RIPCORD!
President’s Message

By Susan Boyle, President, PSIA-AASI Central Division

Winter is on its way in some parts of Central Division, and in other sections it has already arrived. If you are like me, you’re busy getting ready for another season of teaching and training. I freely admit it - I love to ski, I love to clinic, I love to learn. There have been contradictory weather reports, some claiming temperatures will be frigid like last year… others that El Nino’s little sister El Nina will bring warmer temperatures and more snow. I don’t mind which forecast is right as long as we get plenty of snow that arrives early and lasts through the end of March.

Now about business. In case you missed the announcement on the website, The Midwest Ski Areas Association (MSAA) awarded PSIA-AASI Central Division a grant to educate and train members and non-members in adaptive skiing. Cognitive disabilities, including those on the Autism spectrum, reportedly have increased and there are increasing numbers of physically disabled interested in snowsports activities. PSIA-AASI Central Division is focusing the grant on increasing the number of ski instructors capable of teaching these disabled populations.

You likely received notification about PDS Events in October. It’s gratifying to report that MSAA grant funds helped us present the first adaptive PDS of the season at Afton Alps in Minnesota. It featured PSIA-AASI nationally recognized Autism expert Beth Fox who provided a well-received presentation to the group of 27 attendees. Funds will also be used at future events planned throughout Central Division. And while we’re on the subject of Adaptive sports - Central Division’s Adaptive Administrator, Kirsten Gannon, who hails from Snow Creek in Missouri, joins the company of other Administrators- Peter Hoppock in Alpine, David Seelbinder in Snowboard, and Brad Miller (assisted by Thomas Shaw) in Nordic. These administrators are volunteers who donate countless hours each year to provide us, the members, with education and certification events. I am deeply grateful for the amount of work they do on our behalf.

Turning to Board of Director business, last September, following a vote of the board of directors, I signed a new Affiliation Agreement on behalf of Central Division. I had worked for a year and a half to understand why the unaffiliated Divisions had thus far declined affiliation. I listened to their reasons for not signing previous agreements and studied the issues. Then, I supported an ASEA-multi-Division Transparency Agreement which was ratified by all nine divisions in February of 2015. That agreement was a unifying factor. After the unaffiliated Divisions each added their specifications to a final version affiliation agreement, and ASEA provided assurance that all Divisions were eligible to adopt the final version, the previously reluctant Divisions signed on. This might seem relatively unimportant, but I believe that securing Division-wide affiliation is one of the most important acts we’ve tackled on behalf of our members.

In the financial realm, expenses and inflation both continue to put pressure on operations, but under the auspices of the Financial Vice President, the board has managed to maintain costs. Members will appreciate that we’ve avoided a dues increase again this year.

As for the board of directors, elections are imminent, so I invite all members to visit PSIA-C.org, and look at the drop-down menu under ‘ABOUT’ (6th from the left), where the Bylaws and Policies and Procedures are housed. Please read Board of Directors (#11), remembering that our division relies on volunteers, and consider bringing your talents to the board table. If your interest is sparked, continue on to the Code of Conduct (#10) which applies to all members and board members, as well as the Conflict of Interest (#8)

On any board, differences of opinion are not uncommon, and frankly, it’s healthy for a board of directors to discuss opposing points of view and to consider all options. It is uncommon, however, for a board of directors to dispute board matters publicly. We are imperfect, but fervently committed to doing whatever it takes to serve the members of Central Division to the best of our ability.

I look forward to a busy winter and hope to see some of you at upcoming events.

Thank you for being our members!

Susan Hoene Boyle is an Alpine Level 2 Ski Instructor who teaches in Minnesota at Hyland Hills and Buck Hill, specializing in women specific learning strategies. She is dedicated to expanding opportunities for adaptive sports because of her sister, Peggy Hoene.
There was a chill in the air a couple weeks ago here in Chicago. I went to the garage and ran my finger along the edges of my favorite pair of skis and got a tingle of excitement, thinking that within a couple months, those edges would be helping me create the energy-hoarding and–releasing fun ride we call skiing. Naturally, Mother Nature laughed in my face as a couple weeks of chart-topping temps in the high 80s set me straight, and I pushed aside the boxes of wax looking for tubes of sun block. Still, we can dream. And I’m sure your dreams of the upcoming season have begun. The new gear issues are out, the pre-orders have been made and some orders may already have come in. Yippee!

Last season saw the introduction of the new National Standards, and in the groups with which I worked they were met with near-universal praise for their clarity, comprehensiveness, and simplicity of language. I hope you are all going to revisit them prior to getting on-snow and teaching once your areas open. The “five fundamentals” of good skiing apply to all types of skiing (park and pipe, frontside and backside, racing), at every level.

