PSIA-AASI certification or be willing to obtain certification.

We are a family program that teaches 3 year olds through adults. Members excel through our regimented skill based program like nowhere else. Members are enthralled by their advancement and professionalism with Blizzard. We also provide privates lessons to members and the general public outside of our regular program.

Director positions are also available to the right candidates with supporting skills and experience.

Resumes now being accepted via email. Send resume to: blizzard.school@yahoo.com

Interviews & Hiring will commence on September 26th, 2014.
Before I launch into business, here’s a huge greeting to my fellow members of Central Division!

You will have noticed by now that PSIA-AASI Central has a new President. My name is Susan Hoene Boyle. I am a native of Duluth, Minnesota currently living in Bloomington, Minnesota (Minneapolis), and I have been a ski instructor for more than 30 years. Having started at Spirit Mountain, I’ve been a trainer at Hyland Ski and Snowboard Area for 22 years. For the past eight years, I was also involved in the administrative end of our snowsports academy, but my real passion is in teaching. I supervise the Women’s Program and serve on the Ed Staff conducting Instructor Training clinics and PSIA prep clinics. You might say I know our business inside and out.

Prominently associated with PSIA in Minnesota, I see myself as a winter sports enthusiast, for our organization and for snowsports in general. I began serving on the Board two years ago, and I have been active on various committees and served as Administrative VP. Those experiences led me to realize that Central Division is a strong and unique division, flush with talent and passion for snowsports, and in need of strong governance to ensure long-lasting success.

Springtime provides well-earned respite for snowsports enthusiasts, but that is not quite the case for your Board of Directors, who have been hard at work recently. The weekend of May 2nd - 4th, 2014 your Section Representatives were in Chicago to conduct business — to seat new board members, elect new officers, and plow though the many decisions the board is required to make on behalf of Central Division. It was intense, but fruitful.

The composition of your new Board includes varied business backgrounds, which is already benefitting us as we develop strategic plans and apply renewed focus on the legal and financial aspects of our corporation and our Education Foundation. We are working closely with our Executive Director, and are undertaking reviews to gauge where and how we can improve function. While many reading this are interested in how PSIA-AASI Central can assist you, I want to be clear that I welcome your comments on our business, our education programs, and communication on any topic you wish to share with me. You are welcome to contact me at president@psia-c.org. I look forward to hearing from you.

I have been working closely with the Education Vice-President to ensure our programs meet the National Standards, to provide greater member satisfaction, and to reach out to our membership, because our job is to supply Central Division with the tools and support necessary for personal achievement and industry-wide success. I have viewed my role on the board as providing support for the ed staff and for you, our members, and that does not change just because I have a new position. If we do a good job going forward, we can improve our business performance in order to satisfy our corporate requirements, update business functions, develop new processes and support systems, and most importantly, provide education and certification training that satisfies your personal development and growth in snowsports education. When we succeed in these areas, the entire world of snowsports is benefited.

I’d like to say thank you to the board members for their support, and to you, our members, for being so great at what you do — teach, guide, and inspire.
We hope you are enjoying your summer! It’s become very quiet here in the office, but we are happy to have the time to catch up, clean up, and apply what we learned during our first season.

ANNUAL MEMBERSHIP SURVEY
Keep those survey responses coming – Central Division needs your input. The Board of Directors, the Education Administrators, and the office review the results of the membership survey throughout the year, so please take the time to complete the survey and make sure your voice is included. In as little as 10 minutes (more if you add comments, and we hope you will), you will expand our understanding of what is important to the division membership and how we can increase the value we provide.

This survey is anonymous. Results will be shared in a future edition of The Central Line. If you have not received the URL link to the survey by e-mail, please contact the office.

RENEWALS/LATE FEES
On July 1st, $15 in late fees were automatically added to membership renewal. On August 1st, that increases to $20. Your membership is not considered renewed if you do not include those fees in your payment. If you are sending your payment to the office, please make sure it is for the correct amount and that it is being mailed to the correct address.

QUESTIONS ABOUT MEMBERSHIP OR EDUCATION HISTORY
If you have questions about your membership or your education history, summer is the best time to get those questions answered. Call or email us and we’ll track down the answers.

SUMMER OFFICE HOURS
Our summer hours are from 10:00 a.m. to 6:00 p.m. ET, Monday through Thursday. We are closed on Fridays. Please check the website or our voicemail for any adjustments due to vacations.

Greetings PSIA-AASI Central Division members!

I would like to thank all of our Discipline Administrators, Ed/Cert Committees, Event Coordinators, and Ed Staff for all their work in managing a cold, snowy 2013-2014 season. We are busy completing the summer work of creating another year of quality education experiences for our membership.

Last October, ASEA-C had administrators from all disciplines attend the Fall Conference in Colorado to work on the new National Standards for each discipline. Those will be a central focus of the information our programs will be presenting this upcoming season, as they provide a useful framework for teaching your clients, as well as for your own certification preparation.

We are also evaluating our class sizes, so we can be financially prudent and still provide you, the member, with consistent quality education/exam experiences. The Training Team will be enhancing the Learning Activities and Benchmarks to be consistent with the new National Standards. Be on the lookout for updates on the website later this summer.

We look forward to making our PSIA-AASI Central Division program offerings the best education experiences possible.

See you on the snow!
“WHAT WE THINK, WE BECOME.” — BUDDHA
Age has a way of creeping up on us. Less hair on your head and more
hair in the ears can be one sign of the aging process. The ability to per-
form and react in dynamic situations is another. This past April, I had
an experience riding home from a training ride. Rounding a corner, both
wheels went out from under me resulting in a losing proposition for my
body. I limped home licking my wounds the best that I could and won-
dered if I could have pulled that corner off in my younger days. I doubt
it. I’m sure that I would have been traveling five times faster, eventually
ending up in the plate glass window of a nearby shop. Ring one up for
wisdom, however, it still left me pondering the effects of age in perfor-
mand reaction time in the sports I work at and love.

