Sharing the PASSION
Hello, fellow Central Division members

By Michael Moenning, President, PSIA-AASI Central Division

Every year at the close of the season, the staff at my local hill reviews what happened, how many lessons were taught, how the training went, how people did in their exams and, in general, what went well, and what could have gone better. After this review, we always wind up in the same place, talking about the staff. Through this reflective process we’ve learned that even in a challenging snow year, it’s the attitude, energy and the sheer will of our snowsports instructors to help students succeed that is the true measure of success.

As an education based organization we measure the central division of PSIA-AASI in a similar way. We count the events, add up our expenses, measure participation and satisfaction, but in the end it all comes down to the people.

While we have some wonderful manuals, workbooks and teaching tools, it’s the people USING those tools that make OUR organization great! The shared knowledge, experience and talent YOU, the membership provide by participating in education and exam groups is what makes this division so special. There is such a wealth of knowledge and passion for snowsports that sometimes we forget how fortunate we are to share the winter together.

To keep the organization moving forward, and with a conscious effort to tap into the organization’s wealth of knowledge and passion, I have urged the Board of Directors to engage YOU the membership in an effort to steer the organization into the future. We would like to invite YOU to participate in the committees that work to achieve our common organizational goals. If you have a particular talent or desire to be a part of a committee, we simply ask that you lend a hand and volunteer to help shape the future of the organization. Details on the committees and their respective chairs can be found on the website. The summer “off-season” is actually the busiest time for the Board of Directors, a time in which most of the planning, developing and coordinating of the programs for the upcoming season are prepared and executed. There are some exciting, new educational opportunities for the membership in the works, and you have a new Board of Directors that are excited to work with YOU to make the 2016-17 season the best yet! So, if you have the time and desire, please consider being a part of the team. You never know where it may take you!

As the Board of Directors continues to look forward, I would be remiss not to recognize and thank the outgoing President, Susan Boyle, for her outstanding work for the division over the last two years. In her time as President, there were several achievements of note. First and foremost, Susan’s work on the affiliation agreement with ASEA national was a paramount achievement in setting the Central Division up for success for the next 15 years. In addition, the transparency agreement between the divisions and ASEA national will keep the financial agreements and arrangements open and available to all divisions. Another of her achievements, of which there are too many to list individually, was securing a grant of $2,500.00 to be used by the Central Education Foundation to advance snowsports education for the handicapped. It is with professional and personal gratitude that I say thank you to Susan for all her past efforts and for her contributions to our division while serving as President.

Another achievement this past season that deserves a proper “shout out” was Roger Kane’s award for Education Excellence. Roger was presented with the award at the PSIA National Academy in Breckenridge this past spring. The award recognizes Roger’s educational contributions to the national organization over the years. For more details please see the article concerning Roger in this issue.

I hope you enjoy your summer and find some time to relax before the snow flies again this fall. Whether you are looking back or forward, the Central Division is a great place in which to live and learn, and every season is another opportunity to take learning to new levels. Have fun, stay safe and we’ll see you on the snow!
By Kirsten Gannon, Adaptive Education Administrator

Adaptive saw some significant changes made during the 2015-2016 season. The Adaptive Staff began by changing the certification progress, with a goal to make it more manageable for our Adaptive members. We wanted to ensure that information concerning certification was introduced in segments by using the module process. With this change, we had 13 Adaptive members pass the Adaptive Alpine workshop and skiing assessments at Level 1 or Level 2. Congratulations to those members!

The future goals of the Adaptive Committee and Education Staff will include the following:

- We will have the 2016-17 Adaptive calendar available by September;
- We will have all education materials undated and uploaded online by the end of the summer;
- We will be scheduling Adaptive Snowboard clinics and exams during the next 2 years; and
- We will be working with current Adaptive level 2 Central Division members to obtain their level 3 certification.

Reaching these goals will allow the Central Division Education Staff to better serve the Adaptive community.

For those members looking for events in your ski area, please contact me at kirsten.gannon@psia-c.org by July 31, 2016. Thanks for your patience and understanding during this transition period. I am personally looking forward to another successful year.