The new National Standards remind us that recognizing and reinforcing those fundamentals in an intermediate skier (for example) will translate into a more secure springboard towards mastery of those fundamentals at the advanced level, opening up the whole mountain to our students.

Each of the fundamentals speaks to the ability of the skier to “control” or “regulate” an outcome (i.e: control pressure from ski to ski and directing pressure towards the outside ski… or…control edge angles through a combination of inclination and angulation). The Standards also note that the differentiating application of the fundamentals are defined by: environment, accuracy and speed.

What is noteworthy is how the fundamentals themselves do not mandate a particular movement pattern required to achieve that outcome. The brilliance of this approach is that no matter what level you are teaching, no matter what snow conditions, the fundamentals apply. So instead of thinking of beginner and intermediate skiers as just stops along the way—skiers who “haven’t made it yet”—you can identify good skiing at the beginner level, and good skiing at the intermediate level, helping to take “the mystery out of mastery.”

This season, we will continue to focus on the implementation of the National Standards in our education events, and stress consistency in how we apply them in our assessment events (Accreditations and Exams.) Our National Team will no doubt be sharing their learning from Interski, and we are getting a strong sense that there will be a similar push to develop the “fundamentals of teaching” National Standards to go along with the Skiing Standards.

My hope for all of you this season is that you take the time to develop a deeper understanding of how the skiing standards can help you be a better instructor, help you with your movement analysis, and help you to focus on meeting the full range of needs of your students, not just the performance you can see on the snow. We tend to focus only on what we see our students doing, and quite often they fall short of the picture we have of “good skiing”—usually a picture of an expert skier that plays in our minds. With the fundamentals...
As instructors, we often find ourselves working on the minutiae when it comes to our own skiing: feeling and evaluating the steering sensation in a particular turn, applying earlier pressure to the new outside ski, changing the timing of a pole touch, etc. As a result of this sort of focus, we regularly slow the speed of our skiing. So, what happens when we slow down?

When we take it slow, we also reduce the forces that influence our movements and our outcomes- sometimes to the degree that the mechanics that work at a slower speed bear little relation to those in real time. We may find ourselves trying to apply the rules of dynamic balance in a basic environment.

For argument’s sake, let’s distinguish between a “basic turn” and a “dynamic turn.”

A basic turn is one that occurs without calling upon external forces for equilibrium. To quote the PSIA Alpine Technical Manual (page 140), this is a turn that relies on muscular rotary movements.

A dynamic turn is one that relies upon external forces to manage equilibrium- forces with which we are familiar, and largely trust to be there for us- dynamic turns are experiential teachers. The Manual also reveals that this type of turn employs more carving than skidding, and the energy stored in the ski from one turn is released to help start the next turn (page 140) - very sensory reliant criteria.

What I have purposefully done in many of the staff clinics I have led, is to ask them to ski faster- to employ more speed. I am not saying that speed should be increased to the point of losing control (see sidebar, page 5 on finding your own comfort and capability threshold.) Safety is always most important. However, by increasing speed, resulting in greater external forces, we find that our skis, boots, and bodies (skeletal and muscular systems) react in ways that cannot be replicated at lower speeds. We can’t fake the environment of speed.

With the increased external forces amassed by greater speed, we can work on managing pressure through retraction and extension. We can focus on various outcomes when changing amounts of angulation and inclination, and we can explore the concept of equilibrium and how it is affected when speed increases in relation to base of support and center of mass.

Skiing with speed forces us to confront skiing dynamically. This isn’t to say that everyone who skis fast is skiing well;
we’ve seen plenty of skiers who balance at the whim of forces, rather than as a master of them. The question might be posed as “would the skill blend I’m currently using still apply at higher speeds, or would it look considerably different if our intent is efficient, effective skiing? At speed, our reactions must be quicker and more precise in order to achieve our intended outcomes.

Just like riding a bicycle, dynamics change when we go around a given corner at a faster speed. If we are to successfully navigate the corner while going faster, we have to adjust to the increased external forces created by the added speed.

With the revamped Skills Concept outlined in the latest edition of the Alpine Technical Manual, skiing with greater speed than we might normally can afford us an added insight into ski performance in relation to our body movements and the forces involved with skiing. Specifically, skiing faster forces us to effectively manage pressure along the entire length of the ski, or each ski won’t initiate, shape, or finish how and when we want it to. Greater speed forces us to direct pressure to the outside ski. If we don’t, we will skid too much or end up making ineffective turns where we don’t want to make them. And, of course, we have to manage the magnitude of forces gained with greater speed; otherwise, we will find ourselves airborne or we will be unable to direct a turn toward where we wish it to finish.

Finally, skiing faster is fun! Taking a run and making high-speed, large-radius turns can quickly increase the heart rate and remind us of why we love to ski. It can be a great break from the stopping, starting and repetition we often employ when teaching, attending or leading a clinic, or privately working on our own skiing skills. So, go ahead and “open it up” once in a while, blow the cobwebs off, and then compare what you noticed and learned on that run in relation to other runs you’ve made at slower speeds.