“AGE IS AN ISSUE OF MIND OVER MATTER, IF YOU DON’T
MIND, IT DOESN’T MATTER.” — MARK TWAIN
As hard as I try to put my mind over my matter, I’ll never perform like I
did in my teens, 20s or 30s. Speed and strength fade. Fortunately, there
are a few things that helped me slow the aging process down. Benjamin
Franklin once said, “We are all born ignorant, but one must work hard to
remain stupid.” No truer words could have been spoken concerning me
before the age of 36. I knew all there was to know about coaching, per-
forming and everything else in life. I wish someone would have stamped

“STUPID” on my forehead. Biking opened my mind to the learning
possibilities that existed outside of my own world. Bringing my mind
into play was the first step towards accepting new and different learning
approaches; in essence, the start of my striving to stay young journey.

“PRACTICE PUTS BRAINS IN YOUR MUSCLES” — SAM SNEAD
I found that when I feel I don’t need practice, I put my outcomes at jeop-
dardy. Two things that I have personally found to work are being specific
with practice and allowing for my age. In my skiing, I pick a task that cov-
ers more than one skill. I find every available moment to work on it. For
example, this could mean pivot slips on all terrain types even when trans-
porting race gear. On a bike, I found pressing my limits to keep up with
younger and or better riders didn’t work as effectively as staying within
me. I learned to ride at my pace and concentrate on efficient movements.
Joe Namath stated, “I’ve tested life and found out what works for me.”
We each have our own groove that keeps us rolling down life’s highway,
however I think Broadway Joe might agree that the life style we led in our
20s might do us in now that we are over 50. Here are few simple things
that worked for me in attempt to keep Father Time at bay:

• Stay physically fit. I chose biking, a lower impact sport.
• Annual check-up.
• No alcohol. This was a personal choice. Please drink responsibly.
• No nicotine. You can do it.
• Always try to eat something green.
• Engage the mind. Reading really works.
• Work out with better and or younger athletes.
• Compete, if you are up to it. Results are a measurement of efforts.
• Know your limits.
• Allow rest days. The older we get the more important this is.
• Wear a helmet when biking and lift-assisted skiing.

“When you come to that fork in the road, take it!” — YOGI BERRA
Teaching skiing is a physically demanding ordeal. The older we get,
the more demanding it can become. Whereas age cannot be denied,
the effects of age can be determined by what we put into ourselves.
Personally, I hope to be in the best possible physical and mental shape
when I hit the proverbial and potentially confusing fork in the road.
Fellow AARP-age instructors, let’s join hands and defy the aging process
together, keeping our bikes upright in the process.

BRAD MILLER (ALPINE LEVEL 3, NORDIC DH LEVEL 2, AND CHILDREN’S
SPECIALIST LEVEL 2) IS THE SNOW SPORTS TRAINING DIRECTOR AT
SHANTY CREEK RESORT. HE IS ALSO A MEMBER OF THE PSIA-AASI
CENTRAL ALPINE AND NORDIC EDUCATION STAFF AND A MEMBER OF
THE NATIONAL CHILDREN’S COMMITTEE.
PSIA-AASI CENTRAL DIVISION 2013-2014
CERTIFIED INSTRUCTORS

THE FOLLOWING MEMBERS SUCCESSFULLY ACHIEVED CERTIFICATION THIS PAST SEASON. WE CONGRATULATE THEM ON THIS ACCOMPLISHMENT AND APPRECIATE THEIR COMMITMENT TO ADVANCING THEIR EDUCATION AND EXPERTISE.

ALPINE LEVEL 1
Abbott, Mark
Baker, Isabel
Barberena, Connor
Barker, Aimee
Bauman, Laurie
Beck, Chris
Benson, Sam
Berg, LuAnn
Bergomi, Eric
Bickel, Kristen
Biggs, Katherine
Biggs, Lauren
Blankenship, Austin
Bowman, Stephen
Brandimore, Adam
Brandimore, David
Broderick, Mike
Brown, Jackson
Burrows, Paul
Busby, Carlton
Butler, Joseph
Capannari, David
Caron, David
Carrera, Sam
Carter, Matt
Caspers, James
Cherry, Brian
Clark, Kent
Clarkson, Ron
Cofsky, Cameron
Conroy, Wendy
Cook, Austin
Cooney, Katie
Cunningham, Graham
Cvammen, Megan
Davis, Casey
Davis, Dewitt
Day, Brian
Decker, Samuel
DeHaven, Vern
Dodge, Jim
Dodson, Kelly Ann
Donnangelo, Marcio
Dunton, Tonya
Eakin, John
Eckart, Ralph
Edgar, Anthony
Elert, Andrew
Engen, Jordan
Ericksen, Steve
Fager, Keegan
Farron, Janel
Ferri, Jacqueline
Fernan, Tim
Fetters, Travis
Fischer, Sarah
Fisher, Christopher
Fisher, Colleen
Fitzsimmons, Ryan
Foley, Jeff
Forman, Ron
Frez, Chrystal
Gannon, Kristen
Garbe, Jon
Garbe, Laura
Giblin, Paul
Gilles, Peter
Gove, Sarah
Greenwood, Anthony
Griffin, Kelsey
Griffith, Kathy
Guest, Colleen
Guest, Howard
Hage, Paul
Harrison, Blaine
Harrison, Brad
Heinle, Nathanael
Hirmikel, Alicia
Hirmikel, Michelle
Hoehnen, Renate
Holcomb, Jackie
Hutchinson, Robin
Hutchison, Liam
Johnson, Joseph
Kamper, Martin
Katiein, Daniel
Keckonen, Tristan
Kegg, Melissa
Keller, Patrick
Kerby, Abby
King, Haley
King, Joseph
Klein, Apolline
Klopotic, Nate
Knapp, David
Kohlska, Taylor
Kovatch, Mark
Kurzhals, Devin
Landman, Hannah
Laraia, Michael
Laraia, Peter
Laurich, Matthew
Lay, Colin
Lee, Robert
Lewald, Antje
Lillehei, Brooks
Lillehei, Megan
Lopez, Lisa
Landin, Gregory
Lyerla, Joseph
MacLones, Chris
Manke, Neil
Markley, Elizabeth
Martino, Howie
Matthew-Pennanan, Michael
Maxsom, Chris
May, James
McCarthy, Cynthia
McCarthy, Brenda
McCrone, Vicki
McGann, Darren
McGuire, Colleen
McGurl, Scott
McKeeown, Jae
McKinney, Christopher
McMullen, Ricky
McPherson, Jeremy
Meissner, Michael
Muller, Duane
Minder, Scott
Misulich, Mark
Moss, Donna
Myers, Heather
Myers, Terri
Nelson, Scott
Newland, Emily
Nicholson, Ian
Nickell, Susan
Oliver, Trish
Opatriey, Lou
Overman, Joseph
Page, Jill
Paris, Rick
Parmekar, Sam
Peterson, Sarah
Petrich, Bill
Pompolio, Amy
Powers, Chris
Quinn, Ethan
Rajkowski, Melissa
Redman, Connor
Reenders, Claire
Ricardo, Mirela
Rogers, Bobbie
Schaetner, Michael
Schoenefeld, Alexis
Schroeder, Corey
Schubert, Danyel
Schultz, Kaylee
Schultz, Don
Seserman, Leon
Shew, Lynn
Siegel, Jonathan
Stadler, Jay
Steele, John
Steele, Keeler
Steinmann, Colin
Stewart, Emily
Stone, Julie
Strauss, Cole
Tews, Bill
Thompson, Patricia
Thompson, Peter
Tollett, Sam
Tuason, Elizabeth
Turpin, Joseph
Tyznin, Dan
VanOordt, Paige
Vece, Grit
Walker, Bill
Walker, Dianne
Weitzmann, Jim
Wiegand, Dave
Wilhem, Jacob
Wobser, Bill
Youngquist, David
Zelinski, Timothy
Zeltina, Inga