Congratulations Gary on your Lifetime Membership

Retired Examiner Gary Nelson, of Bottineau, North Dakota, was recently awarded a Lifetime Membership because of his dedication to snowsports in Central Division. Gary teaches at Bottineau-Winter Park and started the ski program at Annie’s House, the well-known year round adaptive sports facility. Annie’s House is also known for programs serving veterans from both Canada and the United States. We thank Gary Nelson for his years of dedicated service to our Division, and his work on behalf of adaptive sports enthusiasts.

Photograph: Rick Scott, Gary Nelson (recipient), Central Division Board Members Sherry McCabe, and Roger Kane, presenting on behalf of the Central Division Board of Directors.
Skiing in the Dark:
Meeting the Challenge

By Emily Newland

Imagine this challenge: You are out skiing one day and reach the bottom of a gentle run. You close your eyes while still sliding forward and try to stop. It’s only a guess, but more often than not, when you open your eyes you will still be moving. Eye sight is a part of the everyday, moment-to-moment interaction with the snowy environment for most skiers. But, consider the perspective of a person who does not have that gift, yet has the desire to learn how to ski.

I recently encountered Sophie, an amazing, teenage blind woman. I was fortunate enough to have the opportunity to be assigned to work with her in a two-hour private ski lesson at Swiss Valley Ski and Snowboard Area. During introductions, Sophie greeted me by saying, “Hello, I want to ski.” All I could think in response was: “Let’s do this thing.” Getting to know Sophie was easy, because her personal enthusiasm and desire to take on and accomplish a challenge was inspiring. On the other hand, explaining all the things that I couldn’t show her was an interesting task.

LESSON CONSIDERATIONS:

Before beginning a ski lesson with a blind person, an instructor may want to first consider some of the aspects which will be important. The first things that I thought about were transitions in textures and differences in the composition of the ground: from indoor cement floors, to a slippery, snow-covered wood deck, the edge of the deck, and grated stairs with a hand rail (to help a person walk on the snow-covered ground). If you can verbalize all of those differences in a way that your student clearly understands (specific information), instead of saying “watch out, it’s icy,” then you’ll start to get the idea.

EQUIPMENT CONSIDERATIONS:

While we were inside the rental department, trying on our “Guide,” and “Blind Skier” identifying orange vests, Sophie jokingly told me “I’m sure that the vest makes a great accessory to my outfit.” Frankly, it didn’t. However, I explained to her the importance of the vests for our safety on the hill—other skiers would tend to respect our space. Then, we established various verbal commands such as “slow down,” “too close to object,” “uncontrolled other skiers,” “sit down” (for emergencies only), etc.

I have always believed that it is very important to explain to the student how they should select the proper ski equipment. I found the correct sized front buckle boot and handed one boot to Sophie to touch and hold. We discussed the shape of the boot, and how the buckles worked to keep the foot securely and comfortably fastened within. As Sophie’s hands explored the unusual shapes of the toe and heel areas, we talked about how the boot was designed to be attached to the ski by a ski binding, and that better understanding would come with the introduction of a ski. We completed the boot fitting process.
and moved on to walking around the area. Sophie found it easy to walk heel-to-toe, having had many excellent physical and occupational therapy sessions over the years which had given her balance and understanding of linear movement, despite her visual limitations. Once we accomplished walking and standing in new boots, it was time to find skis.

Sophie’s excitement and willingness to learn had her always asking questions. Our ski rental technician explained how a ski was selected and how the bindings were adjusted. To give Sophie a mental picture, I had her feel the length of the ski that she would use and touch the metal edges and smooth base of the ski from tip to tail. When she reached the binding, her fingers explored the toe and heel piece. Then she touched the toe and heel areas of the boot to help understand how it fit in the ski binding. We also discussed how the ski brakes would be moved out of the way once the boot was locked into place. We took the time to close one ski binding, sans boot, so that the position of the binding and ski brakes could be felt, in case a ski came off while on the hill.