Speed can be a relative term, but once in a while, we all have the need for speed!

Chris Fisher, is a PSIA Alpine Level 3 instructor (ESDT), with CS1 and USSA 200 credentials. Chris is the Snow Sports Manager at Crystal Mountain Resort in the Northwestern part of Michigan.

What’s Fast for Me?

The perception of speed and what is “fast” is different for each and every one of us. The variables involved for determining what is fast are:

- Our physical capabilities (age, fitness, technical skill);
- Our perceived skill at a given speed;
- Our comfort/confidence level at that speed; and
- Our actual ability at that speed.

For us to explore these limits, we need to be able to push the envelope of our limits without blasting through, disastrously, to the other side. We need to recognize our internal signals and sensory cues, and benchmark them—establishing an alignment between confidence and capability.

World Cup downhillers work these variables at speeds upwards of 90 mph, and a beginning skier may be pushing his or her limits at 5 mph. Most of us fall somewhere in between. As we get past a certain age, or have longer periods of time between “speed sessions,” the point at which we are at the top limit of what is fast, for each of us, goes down. The way to maintain that point of speed, or to increase it, is to visit it, and push it regularly, or at least as often as possible.

As Ron Kipp (USSA Alpine Sport Education Manager) says:

“Speed training of any sort needs to be with proper safety concerns accounted for. When we attain a certain speed (for the physical environment) our muscles co-contract around the joint. This means we have too much tension in the agonist and tension in the antagonist which should be rather un-tensed… we become stiff. A major stimulus for this is the vibrational characteristics of moving over snow. So to the nitty gritty.

If we want to get better (or even maintain for the aging skier) we need to push (or keep pushing back up) the co-contraction bar. Pushing the speed envelope just enough that we venture into this co-contraction zone. The body will adapt and the result will be muscles that produce a more optimal amount of tension (on both sides of the joint) creating an even better ski turn.”

May the Force(s) be with You!
A few years ago, I was teaching a bunch of 8 year olds. Throughout the lesson one little boy kept bugging me. He kept saying, “When can we go to the Terrain Park? … When can we go to the Terrain Park? …” Finally exasperated, I asked him, “Why do you want to go to the Terrain Park?” He responded, “Because I like jumps.” “Jumps, I said, why I’ve counted at least fifteen jumps just riding up this chairlift. Let’s go on a jump hunt.” Off we went turning, tipping and pressuring our skis, learning and having a great time searching for jumps.

That boy had such a great time hitting the jumps that he never asked again about going to the terrain park. But, if he had I could have said “Yes let’s go because now you have all of the necessary skills for success.” We both ended the lesson smiling and looking forward to the next time we could ski together.

We have all experienced students who are bored, dispassionate, disaffected, or otherwise “disengaged.” Such students require a lot of hard work and often leave us frustrated and exhausted at the end of the lesson. Other times, our students appear totally engaged in the learning process. They pay attention, are curious, interested, optimistic and passionate. At such times, the lesson is easy and seems to just flow, leaving us energized and excited.

So, the Question for snowsports instructors is, ‘How can we improve student engagement and experience the latter more often than the former?’

The Answer is: Help them to achieve what they CRAVE through the following:

Collaboration – “Learning Together”
• Collaborative learning is a situation in which two or more people learn or attempt to learn something together.

Relevancy – “Real Life”
• In education, the term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (personal relevance) or that are connected in some way to real-world issues, problems, and contexts (life relevance).

A culture of learning – “Promote learning”
• A culture of learning is a collection of thinking habits, beliefs about self, and collaborative workflows that result in sustained critical learning. Here, we can focus on learning & engagement first, and achievement second.

Video/Internet Learning – “Multimedia & Technology”
• Technology brings learners accessible and relevant subject matter, and is a tool for engaged learning.

Exploration – “Do It”
• Today’s learners ask for the opportunity to explore and to find solutions and answers for themselves.

As professional children educators we constantly search for new thoughts, ideas, and techniques to improve our ability to effectively help our students learn. We hope that you will apply these strategies in your lessons. Over the next few seasons, the PSIA-AASI Central Division Children’s Program will focus on improving student engagement in the learning partnership.

You are welcome to join us and “Get Engaged”.
To say that I was pleased to learn of PSIA-AASI and Mt. Bike Association’s new partnership would be an understatement. For years, professional snow sports instructors and athletes have recognized the benefits which cross training on a mountain bike (and now with fat tires) brings to snowsports.

In physical terms, riding a bike offers a low impact method to increase leg strength. Using the entire body to absorb terrain helps to improve pressure control in all planes. Tilting the bike in different degrees helps us with our angle building, particularly inclination. Small and Large muscle groups are put to work in a constant effort to maintain our balance. Also, the ability to recognize and adjust turning radius builds visual acuity.