ALPINE LEVEL 2
Adkins, Thomas Mark
Billbrey, Tim
Bolenbaugh, Gary
DeHaven, Vern
Dunsworth, Mark
Erickson, Steve
Fisher, Christopher
Flover, Vera
Gieseke, Todd
Gonikman, Alexander
Griffin, Kyle
Ham, Jeremy
Hanna, Adel
Ericksen, Steve
Heimdal, Mats
Hoeischer, Richard
Holcomb, Bryan
Kagan, Joseph
Kahn, Brad
Kasben, John
Kelderhouse, Lisa
Korte, Chris
Lattting, Bill
Li, EJ
Mantel, Zachary
Mitschrich, Megan
Pinchebeck, Patricia
Polit, Irma
Pond, Cameron
Richardson, Bill
Scheps, Andrea
Shepard, Riley
Shew, Blake
Shinn, Petra
Tuason, Mike
Wallace, Marelle
Zahorsky, Renee

ALPINE LEVEL 3
Arnold, Amy
Burlacu, Emil
Danks, Douglas
Fisher, Christopher
Gilb, Scot
Lantz, Samuel
Park, Harold
Putney, Adam
Ryan, Shawn
Soderberg, Steven
Wiener, Jordan

SNOWBOARD LEVEL 1
Anderson, Connor
Anderson, Lexi
Andrews, Kevin
Bachelder, Jacob
Baumgartner, Noah
Beaulieu, Bryce
Beaulieu, Kimberly
Best, James
Birkholz, Jay
Boehnen, Noah
Boo, Jacob
Bouman, Nathan
Brinkman, Dennis
Campbell, Jake
Carlson, Gabriel
Chynoweth, Craig
Cockriel, Anthony
Compton, Ottis
Cook, Spencer
Ethen, Patrick
Falde, Dave
Ewald, Ted
Howarth, Damon
Marston, John
McCracken, John
Meinert, Sam
McCormick, John
Munsterman, Jodi
Nகை, Keshia
O’Connor, Emily
Okoye, Kenechukwu
Pelley, Patrick
Potter, Margaux
Rabidoux, Jeff
Randall, Alex
Rawson, Ethan
Rush, Joseph
Russ, Riley
Shultz, Rusty
Szymanski, Jacob
Thompson, Cody
Turpin, Joseph
Van Eyk, Cade
Van Dyke, Ellyse
Vancoordt, Jared
Veirink, David
Vieau, Jacob
Wagener, Michael
Wangerin, Josh
Wanless, Marie
Wickey, Colleen
Wita, Matthew
SLOWBOARD LEVEL 2
Chernushin, Nicolas
Cockriel, Anthony
Dolan, Michelle
LaMarra, Richard
Michaelson, Jeff
Nelson, Kevin
Novacek, Trevor
Perhase, Thomas
Garrett
Sass, Jen
Stark, Ben
Stebbing, Zachary
Szymanski, Jacob
Yapp, Joseph
SLOWBOARD LEVEL 3
Lileher, Brooks
Rajterowski, Adam
Weeks, Charley
Wittman, Jon
Wood, Billy
CHILDREN’S LEVEL 1
Adamek, Christine
Allen, Tom
Bansberg, Jorn
Baranyuk, Nelli
Benton, Lisa
Binzel, Chuck
Bonkowski, Bill
Bortscheller, Mark
Carlson, Gail
Cook, Robyn
Cunningham, Ruth
Dodge, James
Donaldson, Eleta
Dossetto, Bob
Evensen, Elizabeth
Ewald, Ted
Falde, Dave
Fetters, Travis
Fetzer, Michael
Fisher, Christopher
Foley, James
Freeman, Paul
Freuck, James
Gambuccini, Madison
Gonikman, Margaret
Griffon, David
Gwin, Hugh
Hage, Paul
Hansemann, Kate
Hartley, Scott
Henry, Liz
Howell, Phillip
Ibata-Fetzer, Jennifer
Jansky, Kevin
Kagan, Joseph
Komp, Karen
Koster, John
Krier, Richard
Krueger, Emily
Lantz, Samuel
Lucas, Paula
Maj, Kris
Malherbe, Dennis
Mantel, Zachary
Matthias, Jeffrey
McCabe, David
McDonald, Dan
McKee, Bruce
McMains, Sue
Minns, George
Munsterman, Jodi
Nweston, Robbie
O’Meara, Tom
Owen, Jordan
Pecker, Deb
Peerboom, Lars
Pellowski, Noelle
Poepping, Chad
Poepping, Todd
Polaski, Kathleen
Quinn, Kris
Ready, Dana
Rack, Paul
Rentz, Dan
Roberts, Paul
Robiner, Sonia
Sacks, Glen
Sass, Jen
Schultz, Cole
Shaw, Thomas
Shew, Blaire
Simonson, Thomas
Stickel, David Scott
Terbeck, Allen
Thell, David
Utsunomiya, Carol
Van Dyke, Ronan
Van Ochten, Gregory
Van Fleet, John
Vos, Brian
Welnia, Nicholas
Welnia, Seth
Werts, Sandy
Weyand, Jim
Yackley, Becky
Yamashita, Lori
Yockers, Anna
Ziehmke, Elizabeth
CHILDREN’S LEVEL 2
Jones, Floyd
Newland, Emily
Shepard, Ron
TRAINER’S ACCREDITATION
Pool, Rick
Schwartz, Jonathan
McGinn, Matthew
McCarty, Patrick
FREESTYLE LEVEL 1
Collins, Marion
Cooper, Bryan
Cunningham, Graham
Haas, Edward
Hobson, Ronald
Linn, Alex
Pecker, Taylor
Sass, Jennifer
Veijvoda, Nicholas
Wagener, Ethan
FREESTYLE LEVEL 2
Imes, Andrew
Warfield, Chase
FREESTYLE LEVEL 3
Doren, Brad
Larsen, Mitchell
Naumann, Kyle
Terry, Nick
TELEMARK LEVEL 1
Gesteland, Eric
Huber, Joe
Shaw, Thomas