**BOOTWORK:**

Initial boot work on the snow included, but was not limited to, lifting up one foot at a time, walking heel-toe in a guided circle, and jumping up and landing with knees flexed forward, to feel shin/boot tongue pressure. We practiced a balanced stance with a hands-forward-position knowing that success with the basics would help toward a favorable outcome in our lesson. Once, Sophie whispered to me, “I can hear my friends, are they watching us?” To which I replied “They’re taking their own lesson and you’re doing worlds better.” But, we both knew that everyone was watching to see how Sophie’s lesson unfolded.

Sophie was able to statically move her booted feet from a parallel position into a wedge stance through verbal commands. Also, after her first attempt at any task, with assistance, she generally became independent. Needless to say, we had some awkward moments that were fun at the same time, such as playing ‘Marco Polo’ (with a blind student and a missing ski).

Continuing the lesson progression, we walked toward the beginner area stepping from firm icy snow pack, to soft snow, to mashed potato snow, to the road, and then back onto the snow.

**ON THE HILL:**

While standing on the ski hill we paused to identify the many variations in sound, light conditions, and terrain. We listened to the lift running, the rope moving, the sounds of other skiers sliding on the snow and the music from the speaker system. We discussed these and any other factors that could be distracting to the lesson. Then, I carefully guided Sophie down the side of the hill. We discussed the change in pitch and how to make her boots move more effectively in the snow while walking on a steeper grade. We also reviewed basic hill safety. I covered the safety code and told her that she could ask questions of her guides to address safety concerns, while having fun. We discussed how she could ask a guide to check for skier traffic above and below on the hill. Sophie was told that when we were entering a new area, she could also ask the guide if there were any posted signs that should be “read.” That word was funny to her.

With lots of “can you show me that again” humor, we got her skis separated and placed in the snow. I helped line up the toe of her boot with the binding and then the heel. She then applied pressure to close the heel piece of the binding with an audible click. This told her that her boot was “secured” in the binding. It was hard trying not to help at times and to let as much as possible happen without interference. Sophie then balanced on one ski using my arm as a reference point when necessary. With her hand on my elbow, we performed some scooter turns in each direction. Again, her biggest problem or frustration seemed to be locating the “free” ski and putting it on without assistance. We finally established that this was one task with which the guide could help. After succeeding at the scooters drill, we put on the second ski. We practiced shuffling to build movement and progressed to a slow straight glide on a very flat area of the hill. Sophie was successful in moving into and maintaining a wedge position.

Our next step was what I call a “snowflake” (some call it a “wagon wheel”). Since Sophie had never seen a snowflake it was hard to verbally communicate the concept to her. I broke it down into very little pieces. We took off our gloves and I drew a simple snowflake shape with my finger on her palm and then explained how to do the exercise on the snow through small steps. While rotating our skis and body and keeping her as the centerpiece, we made snowflake shaped tracks in the snow. Duck walking was next, followed by

*continued on page 6*
side stepping. I took the time to break things down into easy-to-follow verbal commands, which made all the small movements come together to help her accomplish her goals.

While we were sidestepping, I introduced the concept of the fall line. I explained the need to move the ski across the fall line when the sensation of sliding backward or forward was occurring and mentioned how small adjustments in stance—maintaining an athletic position—would help her achieve better results. Sophie smiled a lot at this point since she was quick to make the connection (and necessary adjustments) after almost sliding backwards down the slope.

Following these steps, we again practiced a straight glide with a stop on easy terrain. I used a foam covered sturdy ring as a prop to help Sophie maintain a proper forward stance position with shin to tongue pressure and good upper body posture. With the ring, I was able to “tow” her across the terrain in a gliding wedge while moving in a safe and controlled manner.

Sophie soon inquired about using the rope tow. Since she was learning skiing so quickly, I couldn’t refuse her. So, we shuffled forward and approached one of the rope tows which was not running at the time. We used the snowflake left or right drill to adjust her position to the rope tow. Once the rope was touching the side of her right calf (I made sure she understood that her toes needed to be pointing up hill), I guided her mitten-covered hand to the rope and tapped it. I had her scoop up the rope like it was a handful of water to drink, then had her move her hand back and forth to feel the texture of the rope, both with and without gloves. I explained very clearly that when the rope was moving it would be extremely important to follow her guide’s directions and that she should not reach for the rope until told to do so. I explained tow rope safety protocols to her as if she was a student wearing a blindfold.