Cardio-work is often given little attention in lift accessed snowsports, Mountain biking brings it into play. Although the physical attributes which cross training on a mountain bike provide are many, it has given me more than that. Mountain biking has helped me become a better instructor and leader through guiding experience.

In 1999, I was asked to help mountain bike guide members of the Grand Traverse Ski Club three days a week. Our mission was to guide athletes of the 11-14 age group through thousands of acres of state land surrounding the North American VASA area. These lands encompass a network of marked single track fire roads, and dozens of miles of unmarked trail network, making the task daunting. Each guide was issued a walkie-talkie (they only worked in about a three mile radius), a first aid kit, and a parent helper-who, in more cases than not, provided a much needed “anchor.” Our responsibilities included bike repair goods, extra food and water, and getting the athletes back in one piece. The latter being goal número uno.

At first, working with diversified groups of athletes in a guide situation seemed chaotic and a little scary. Coaching or teaching alpine skiing is done in a controlled environment where we are able to set the courses and/or parameters of practice. We give demonstrations to a captive audience and sometimes we coach from the sidelines. While skiers train independently most of the time, mountain bikers work together in guided situations.

Different abilities and developmental stages provided hurdles-while some performed like skilled adults, others had to stay within a lesser skill set. Rules provided a necessary boundary. For example, advanced riders were allowed to let-it-fly to the next intersection of trails, then wait. This also provided them with a chance to be leaders.

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Teaching Individuals with Intellectual Disabilities and Autism

Seminar Speaker: Ms. Beth Fox

By Kirsten Gannon

At a recent Adaptive Skier Seminar, held at the Afton Alps Ski Area, on October 10, guest speaker Beth Fox gave a presentation to a group of 27 participants from across the region. Beth Fox serves as the Outreach and Education Director for the National Sport Center for the Disabled (NSCD) in Winter Park Colorado.

Beth was inducted into the National Disabled Ski Hall of Fame in December 2005. You may also recognize Beth's name from our website under the Adaptive Discipline caption where her article entitled “The Intricacies of Autism” is listed.

The seminar which Beth conducted involved presentation, outdoor activities and “make and take”. This process of “make and take” involves taking common household items and incorporating them into the instructor's lesson plan as tools to use with your guests. These tool-aids are intended to assist in calming and reducing anxieties of the guests.

Some key reminders from the Intellectual Disabilities and Autism seminar included:

1. Use “People First” Language.
2. Autism Spectrum Disorder includes a variety of disorders and levels of involvement
4. Differences from teaching typical lessons: Minute progress may be made, repeated instruction necessary and required for success, minimal language used to describe/explain task, increased reinforcement (verbal, tangible, social), concrete materials, levels of Support.
5. Levels of support:
   a. Physical with voice Prompt: Instructor physically guides guest's hand to correct response, gives a voice prompt and guest chooses correct response.
   c. Voice Prompt: Instructor verbalizes response to guest and guest chooses correct response.
   d. Point Prompt: Instructor points to correct response (with no verbal input) and guest chooses correct response.
   e. Gestural Prompt: Instructor gestures hand towards correct response and guest chooses correct response.
   f. Visual Prompt: visual aide used to guide guest towards correct response.
   g. Independent: Guest is independent at choosing the correct response with no instructor support.
   h. First day considerations: Previous experience-current skill set; Visual schedules- what time is needed? Introductions; Boundaries; Environmental Supports; Consistent location for personal items; Consistent location for ski/ride gear; Consistent rental gear – positives/negatives; Behavioral expectations; Verbal interactions.

6. STARTS card:
   Social/Communication expectations: how should they respond to me?
   Toileting: What are the toileting needs of this skier?
   Any: medications or special dietary restrictions?
   Reinforcers: What does this skier love? Do we have any of those here with us on the ski trip?
   Transitions: What supports are needed for change in activity?
   Safety: What are the boundaries/rules for public safety?

7. Provide information before starting a new activity as a good teaching practice and also to help reduce anxiety and inappropriate behaviors:
   What will we do; How many times will we do it? When will we be done? What happens next?

8. Closure of lesson day or season: Daily debrief, Pictures, Movies, Books, Certificates, Celebration Program, School, Family.

9. Behavior is a form of communication. Address behavior calmly, with the ABC's:
   Antecedent;
   Behavior;
   Consequence; Limit your language, Wait until the rental shop/slope is empty, Offer choices- “do you want the red ski boots or the black ski boots? Do you want to do activity A or B?”, Take a break- do something familiar and comfortable- snow play, mechanical interest; When you have done what you know to do-then get help.