Wollschlaeger, Peter
TELEMARK LEVEL 2
Gesteland, Eric
Jacobs, Linda
Wollschlaeger, Peter
TELEMARK LEVEL 3
Miller, Brad
CROSS COUNTRY LEVEL 1
Benson, David
Bode, Phil
Bohn, Thomas
Cichanowski, Amy
Dekan, Amanda
Jaeger, Anne
Kimbrell, Gray
Knuston, Joel
Matson, Steve
Nali, Mike
Panci, Hannah
Woodward, Joel
CROSS COUNTRY LEVEL 2
Fashingbauer, Zeke
ADAPTIVE LEVEL 1
Howarth, Damon
Matson, John
McCormick, John
Meinert, David
Meinert, Sam
Moncur, Uta
Rinaldi, Amie
Shepard, Preston
Skluzacek, Paul
Smith, Drew R.
Stepleton, Jon
Wong, Freeman
TELEMARK LEVEL 1
Gesteland, Eric
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Meinert, Sam
Moncur, Uta
Rinaldi, Amie
Shepard, Preston
Skluzacek, Paul
Smith, Drew R.
Stepleton, Jon
Wong, Freeman
This list reflects those members who met all requirements for certification. Those still in the process of completing requirements in the next issue of The Central Line.
All is always an exciting time for us Alpine skiers. The chill in the air is a harbinger of things to come. During the fall of 1978, there were a couple of things on my mind. First, the record-breaking snow that we had in the Great Lakes area that prior January (and the hopes of another snowy winter). The other was my preparations for my Full (Level III) Certification exam at Boyne Mountain in December. I was reviewing the “CSIA” (Central Ski Instructors Association) manuals so that I was totally familiar with all things ATM (American Teaching Method), and I was also visualizing and studying all 17 of the maneuvers in the teaching progression we were required to know. Of the 17 maneuvers, we were to be graded on 7 of them.

When the day came, I was standing in front of Central Division Examiners, Jim Bloem, Dick Stubbs and Jerry Schenck. These three gentlemen put me through my paces during the exam at “The Mountain.” Yes, I passed that exam. Yes, I am proud of that achievement. Yes, the three examiners made me nervous. Yes, I learned that this was just another step in my journey down the path of a ski instructor.

The fall of 2013 became cool rather early. In the second week of November, temperatures were suddenly cold enough that some ski areas were already making snow. Pine Knob and Mt. Holly opened on the 13th of November, amongst the earliest openings on record, with Boyne Highlands following very soon afterwards.

I had been leading a dry land clinic every weekend at Pine Knob since the beginning of October, so some of us were already thinking skiing and ready to get on the slopes. Much to the general public’s chagrin, many of us enjoyed the early cold and the early snow. For once, even some of the local weather forecasters gave this a positive spin by mentioning that ski areas were already open. Both Pine Knob and Mt. Holly appeared on local television news broadcasts in the Detroit area.

Of course, this also meant that I was looking forward to PSIA-AASI Central Education Staff training and clinics up at Boyne Highlands in the beginning of December. Even though I had been on the slopes for a few hours here and there at Pine Knob in November, this early event is always where I get my ski legs underneath me in preparation for the new season.

As per usual, on Thursday and Friday, the Education Staff went out and practiced together. Our focus on Thursday was Learning Movements Activities, as well as Skiing Benchmarks. In a nutshell, LMAs are what we used to call demo-forms, drills, exercises or maneuvers. Skiing Benchmarks are what we call them when we grade these LMAs in certification examinations. Our focus on Friday was teaching in front of our peers and honing our presentation skills in front of our group.