Persistence and determination are amazing motivators. Sophie wanted to pull herself up the rope hand-over-hand just to have a hill to slide down, so we did that. I followed her up the rope, and when she stopped I had her snowflake off into a wedge position. Using the foam ring for guidance, Sophie began skiing down the hill. She controlled her speed through verbal commands, and at the bottom of the hill she stopped by using a braking wedge. After several repeat runs with great success and a lot of fun, we decided to increase the challenge. While slowly heading down the hill and using her big and little toes she began making a series of “c-shaped” turns.

We were ready for the moving rope tow! We approached the rope, but stopped and listened to the whirl of the equipment. Then, Sophie slowly inched forward so that she could understand by the change in sound how close she was to the rope. We proceeded just as we had with the stopped rope. I took a position right behind her to provide guidance, additional balance, and any necessary assistance with the rope. She let the rope slide through her hand testing the feeling and movement. When Sophie was ready, we counted down 3-2-1 and then she started squeezing the rope and began moving forward. Sophie rode up the hill a short distance until I told her to let go, move away from the rope tow and stop. I then held onto the tether leads. I provided no tension on the leads during the course of each run, and only used verbal commands for turns. We practiced speed control and I gave her constant encouragement and praise.

We made several successful runs on the beginner hill. Sophie did have one fall on the rope due to sensory overload when the rope stopped. She also fell once at the bottom of the hill when she crossed her skis. On both occasions she was able to get up and get underway with minimal assistance. For the last run of the day, much to her delight and the amazement of her group, we rode to the top of the hill. Another instructor helped by holding a relaxed tether, so I was able to ski backwards holding Sophie’s ski tips during our descent of the most difficult part of the hill, and I assisted her in making turns. When the hill became less steep, I let go of her ski tips and verbally directed her down the remainder of the hill for her final run.

Sadly, our time had reached an end. We removed our skis and headed back to the rental shop to return the equipment. Back in the main lodge, we reviewed our goals and successes. We then discussed future challenges and goals while the school group listened, so that all of those who had made this outing possible for Sophie would know just how much she had accomplished this day, both on and off the snow.

Everyone was extremely pleased! We had accomplished much more than anyone thought possible during Sophie’s first lesson at a ski resort. Sophie was very thankful for the experience and for being allowed so much freedom and
independence on the hill. She told me that she never felt unsafe or unsure of herself, and planned to return soon with the school group. I promised to be there for her next outing.

I did indeed have a chance to work with Sophie again, later that season. Again, she totally astonished me. She remembered everything from her first lesson and applied it during the follow-up lesson. She even told me that she had spent the previous day working to remember everything from our initial meeting. By the end of our second lesson, she was making full use of the beginner area from top to bottom.

We strongly relied on the previous physical experiences, feelings and sounds instead of “looking around” and “seeing” what was happening. Basically, Sophie’s success as a new skier occurred because she acted as both a doer and a feeler during our time together on the snow.

CONCLUSION:

This teaching experience went well beyond a great lesson since I was teaching an amazingly talented, bright and independent young lady. The lesson allowed me to think beyond any anticipated limitations and to see new possibilities for a person who wants to learn. This happened all because of a woman who made far better progress than some of her sighted peers. Sophie expressed true joy about this new winter experience called skiing. I often think about those lessons with Sophie. Sometimes, at the end of a run, I close my eyes while slowing to a stop, recalling Sophie’s determination, the trust she placed in me, and her new found passion for the sport of skiing.

Emily began skiing at around age two and has been teaching and snowboarding since age 13. In the off season, Emily travels, trains, works on her artwork and runs a photography business.

February Telemark Event

by Beverly Vasseur

A Telemark event, hosted by Hyland Hills, brought these happy folks together.

A sunny day with Telemark instruction led by examiners John Fay and Doug Wangan made the day complete. What else would one want to do on a weekend! Hyland Hills beautiful new resort complex added to the comfort and fun.