The participants were extremely pleased with the material presented and the outcome of this event. We especially want to thank Beth Fox for leading this session. We are looking forward to holding many more events in the future for Central Division Adaptive Instructors and our friends in the volunteer community.

Kirsten Gannon is a Level 1 Alpine, and Level 1 Adaptive Ski Instructor. She has a Children's Specialist Level 1 credential. She teaches at Snowcreek in Weston, Missouri. She is our Central Division Adaptive Administrator.
You joined the PSIA-AASI Central Division because you enjoy the winter months of sliding or gliding down the hills. Through your enthusiasm and passion for snow sports, you have learned to help others enjoy the sports of Alpine Skiing/Snowboarding.

Cascade-fest III is for you! It is your opportunity to meet-up with some old friends, make some new friends, learn some new teaching tricks, and improve your own skiing/riding skills.

Cascade-fest III will be hosted by Central Division and Cascade Mountain. The event takes place on January 22, 23, and 24, 2016. Cascade Mountain is located 30 miles north of Madison Wisconsin. Our Mountain sits right on I-90, I-94, and I-39, at the Junction of Highway 33. We are really easy to reach! And, we are only fifteen minutes from the “Water Park Capitol of the World,” Wisconsin Dells!

The Level II Certification Events are three day events while all other Central Division events that weekend will be two day events, Saturday and Sunday.

Please go to the psia-c.org website for a complete listing of events in which you can participate. There is something for everyone! Pick the event that best meets your needs and come join in the fun and learning experience.

Plan on arriving early Friday and ski/ride with some of Cascade Mountain’s Certified instructors and coaches. They can give you a tour of our mountain, help you with teaching progressions, and give you and your family some pointers that will enhance your personal skiing or riding skills.
On Friday, from 3 pm to 5pm you can ski/ride with an Education Staff member of your choosing. Be sure to take advantage of this opportunity.

A block of rooms has been set aside for your convenience at the Best Western Hotel, in Portage (10 minutes from Cascade Mountain). The price is $83.99/night.

Cascade Mountain is offering a Discounted Two-Day Lift package for $46.00 plus tax, and Three-day Lift Ticket packages for $59.50 plus tax, for you and your family. Remember, at Cascade Mountain Kids 12 and under ski/ride FREE! To utilize the Cascade Mountain Discounts you and your family members must all be present at the same time to make the purchase. If you arrive one day and your family does not arrive until the next day there will be NO discount for the family.

Cascade Mountain has a state of the art “Montana” Tuning machine. Cascade Mountain will be offering a tuning special of 30% off for all of our PSIA friends and their families.

Each day will begin with “DOOR PRIZES”. In the past, there have been some very cool door prizes. (Water Park tickets, Goggles, Mittens, Snowboards, Dinner Packages, Wood Workings, to name a few.)

On Saturday evening there will be a gala, dinner, and a fun evening. This event is for all of our Central Division members and their families. The food and beverages will be outstanding, and we plan to make the evening fun and special for everyone. (Last year we had over 60 members take part in the Saturday evening event.)

PSIA-AASI Central Division Education Events are for everyone. You can join in the fun and learning even if you do not need a “CEC” (Continuing Education Credit.) Mark your calendar now and come join in the FUN and LEARNING!

P.S.: Cascade Mountain hosts “Training Clinics” every Wednesday from 1 pm to 8:30 pm., beginning the first Wednesday in which we are open. Call Erika Meier (1-608-963-1360) for details. These clinics will be great learning experiences!
“Der Pol-Stockeinsatz”

By Brad Miller

Einleitung: The term “Pole Plant” may appear in this article, as it does in the new PSIA Tele and Alpine Manuals. I use the term generically associating it with the “tell it like it is” Austrian Instructors of Boyne Highlands, now, and of days foregone. (Bitte Bechten: the following applies to Alpine and Tele).

Danke mein Freunde.

In der Anfrang.

“If yer not sure where ta start, start from da beginning,” Grandpa Soady in Escanaba in da Moonlight.

Like many skiers, my introduction to ski poles entailed how to put them on properly and in facilitating my getting up after a fall. I coached myself by following the example of others and through necessity, during the next seven years.

Propulsion with a pole push, moguls, ballet skiing and racing were some of those necessities. Unfortunately, I, like many others, had little if any formal training in the art of pole usage.

In the Winter of 1978, however, I had a revelation. I discovered that planting a pole at a certain time and place during a turn had a significant impact on the outcome.

As work on my pole usage continued, my skiing improved. Almost a decade later, I began a three-decade stint as a part time Boyne Highlands Resort instructor. At the time, there were many Austrian instructors on staff. One Austrian instructor by the name of Paulie called me over to the side of a bump run one day. Pauli let me know in no uncertain terms that the pole plant was very important to skiing and that I should learn to do it. Time to “Suagen sie auf.” Not only did I need to improve my personal pole usage, I had to get better at teaching it.