On Saturday and Sunday we got together with our assigned groups for the weekend clinics. My assignment was a clinic group called “Variety is the Spice.” This group’s purpose is to take our normal everyday Midwest ski technique and adapt it to the variable conditions and terrain found in the high Alpine environment (a.k.a. “the mountains”). We do this by changing the blend of our primary skills, as well as changing our tactics. I enjoy this clinic immensely, because a decade of my 38 years of ski teaching occurred when I was a full time ski instructor at Keystone and A-Basin in Summit County, Colorado.
When I was out west, my goal was to become an “A.T.A.C.” skier − All Terrain All Conditions. I spent a majority of my teaching career at “The Basin,” because it had some of the most challenging terrain in Colorado. For the most part, I achieved my goal. I became comfortable in all snow conditions, all in-bounds (& most out of bounds) terrain, all weather and all types of visibility.

On Friday evening before the weekend events, I looked at the sign up list that was posted in the lobby of the Lodge. The very first name on the list was Jim Bloem. All of a sudden, I became a little bit nervous. Now, don’t get me wrong, I enjoy leading this group immensely. After living and skiing in the mountains of Colorado back in the 70s and 80s, changing the “skills blend” and tactics of what I do on skis is second nature to me. I still go out and clinic in the mountains when I can. As a matter of fact, the last time I saw Jim was in the spring of 2011, when the both of us were out in Aspen for PSIA’s 50-year celebration. At that time, I was participating in the five-day National Academy. I didn’t get a chance to ski with Jim at that event, but we sat and reminiscended (along with Mark Anderson) about past decades at one of the evening parties.

Back at Boyne Highlands, there were a couple different groups within this particular clinic, so I skied with different people on Saturday and Sunday. It wasn’t until Sunday morning that I saw Jim, as I met up with my new group for the day. As all the introductions were made, I freely admitted to the group that I was a bit nervous because Jim was one of my Examiners from back in ’78. One of the other participants immediately piped up, “Did he pass you?” I replied, “Yes,” to which she replied, “I know some who he didn’t pass.” I didn’t know if she meant herself, or someone she knew, but I just left it at that.

Jim was on the Central Division Ed Staff from 1975 until 1985. As career and family obligations mounted, he made the decision to put his PSIA career on hold. He got married, raised some kids and had a full-time position at Steelcase in Grand Rapids, Michigan. About 7 or 8 years ago, he retired from Steelcase and became active with ski instructing again. He is now back teaching full time at Michigan’s Crystal Mountain Resort. I, for one, am glad to see this talented instructor back on the slopes!

In any case, our day together turned out great. We had excellent snow conditions, because it was fairly cold. Everyone in the group got along well and supported each other as we shared information and experiences. Jim was the consummate gentleman, offering up comments and suggestions from his own experience base. I had a very nice day skiing and reconnecting with him.

Occasionally, we hear the phrase, “What goes around, comes around” tossed about, usually with a negative connotation. In this case, it is true, things did indeed come around full circle, but in a very positive manner. I studied and practiced diligently with my peers back in the day. We immersed ourselves in the technical, teaching and skiing realms of the PSIA world back in the 70s. We were “cliniced” and coached by the likes of Jim and his fellow Ed Staff members at that time. We strived for perfection in our skiing. We strived to be excellent teachers and mentors; and the Ed Staff members who we trained with, inspired us toward greatness with their examples.

The circle closed that Sunday when I had the opportunity to share my knowledge and experiences with Jim (and the rest of the group). At the end of the day, he paid me a very nice compliment. He said that he and the rest of the group enjoyed what I had covered throughout the day. He half jokingly said, “I must have done my job back then, because you did a great job today!” However, I didn’t take it as a joke at all, because it is true. He and the rest of the Ed Staff did prepare me properly for my future as a certified ski instructor, clinician and coach. His compliment to me, does, in fact, go around right back at him! That’s how it works, we still continue to inspire each other, and the circle continues. Thank you, Jim, for your inspiration and guidance back in the day…and during the present day too! 🌟

FLOYD SOO IS A PSIA-C EXAMINER; AN INSTRUCTOR AND STAFF TRAINER AT BOYNE HIGHLANDS SNOWSPORTS ACADEMY, AND AN INSTRUCTOR AND STAFF TRAINER AT PINE KNOB SNOWSPORTS SCHOOL.
I am a first year ski instructor at Cascade Mountain in Portage, WI. On an extremely cold Sunday in early December I was tested for my readiness to teach. I was paired with a 14 year old, 8th grader and reporter for her school newspaper. She had a Christmas pageant to report on that afternoon. She taught first and raced through a beginner lesson. We came inside to warm up and my feedback to her was “too fast; slow down.” Arnie, our mentor and evaluator gave her feedback. Then we reversed roles and she was my student. Lesson complete, we came back in for feedback. With her helmet quickly off she offered, “BORING, way too slow.” Arnie chided her, “you can’t say that to him, I can say it.” Arnie concluded his feedback to me, “Paul, you would do well to leave the professor back in Chicago and bring the little boy to the mountain.” I am about to retire from 28 years of university teaching, prior to that I taught high school for 3 years. Arnie’s sentiment was echoed again in my Level I PSIA Exam at the end of January. The examiners suggested, “you would do well to talk a little less and relax more.” At the end of the season a senior colleague and I were leaving the mountain when he whispered awkwardly across our boot bags, “did you find the little boy yet?” What follows is a brief reflection on my search for the little boy, i.e., on the importance of play.

I was at first irritated with my colleague’s end-of-season question. Wasn’t it obvious that I had found him? However, the more I sit with the question the more I realize I have to learn about play. In my teaching at the university and as a faculty colleague I am very playful. So much so it can get me in trouble. But I am 28 years here and very comfortable with who, what, how, and with whom I teach. I remember a very different scenario when I taught high school biology as a freshly-minted college grad. It was probably a year and a half into teaching students two years my junior before I turned around to realize they were in the room. “Oh yes, there are people here!” Until that moment I was only teaching a subject. The steepness of the learning curve was matched only by my anxiety. I experienced this same steep learning curve and matching anxiety as a first year ski instructor.