Emily Newland is an AASI Level 2 Certified Snowboard Instructor, PSIA Level 1 Ski Instructor, Children’s Specialist Level 2, and Telemark Level 1. She is the Valley Kids Snow Sports Director at Swiss Valley Ski and Snowboard Area, in Michigan.
The CAP Model (Cognitive, Affective and Physical aspects), as set forth in the *Children’s Instruction Manual, Second Edition* (pages 8-10), shows how children Think, Feel and Move at certain ages and stages of development. The CAP Model is a valuable tool that allows an instructor to more easily determine a child’s ability and learning potential in order to implement it within one’s lessons with children—this is key for an instructor who wants to enhance the learning partnership. As we know, Cognitive, Affective, and Physical characteristics differ in specific ways with various age groups.

The CAP model helps us evaluate our students quickly and efficiently, so we can start to outline potential lesson plans, based upon our student make-up. The CAP Model helps us to gain insight into different age groups of children given their tendencies of development in these categories, thus allowing for better understanding of the students’ potential needs and how best to address them, given their ages.

Last year, I taught an 8 year old boy whose parents had signed him up for a three hour race lesson. Prior to the lesson, I was able to speak briefly with the father on the phone. He told me that his son was an “excellent” skier who enjoyed black diamond runs and now wanted to join the local race club. The father said that his son was very motivated and excited about taking a lesson.

After the phone call, I wrote down some notes. I had some questions which I knew I needed to answer regarding this student, so I reviewed the CAP Model. First, I knew that for this age group (7-12 years old), it is common that they over-
estimate their abilities. I knew I would need to evaluate his skiing before making any concrete plans in terms of terrain, tasks, and benchmarks for him to reach.

Second, I knew that children in this age group are often motivated by their peers, so I wanted to make sure the motivation to join the local race club actually came from him. I wanted to discover his true motivation(s). Third, because children of this age group typically tie self-worth to accomplishment, I wanted to be sure that whatever lesson plan I came up with would set him up for success. I didn’t want to push him too hard, or too fast.

When lesson day finally arrived, we got through introductions. I checked his equipment and clothing. I watched him move in his boots—he was very comfortable and coordinated in his movements. He was about 4’6” tall and roughly 65 pounds. All of this information was relevant in terms of understanding my student, his potential abilities, and his development in relation to the CAP model.

We then put on our skis and headed for the lift. I watched him skate, and noticed that he was more comfortable and stronger on his left side. I asked him if he was right or left-handed, and he said he was left-handed. This was good to know in terms of assessing potential issues to watch for in his skiing.

Once on the lift, I immediately started asking him questions. I wanted to know what other sports he played (soccer and riding BMX bikes), did he belong to any other clubs at school (band), what instrument did he play (drums), what were his favorite subjects in school (math, science). The answers to these questions led me to understand that he enjoyed organized group/team activities, which would make sense for this age group. Given that he played the drums, I assumed he was good with rhythm and timing, and the fact that he enjoyed math and science hinted that maybe he was an auditory learner. Since he played soccer and enjoyed biking, I gathered that he was probably comfortable with lateral movements and foot-eye coordination, and that he might be somewhat of a “daredevil” who enjoyed physically challenging himself.

Once at the top, we reviewed the Skier’s Responsibility Code then took a free run down a gradual blue trail. I told him to make whatever sized turns he wanted, because I wanted to watch him ski. Sure enough, as I had anticipated, he made stronger left-footed turns than right-footed. His Center Of Mass (COM) was also a little too far back in his stance, so he had trouble engaging the tips of the skis at the top of the turn. He liked to ski fast, and several times he jumped off rollers or bumps in the snow.

He had decent upper and lower body separation and used a proper pole swing. When he dropped his hands, however, his upper body would square up to his skis, and he would lose pressure to his outside ski. Dropping the inside hand can cause the skier to lose pressure to the outside ski if he/she has too much inclination (banking) due to a lack of efficient upper and lower body separation. When skiers, in general, drop the inside hand, an effect is typically that the inside shoulder follows toward the inside of the turn, thus causing the upper body to lose its separation from the lower body and incline to the inside (causing too much inclination/banking and not enough angulation—which causes a lack of direction of pressure toward the outside ski and moves it to the inside ski), or “squaring up to the skis.”