Wenn,

To whom you can introduce pole usage brings a wide spectrum of answers. You will do your students a great service, however, by getting pole usage started early on. My personal thought is that this will be as soon as your student begins to turn in both directions.

Bitte Beachten: for safety reasons, assist younger athletes by taking their ski poles up the lifts for them if needed. Also, please follow your Snowsports schools’ guidelines on pole usage.

Warum

There are many reasons we introduce pole usage. Here are a few:

1. Propulsion or moving from one spot to the other by pushing off a planted pole(s). This can be done by a double pole and glide, a walking motion with single pole pushes or a herringbone/skate with a double or single pole push. Propulsion also helps children gain independence when moving across the flats.

2. Balance can also be improved by the use of poles. One example may be using poles as outriggers. Whereas using poles as outriggers may be frowned upon, there sure are a lot of folks doing it at the World Cup level. For instructors that emphasize hands as a focus point for balance, pole position and pole usage may be a perfect replacement.

3. Pole plants help with upper body stabilization in bump skiing and with short
swing turns. By firmly planting the pole, the upper body can maintain separation from the twisting lower body. This advanced use of the pole can also be called a blocking/stabilizing pole plant. Its placement may vary. However, in its most defensive incorporation, it takes place at the finish of a turn when the skier is in their most flexed position.

4. Ski pole usage also includes other numerous functions including cleaning the bottoms of our boots, releasing our bindings, probing deep snow for lost gear, and the list goes on.

Und Wie

Introduction to the ski pole remains the same since the use of two poles started. Although redundant, it’s worth a review:

A. Safe use of the pole and proper size
B. Proper application of the pole straps for skiing and riding the lifts as well.
C. Proper position of the hands, and the baskets are behind the skier.

“Der Pol-Anlage”

One way to get students used to pole plants is to let them pole swing via double polling through slow turns. This will help you and your student find a functional pole position.

As the student progresses, work it down to one double pole swing per turn. Depending on your students and your time restraints, you may be able to work the double pole drill down to a single pole. Achtung! The pole tips should swing toward the tips of the skis helping draw the student forward in their boots. Although often used, the phrase “plant the pole and turn around it,” can cause over upper body rotation and tipping too far inside the turn. Above all, remember to be patient.

Many intermediate and advanced zone skiers have had little or no training in pole usage. The pole plant timing may be off, or the plant itself may take place at an inadequate place in the turn shape. Visual cues may include tipping, excessive upper body rotation, and/or sitting back. Depending on the desired outcome, here are two drills that may help. (Bitte Beachen: video review really helps):

1. For mid to long radius turns, two to three touches per turn with the placement in the direction of travel. The first touch takes place 6-10 meters after the Apex (in the transition phase). The last touch takes place 6-8 meters before the Apex. The focus of this drill is causing the skier’s weight to be drawn forward by the position of the pole touch and timing after the edge change.

2. For short radius turns, where some degree of upper body separation may be required, a drill called the “Stairway to Heaven” works. First, define the outside margins of a corridor (4-6 meters). Next, let your students know that you will be drawing a line in the middle of the corridor. The object of this drill is to do a pole plant in the line as they cross it during their short swing shapes. The goal is to draw the skier’s CM forward and into the next turn,

Der Pol Stockeinsatz is a very important part of skiing. By understanding the reasons why we use our poles, when pole usage can be introduced, and drills that help us teach correct pole usage, we will do our customers a great service. “Hire ist zu der Pol Stockeinsatz.

Gluckich Wanderwege

Brad Miller, Level 3 Alpine (Alpine Education Staff), Level 3 Telly (Nordic Education Staff), PSIA Level 2 Nordic Track. Children’s Specialist 2. Instructor and Coach since 1979. Always an adventurer.

Acknowledgement: PSIA and TELE Technical Manuals. Anton (Tony) Sendhofer, Snowsports Director at Boyne Highlands Resort.
PSIA-AASI Central Division Election:

Call for Nominations

By Michael Moenning

We all want to make a difference to our students, to our snowsports schools and to our own performance. As quality instructors know, making a difference takes patience, persistence and expertise. But, if you’re like me, you probably don’t wake up each day thinking, “hmmm, I wonder how I can make a difference in PSIA-AASI Central.” But, once per year you CAN make a difference and impact the direction of the entire division with one simple act, by voting in the 2016 election process.

The election process starts November 15, 2015 with the nomination of “members in good standing” to run for an open seat on the Board of Directors as a Section and/or Discipline Representative. All nominations must be received before 7:00 pm EST on December 15, 2015. Once the nomination process concludes the election will commence on January 8, 2016, and conclude at the annual membership meeting.

A member in good standing may nominate themselves or another member in good standing to represent their specific snowsports discipline or section in which they reside. For the Alpine discipline, there are six geographical sections representing the members in ten states. There are also, two Snowboard representatives, one Nordic representative and one Adaptive representative on the Board of Directors.