Who is the little boy (or girl) in all of us? It is an innate, fun-loving, playful part in each of us, a part we are born with, which may be nurtured or squashed by life. Play, like love and work, exists across our life. This part of us puts worries, cares, and everyday routines aside and enters into the world of imagination, make-believe, and fantasy. He doesn’t need to prove anything to anyone and is free to learn by trial and error and from his mistakes. He appreciates mystery, uncertainty, and surprise, not knowing what will happen next, and is not wedded to particular outcomes. He would like to win but his life does not depend on it. He is drawn to playmates he knows, who care about him, and who he in turn cares about. In play he forgets himself, is free and unselfconscious. Play is expansive and creative, a time to try out new ideas and behaviors, free from judgment and evaluation. On a good day this is what play is like for him. Which is not to say there are no bad days and a shadow side to play.

How and why do some of us, perhaps many of us, lose touch with this playful part, the little boy or little girl? For me it had something to do with being the eldest of four siblings and being very dutiful, very “should” driven. Our middle-class family culture emphasized social and intellectual achievement and a strong work ethic. There was little to no
modeling or support, no time or money for play. Perhaps it was silly and a waste of time. While I can’t remember exactly, I can imagine (inner or outer) critical voices, saying “don’t make a fool of yourself,” “we don’t do that,” “don’t embarrass yourself or your family.” What is clear is when you grow up very self-conscious, afraid of making mistakes, of losing control, of appearing incompetent, the little boy or girl goes into hiding. He or she feels vulnerable and not very safe.

We pay a dear price when we lose touch with the little boy or girl. In the absence of play in children, creativity and learning suffer; lessons about cooperation and competition are lost; self-discovery and especially for boys embodied learning are curtailed. In adolescence comfort with the opposite sex is compromised. Teens fail to balance responsibility with play and risk taking. As adults, the failure to play manifests as dullness, risk for burn out, and the inability to punctuate time and gain perspective. I believe that the inability to play has serious consequences for sexual and spiritual well-being. I worry that for children recess is vanishing from the school day, along with unsupervised, outdoor after-school free play. I worry that for too many of us adults busyness and work have become primary sources of identity and we are paying a dear price.

So how are we to retrieve our shy, lost playful selves? What follows is my summertime program for finding the little boy. I very much welcome reader’s suggestions. I will continue to ask friends and clients, “so what do you do for fun?” and will listen carefully to their answers. I will join my wife in taking up yoga. I (may) take up a colleague’s invitation to learn tango. She is a seasoned and impassioned tango dancer. Exercise, running and biking are work and fun for me; they are ideal for perspective taking. My bi-weekly men’s group includes much teasing and playfulness. I will intentionally schedule more time for fun. I will not read Play for Dummies! However the theme of play has captivated me and the professor part of me will continue to read books on play I took from the library!

I will intentionally smile more at my day and the people in it. I will make eye to eye contact and not worry about what people think. I will intentionally bring gratitude to the people and events of my day. I will take time to watch children at play and perhaps read some children’s books. I will pay more attention to my body and how it presents as either relaxed, flexible, and receptive or anxious, rigid, and closed off. I will take this body signaling as the presence or absence respectively of the playful little boy.

Finally, I will spend time each week doing guided imagery with the little boy(s). Actually, I think I am talking about two little boys. I am not sure. One is playful as described above. I will let him know how much I value and need his energy, curiosity, and perspective. I believe he speaks the language of “heart’s desires.” The other is fearful and carries my anxious self-conscious energy. I will seek to know him better, to listen to his stories, and to allay his fears. I will recognize his language as filled with “shoulds.”

I am deeply grateful for Arnie’s invitation to bring the little boy to the mountain and for Bruce’s reminder question. The exploration has taken me to places I had not planned to go and is an open invitation to explore further reaches still. Skiing and ski instruction are indeed metaphors for life.
“Reality to an autistic person is a confusing, interacting mass of events, people, places, sounds and sights. There seems to be no clear boundaries, order or meaning to anything. A large part of my life is spent just trying to work out the pattern behind everything.”

A PERSON WITH AUTISM

Did you ever take out a group lesson where the group was “reasonably” matched up as far as age, previous experience, and abilities, only to discover that one of your students was not fitting into any of the learning styles and preferences you were used to teaching? This student, unlike the rest of the group, may not be paying attention, might be a little disruptive, may be less coordinated compared to the rest of the group, or is having difficulty following the direction of the lesson. Welcome to the world of resort group lessons!

It happens every day. The hill supervisor assigns you to a group lesson. The group was established based upon some criteria, which usually includes age of students (i.e. different kids’ ages, new skiers/riders, or level of skiing/riding abilities, etc.) But something does not seem right! We have all experienced it.

My home resort, Boston Mills/Brandywine (BMBW) in the Cleveland/Akron, Ohio area, teaches a lot of school ski clubs and groups every day. At 3:00 p.m., the buses start rolling in and it seems like they will never stop arriving . . . to the tune of 14,000 plus student lessons a week! We have a large staff of more than 250 ski/snowboard instructors who teach them. We encourage all of our instructors to obtain their Children’s Specialist Certificate through PSIA-AASI Central Division. Approximately 40 percent of our staff has been recognized as being Children’s Specialists through PSIA-AASI or as a BMBW Children’s Specialist from our own in-house training program.

When it comes to being able to teach a group lesson for our school groups, we are confident that we will provide a safe, fun, quality lesson. That being said, how do we go about teaching the student who may have special needs, we are then able to evaluate the student’s needs from a skiing/snowboard lesson perspective. Then we can determine if the student would best benefit from being part of a group lesson or if some additional hands-on attention is required.

If we know about the special need ahead of time, we can handle most situations. Resources on our regular ski/snowboard staff include nine certified Adaptive instructors (live in cognitive), educators, special education teachers, members of the medical field (nurses, PTs, OTs, etc.)