Watching what the hands are doing in relation to the interaction of the skis and snow can be a very good place to look for inefficient tendencies, as it was with this student.

Much of this made sense in terms of the CAP model (lack of maturity and/or lack of muscle development can make it more difficult for children his age to create the upper and lower body separation that can maximize efficient pressure to the outside ski in dynamic turns).

On the next lift ride, we talked about the race club his father had mentioned. He didn’t seem as excited about it as I had expected, so I asked what he thought about it. He told me his father was the one who came up with the idea. The strongest reason the boy had for wanting to join was that two of his good friends were on the team, and they wanted him to be with them. The boy was nervous that he wouldn’t be good enough and was worried about being embarrassed in front of the other racers. I was aware that youngsters of this age group typically are easily influenced by their peers.

continued on page 10
Self-esteem is often tied to accomplishment, so I understood why he felt this way. I decided that helping him improve and feel proud of his skiing would alleviate much of his anxiety. I also asked how he felt about actually racing and training. He said he thought it was “cool,” but he didn’t know much about it. He said his father had raced in high school and thought he, the son, would really like it too.

The Children’s Instruction Manual (see page 10) tells us that students in the 7-12 year old category:

“…do best with one direction at a time.”
“…can learn in a variety of ways.”
“…want to have fun…”
“…like to learn with a variety of activities.”
“…learn new movements through repetition and feedback.”
“…can move…body parts independently of one another.”

Ultimately, through my understanding of the CAP model, I was able to come up with a lesson that started with a focus on my student’s stance and dynamic balance. We also addressed his active ankle flexion (dorsiflexion). I was able to relate some fun examples from soccer to help reinforce the drills which we practiced. A soccer drill we talked about that relates to skiing short-radius turns is lateral “toe-taps.” This is where the player hops as quickly as possible from side to side over the ball, and touches the inside foot to the top of the ball each time he/she hops over it. This movement mimics the way our bodies should move when making short radius turns, especially in a slalom course.

We also focused on upper and lower body separation with attention to how the hands can affect what the rest of the body is doing, which will, in turn, affect how the skis interact with the snow. When performing Movement Analysis on my students, if I see inefficient, ineffective ski-snow interaction, I then start to look for the cause. The hands and their position/movement are part of this process.

What I quickly realized was that my student was an auditory learner. He really liked having things explained in detail, and he asked a lot of questions. Cognitively, he did best with one direction at a time. After our upper and lower body separation exercises, we moved on to progressions for dynamic medium radius turns, and I focused on his right side.

I used a lot of different terrain (gentle to steeper) in various ways to help him feel the sensations he needed in certain instances. On the lift, I made sure he understood the progress he was making and how/why it was important. He loved to go fast, so as he progressed, he also enjoyed interacting with the forces he developed in his dynamic, carved turns. He said it felt similar to when he once flew through a berm on his BMX bike.

By the end of the lesson, he had made excellent progress. I was able to award him one of our Crystal Mountain Skills Quest pins and showed him all of the benchmarks he had reached, which are laid out on the card that comes with the pin. He was beaming with pride when he displayed them to his father.

During the wrap-up I gave to both the father and son, I explained that we never actually ran a gate, but, rather, we worked on the skills and fundamentals required for him to be successful in the gates. On the lift, I had explained to the boy that racing and training in gates is simply the application of everything he was learning with me, but done in a very specific environment. As they were getting ready to leave, I heard the boy tell his father he couldn’t wait to ski with his buddies in the race club. He wanted to tell them about everything we had done in our lesson and show them the pin he had earned. The father smiled and said he wanted his son to take him out and teach him all the things he’d learned. He booked another lesson with me for the following week.

The success that both the boy and I were able to achieve was largely due to my understanding of him as a student, using the lens of the CAP model. Without knowing what to look for, learn about him and expect from him—given the tendencies in his age group/stage of development as outlined in the CAP model, we might not have had such rapid progress, and such great results.