Members in good standing are defined by the following:

- Legal US residents and have either a permanent address or are actively teaching within the geographic boundaries of the division
- Have been certified at least three years
- At least 18 years of age
- Up to date with their dues and education credits.

Those members in good standing are eligible to serve as Section and Discipline Representatives. Section/Discipline representation and voting is determined by the members’ place of residence, not where they work or teach snowsports. However, there is an exception for members who work in the division, but reside outside of the division. Those members will be able to vote and participate in the section in which they work.

To nominate a candidate go to the psia-c.org website and click the About > Board of Directors link. You may nominate a candidate directly from the website. Before you nominate someone other than yourself, please ensure they are willing to serve on the Board of Directors and that they meet the qualifications. All candidates are vetted by the ASEAC Executive Director and the Election Committee Chair.

The important duties and responsibilities of a board member in our organization include:
• Establishing membership dues and other fees
• Approving changes to certification and exam requirements
• Authorizing the expenditures of association funds
• Setting the strategic direction for the organization
• Stewarding association resources

From the pool of members nominated to run by 7:00 p.m. EST on December 15, 2015, the membership will fill seven positions on the Board of Directors that governs the American Snowsports Education Association - Central, the Michigan nonprofit corporation through which the PSIA-AASI Central Division functions.

Voting for the 2016 election commences on Friday, January 8, 2016, and will close at the annual membership meeting. Your organization needs your vote!

The positions being filled during this election cycle are:

• Alpine seat in Section 1 will be for 1 year — Section 1 represents the members in Minnesota, Bottineau Ski Area in North Dakota and Great Bear Recreation Area in South Dakota.
• Alpine seat in Section 2 will be for 1 year — Section 2 represents the members in Wisconsin, and the Upper Peninsula of Michigan west of Hwy 77.
• Alpine seat in Section 3 will be for 3 years — Section 3 represents the members in Illinois, Iowa, Missouri, Louisiana.
• Alpine seat in Section 4 will be for 3 years — Section 4 represents the members in Michigan, East of Hwy 77 in the Upper Peninsula, and north of Hwy 57 (in the mitten).
• Alpine seat in Section 5 will be for 3 years — Section 5 represents the members in Michigan south of Hwy 57.
• Alpine seat in Section 6 will be for 3 years — Section 6 represents the members in Indiana, Ohio, Kentucky, Tennessee, Mississippi and Alabama.
• Snowboard Representative for Sections 1, 2, and 3 will be for 3 years

You may have noticed that not all of the terms are of equal length. In 2015, the Board of Directors voted to create term limits on Board of Directors seats, and rotate one-third of the directors seats annually rather than one-half. Changing the length of the term and rotating only one-third of the seats on the Board of Directors will allow smooth transition in leadership from year to year and board to board. By the 2016-17 ski/ride season all seats on the board will have been transitioned to three year terms in which no director may serve more than two consecutive terms. The board hopes these changes to the election process will provide an opportunity for more members to step up and participate in the leadership of the division.

Each year, the results in our annual elections are decided by thin margins. Voting in our elections is an opportunity for certified members to help guide our future. Selecting who governs your organization is a great way for your voice to be heard and to make a difference!

Look for an email coming out in January 2016 which will announce that voting has begun. Click on the website link we will provide and vote electronically. It takes less than five minutes. A paper Voting Proxy will also be made available for downloading and printing from our website (psia-c.org) which contains additional information concerning the voting process.

Michael Moenning is an Alpine Level 3 certified instructor at Wilmot Mountain and serves as an examiner on the PSIA Central Division Education Staff. In addition, Michael currently serves on the board of directors as the executive vice president, and the election committee chairman.

When he’s not skiing, Michael works as a commercial photographer in Chicago, is a husband and a father to two young boys, and an avid cyclist. Michael says, “My cameras have allowed me to travel all over the world and my skis have made those travels even more fun.”
A Learning Partnership  
continued from page 7

Realities also played a huge role in guiding:
1: Getting Lost;
2: Bears;
3: Cougars; and
4: The movie Deliverance (sorry, had to throw that in). With rules and the realities in place, it was time to “roll the cranks over.”

Trail selection when mountain bike guiding is a lot like snowsports trail selection. You should know all of your athlete’s abilities in order to safely challenge the terrain. Start with practice at the trail head. Baby-steps lead to better outcomes, rather than letting yourself become frustrated by attempting the impossible right off the bat. For guides, demonstrating the proper ways of clearing a small log on a mountain bike rather than hucking off a cliff gives athletes a more realistic visual (it also helps the guide prevent personal injury or damage to their equipment).