Our BMBW Adaptive staff teaches “stand-up” lessons which include cognitive, visual impairment, hearing impairment, and other physical/medical disabilities which require a minimum of physical assists. Should a student have a disability which would require the use of sit-down equipment or a slider, we would refer them to The Three Trackers of Ohio, as they are the volunteer, non-profit, Adaptive program which is headquartered and located at our Brandywine Resort. We have schools which specialize in students with special needs that come to the area on a weekly basis. Instructors who have expertise in dealing with these needs are in charge as team leaders. They have instructors assigned to work with them who have been coached how to work with the needs of the students. The results are very positive and the instructor’s experience is rewarding.

WHAT IS OUR BIGGEST CHALLENGE?

It’s not the student we know about before the lesson arrives; it’s the student with special needs that magically appears in our group lesson. We recognize that not everyone on our staff has the skills or training to be able to teach a student with special needs, especially when they arrive unexpectedly for their group lesson. However, our goal is to provide our instructors with enough information and training to recognize and assess the student’s needs, quickly determine if a group setting is appropriate, know how to proceed with establishing the lesson goals, and teach a successful lesson. This training takes place primarily during our staff’s fall training and continues throughout the season with on-hill staff training.

The typical mainstreamed student that we see in school ski clubs has some sort of a cognitive involvement. Their disabilities could be Attention Deficit Disorder (ADD), Developmental Disability (DD), Learning Disability (LD), but primarily they are students with Autism or...
on the Autistic Spectrum Disorders (ASD).

We offer our instructors a brief overview of what ASD is, what to be aware of, and some brief teaching tips, this will usually provide them with enough information to create a successful lesson and regroup with the Hill Supervisor for next week. Our goal is not to make them an expert in dealing with Autism, but provide enough “tools” so they can teach that group lesson. Obviously, if the student with Autism has a behavioral problem and is disruptive to the class, the instructor will need to return his class to the meeting area and turn the student over to the Hill Supervisor and continue with his lesson.

Why should kids with special needs be involved in typical class settings? Everyone likes to be included. People are more alike than different. Exposing kids to group settings allows them to observe others, discuss concepts with students of the same level and participate in activities with their peers. An understanding is gained by all participants.

As an instructor, we need to find out the level of inclusion of the special needs student in their regular classroom, and try to parallel that scenario in the lesson. We should try to match the physical, endurance, motor abilities, and cognitive characteristics of the student with the group. We need to be age appropriate. Those students of lower levels of cognition should not be put into a class of younger people.

It is important that we understand the goals of the student and place them in a group with similar goals. Consider the amount of “hands-on” techniques required and place the student in an appropriate group size to accommodate that need. A helper might be needed, maybe an available instructor, or maybe a student aid from the school.

TEACHING/CLASS HANDLING TIPS
One of our Adaptive instructors (also a Special Education teacher) had a student with a hearing impairment in one of her school groups. The student’s mother told her that when giving instructions, look right at him and come up with a signal (i.e. thumbs-up) so that you know he “get’s it” without calling him out each time to make sure he heard you. So each time she would have the whole class give her thumbs up or down to tell if they understood what they were doing. Not a bad tip to put in your tool bag when teaching kids!

The same instructor had a student with Turret’s Syndrome and he had verbal tics and made noise the entire lesson. His school advisor said to make sure he stays with his buddies and give him an understanding instructor. Since he couldn’t help the tics, having his buddies in the group was helpful because they just ignored the tics and the lesson went on.

These are just a couple of examples of ways to make that lesson successful for all of your students, not just those with special needs. Take a look at your lesson handling tool bag. It could be time to empty them out and start to look at them as fun tools to develop ways to include everyone in your class so as not to single out an individual. Make everyone part of the group:

- Try to match their skiing or riding skill level with others of similar abilities.
- Simplify your instructions.
- Use the “buddy” system.
- Keep your lessons/instructions age appropriate.
- Mix activities of high and low energy.
- Minimize distractions.
- Use less congested areas or areas near snow guns and lifts.

For teaching tips and tools for students with ASD, check out the “Autism Tool Kit” under the Adaptive header on the PSIA-AASI Central Division Educational Material web page (www.psia-c.org/educationalMaterial.php). Power Point presentations on Post Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI) are also available.

Above all, be safe and make the lesson FUN!

JOE HUBER’S CREDENTIALS INCLUDE PSIA ADAPTIVE LEVEL II, PSIA ALPINE LEVEL II, PSIA TELEMARK LEVEL I, PSIA CHILDREN’S SPECIALIST 2, PSIA-C ALPINE TRAINER ACCREDITATION, BMBW SNOWSPORTS ADAPTIVE DIRECTOR, AND BMBW SNOWSPORTS STAFF TRAINER.

ACKNOWLEDGEMENTS: BETH FOX “EVERYONE LIKES TO BE INCLUDED", PSIA-AASI NATIONAL ADAPTIVE ACADEMY 2012; AUTISM HANDOUTS/TOOLS, PSIA-AASI CENTRAL DIVISION; RENEE ZATEZALO, BMBW ALPINE/ADAPTIVE INSTRUCTOR.
The cold was making me think weird thoughts. This must be what it’s like to ski at the North Pole, I’m thinking, or maybe this is what it’s like to ski on Mount Everest; or even what it’s like to ski on the moon.

It is the first weekend of March 2014; and I am attending a PSIA-AASI Central event at Schuss Mountain in northern Michigan. The wind-chill on Saturday registered right around zero most of the day, but today, Sunday, we are dealing with below-zero temps and a wind chill of 15 to 20 below. Fortunately, the clinic I am in is the Gray Wolf group and the emphasis is on skiing; not standing and talking. Even so, this combination of cold and wind grips and compresses like a walk-in freezer. In spite of the Arctic conditions (is this the polar vortex?), I am enjoying the skiing, conversation and company of the group. Not as much as I should be, though.