You should also know your trail system to prevent getting lost. If you’re not sure of your location, you can back track (slow your speed down for hairy descents by being in the front of the pack). Soft pedal or stop at confusing intersections to regroup. Although the trail system may seem like a marked freeway to a guide, it can seem like a ‘raccoon trail’ to your athletes. The feeling of being lost can cause a great deal of panic for many including the guide. On the easier portions of the trail, find a safe drill that challenges your athletes. My favorite is pedaling with one leg. Setting goals is great, however, be prepared to change them based on a number of circumstances.

Before working as a mountain bike guide I had a pretty narrow view concerning the potential of young athletes. If an athlete was at the top of the heap at 11, I assumed they would be there forever. We had a diversified group of athletes in 1999. Some matured early and rode as well or better than myself. Riders that had not developed as fast fell to the back even though they gave their 100%. Although many of these athletes continue to ride today, one of our average athletes matured later and took it to a somewhat higher level. He has now competed in the 2014 and 2015 Tours of Spain, contributing to his team’s success, and finishing 38th overall, and 8th in one of the hardest stages in all of biking, stage 16, 2015.

Being a guide helped me become more positive and inspiring to all athletes. Although you never know how things will turn out, you always have the potential to make a positive impact on the life of a young athletes.

Mountain biking and mountain bike guiding have played a huge role in my development as a person and as a snowsports coach/instructor. Initially, mountain biking helped me become physically and mentally stronger. Subsequently, and more importantly, I learned valuable lessons about coaching, communicating, trust and positive learning partnerships. The PSIA-AASI and Mt. Bike Association learning partnership which will be very valuable to Central Division members.

Acknowledgements:
Brian Browning and the Grand Traverse Ski Club
The Department of Natural Resources (Michigan)
Lars Welton and the Traverse City biking community

Attending a Central Division PDS Event

PDS Events are a great way for members to get back into the teaching mode and learn some new progressions, while having a lot of FUN!

Eighteen ski instructor attended the October 25, 2015 Alpine PDS Event at Mt. Brighton Ski Area in Southeastern Michigan. The instructors enjoyed an interesting and informative audio-visual presentation which covered many topics including, but not limited to, “Team Teaching,” “The Key With Kids,” “Setting Yourself Up For Success,” and Mousetrap Hill.”

The instructors were broken up into small groups and assigned teaching tasks. One instructor from each group was then given the opportunity to explain a teaching progression for wedge turns. The presenters showed great skill in performing their tasks, throwing in a lot of personal anecdotes which made the groups smile.

An important issue which was discussed was how an instructor can teach a higher quality lesson, to increase the likelihood that the student will develop a passion for skiing and return for further lessons. Also covered was Benchmarks and how the attendees could prepare for Certification Exams. There was a discussion concerning what Central Division can do to make it easier for ski schools to train new instructors.

Central Division members have the opportunity to attend PDS Events each season in order to refresh and hone their teaching skills. The event is also a great way in which to share your teaching knowledge with your fellow instructors.
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All articles and photographs intended for publication in The Central Line should be submitted to the Editor.

COVER PHOTO
Cover photograph: Photograph of Paul Bowman taken at Coronet Peak, New Zealand, on Rocky Gully. Photo credit to Brandon Stanley.

ADVERTISING INFORMATION & SPECS
Advertising rates and submission form are available at psia-c.org. Please contact the PSIA-AASI Central office with questions. Acceptance of advertising does not imply endorsement or approval of product or service advertised. The PSIA-AASI Central Division Board of Directors reserves the right to refuse any ad that they consider inappropriate or which does not hold to the standard and principles of the association. Advertisements should be submitted to the PSIA-AASI Central office at info@psia-c.org in high resolution PDF, TIF or EPS format. Trim size is 8.5 inches by 11 inches. Live copy should be at least one-half inch from trim edge. Bleeds may be included on full page ads and must extend one-quarter inch beyond trim size on all four sides.

PUBLICATION CALENDAR
ISSUE  ARTICLE & AD SUBMISSION DEADLINE
2016 Issue 1 January 5, 2016
2016 Issue 2 May 5, 2016
2016 Issue 3 July 10, 2016
2016 Issue 4 October 7, 2016

GENERAL INFORMATION
To ensure the most effective representation, PSIA-AASI Central Division members should contact their Section Representative to share concerns or opinions on the policies, procedures or content of The Central Line. Materials that have been provided by persons not writing as PSIA-AASI Central officials are the responsibility of the author and are not necessarily endorsed by PSIA-AASI Central Division.

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Cover photograph: Photograph of Paul Bowman taken at Coronet Peak, New Zealand, on Rocky Gully. Photo credit to Brandon Stanley.
Save the Date!
Boyne Highlands, MI
December 5-6, 2015

Great events for instructors and fun for the entire family.

View the Central Division website and your email for details of this event, include sessions to be offered, lodging discounts, and much more.