In the sub-conscious portion of my right-sided little brain, I am vaguely aware of a feeling I can’t completely identify or shake free. It’s been with me the whole weekend. Anxiety, nervous stomach — something’s messing with me.

There is no pressure on me that would cause this — as a 30-year Level 3, I am exempt from any continuing education requirement. At age 62, I am also vaguely aware that the time may come when I will not be able to maintain my hard-charging skiing style. But that time is definitely not now! Old guys rock this weekend!

As our chair reaches the crest of the hill and the top of the run we’ve been skiing comes into view; the reason I am here and the reason for my uneasiness comes back to me. There, near the top of the hill, is my 24-year-old daughter, Michelle, huddled up against the wind with the other Level 2 Snowboard exam candidates. At the end of the day, they will learn if they have passed or failed the exam. Of course this would make me nervous; I remember flunking Associate level (now Level 2) twice in the ’73-’74 season when it was all or nothing, right out on the hill. Flunk and we’ll see you next year. There is a lot that can go wrong, even for the strongest one in the group. My chairlift partner and Michelle’s first snowboard instructor 16 years ago, Mark Bondarenko, nudges me and says, “Don’t worry Bill. She’s the strongest one in the group.” Thanks Mark.

Michelle is aggravatingly the picture of supreme confidence all weekend. “Don’t worry, Dad. I got this”. She has been teaching full-time this season at Boyne Mountain and has improved unbelievably. Nothing like doing it every day!

My wife has waited in the lodge for us to return. Mama Bear and Papa Bear will be there, as always, for our Baby bear’s moment of triumph — or be there to support if the moment isn’t so hot. Michelle, of course, is chatting calmly with the other members of her group as we wait. How can she not be as agonizingly nervous as I am?

Then there is that buzz in the room as the passing names are called for Level 1 snowboarders. There is a lot of cheering and congratulating.

Now it’s time for Level 2. Michelle’s is the first name called! She thrusts both fists in the air like a Russian gymnast, turns and from across the room, looks me in the eye and mouths the words. “WE DID IT!”

Whoa…this was a moment I could stand to live over and over again. Talk about a proud Papa! This felt way better than any of my own accomplishments in PSIA over the years. My eyes were burning, but I could breathe again and no longer felt the need to vomit.

So, congratulations again, Michelle. I wrote this for you. YOU DID IT.

BILL DOLAN BEGAN HIS SKI TEACHING CAREER IN 1973 AT ROUND TOP MOUNTAIN IN VERMONT. HE RETURNED TO MICHIGAN AND FINALLY PASSED HIS FULL CERTIFICATION ( NOW LEVEL 3 ) IN 1978. HE CURRENTLY TEACHES AT MT. HOLLY IN HOLLY, MICHIGAN, WHERE HE CONTINUES TO ABUSE HIS 62-YEAR-OLD BODY SKIING THE BUMPS.
Last season was busy for the Adaptive discipline! Despite the Arctic Vortex, we had an increased participation in the PSIA-AASI Central Division Adaptive events/exams during the season. There has been a steady growth of instructors crossing over from other disciplines, which supports the process of more snowsport schools including Adaptive instruction for their clients. Inclusion is often a common goal when working with people with disabilities. We hope the time will come when anyone can arrive at any snowsports lesson desk, either walking or rolling in as a wheelchair user, and be able to book a lesson to experience the joy and freedom of sliding on the snow! To all of the independent non-profit groups supporting Adaptive snowsports and to the able-bodied schools that have Adaptive instructors available for clients with disabilities, “Thank you!”

This past season, the Central Division welcomed Fred Schwan to our Adaptive Education Staff. Fred brings an immense depth of Alpine technical knowledge and broad spectrum of Adaptive skills. He is a wonderful asset to the team!

Nationally, we have been updating the Adaptive Alpine and Snowboard National Standards and they are ready for ratification by the national Board of Directors this spring. Both revised Adaptive Standards will incorporate the recently ratified Alpine and Snowboard Skiing/Riding sections. The remainder of the Adaptive Standards is basically unchanged. What the candidates will notice is the packaging of the information is different. To accompany the Standards, two additional documents were created: the PSIA Adaptive Alpine Exam Supplement and the AASI Adaptive Snowboard Exam Supplement. The material in these documents provides fundamental support for the exam candidate during their preparation.

A few years ago, the national organization received a grant that allowed the Adaptive Snowsport Instruction manual to be gifted to instructors affiliated with non-profit Adaptive programs. Great news! The national office has just posted a PDF version of the manual on its website and it can be found at www.thesnowpros.org/Publications/VideosResources/AdaptiveEducationalResources.aspx. This manual is also undergoing a rewrite. The new edition should be ready for release in the fall of 2015.

We are planning for the 2014-15 season, so please contact us with your Adaptive education needs for the upcoming season.
MORE LOCATIONS. MORE DATES.
MORE LEARNING. MORE FUN!

PDS IS BETTER THAN EVER IN 2014!

OCTOBER 4

• Brandywine Ski Resort*
  1146 W. Highland Rd. | Sagamore Hills, OH
  Scott King, Event Coordinator | 216-702-2958

• Grand Geneva Resort
  7036 Grand Geneva Way | Lake Geneva, WI
  Mike Moenning, Event Coordinator | 847-366-0763

OCTOBER 11

• Mt. Brighton Ski Hill Grill*
  4141 Bauer Rd. | Brighton, MI
  Mark Rudy, Event Coordinator

• Perfect North Slopes
  19074 Perfect Pl Ln | Lawrenceburg, IN
  Sonja Rom, Event Coordinator | 937-477-7443

• Cascade Mountain | Cascade Mountain Rd. | Portage, WI
  Erika Meier, Event Coordinator | 608-963-1360

OCTOBER 18

• The Meadows at Afton Alps*
  6600 Peller Ave S | Hastings, MN 55033
  Jim Andrews, Event Coordinator | 763-218-9568

*Separate Snowboard and Alpine content

UPDATES AVAILABLE AT
WWW.PSIA-C.ORG