Chris Fisher is a PSIA Alpine Level 3 Ski Instructor, with a CS2 credential. He is a member of the Central Division Education Staff. Chris submitted an earlier version of this essay to satisfy part of his CS2 requirement. He has a USSA 200 credential. Chris is the Snow Sports Manager at Crystal Mountain Resort in Northwestern Michigan.
News regarding the National Adaptive Team

On April 21, 2016, PSIA-AASI announced the members of the 2016-20 National Team.

The team members are instrumental in charting the course of snowsports instruction in the United States. They work with ski and ride schools throughout the country, conducting clinics and representing PSIA-AASI as the public face of the organization.

A special shout-out to Geoff Krill, Adaptive Captain and Joshua Spoelstra, Adaptive Member. For the first time ever, the Adaptive Team has a member with snowboard expertise—Mr. Spoelstra.

Further information regarding the Adaptive and entire National Team can be found at: http://bit.ly/1NqQ4M4

Photograph courtesy of PSIA-AASI and Ashley Woodard.

Are you jonzing for more technical expertise to support Your Adaptive Ski Instruction?

PSIA-AASI has what you need: The Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines as a free download from the snowpros.org.

The 20 page document details the application of the five fundamentals of skiing for all skiers, including those using adaptive equipment. Geoff Krill, Adaptive Captain for the PSIA-AASI National Team, told us that they have been getting lots of feedback on this new resource. “We recognize that a lot of adaptive ski instructors are volunteers, so we partnered with DSUSA to offer this as a free download. The charts showing the movements for each discipline make it clear that skiing is skiing is skiing.”

To download the PDF, go to http://bit.ly/1VTFi3y.
By Arnie Wright

Have you ever noticed how quickly our mid-west ski season passes by? It can be mid-December before we have adequate snow on which to practice, and then the holidays are upon us. The next ten days are filled with lots of teaching opportunities. Practice time is at a premium and then January is knocking at the door.

Most of us are lucky to get in two days a week on the snow, what with jobs and family responsibilities. At most of our ski/ride resorts teaching responsibilities come before our personal practice time. Each time we arrive at work we will most likely be required to teach before we get out and practice our “bench marks” and “personal skiing/riding.” Hopefully we try to find some time to practice our teaching at more than the “beginner Level” because that is what will be required at level II and III exam events.

YOUR COACH

Have you found a “coach”? Someone who can observe you skiing and teaching and give you good sound feedback? Does your coach have adequate time to spend with you? Going for certification requires a very large commitment on your part. You will need to find time to practice on the snow and you will need to crack the books so that you can pass the written exam and correctly answer all of the technical questions that your examiners will ask during the on snow exam.
ON SNOW TRAINING CLINICS

At Cascade Mountain, in Portage, Wisconsin, we have put in place several opportunities to make the journey a little easier. The “candidate” does still have to put in the time and hard work. For the past 17 years, we have set aside Wednesday afternoon, and evening, as our primary certification clinic time. Our Wednesday afternoon clinics are led by one of our PSIA-C Education Staff members Erika Meier, John Hamaker, or by one of our level III instructors. The afternoon sessions focus on benchmarks, personal skiing, and exercises that an instructor might use while teaching at higher levels.

Our evening session is two and a half hours long. Hour one is a general clinic while the second hour and a half addresses certification teaching. We also host Alpine clinics every Saturday and most Sundays mornings. For about the past 10 years we have had instructors drive from as far away as 80 miles to take part in our Wednesday afternoon clinics.

DRYLAND CLINICS

Four years ago, we added a summer dry land series. We review one or more of the manuals via email. On a monthly basis, participants receive questions that they research and then submit their answers to be reviewed by the group leader. Each assignment includes a Level I, II, and III teaching scenario. Participants are encouraged to complete as many of the teaching assignments as possible. Practice, Practice, Practice!

We get together once a month to review the assignments. Individuals stand up before the group and run us through the teaching assignments. Each person in the group gives feedback to the presenter. These outings are not all work. We also take time for a picnic and social conversation. Keeping in touch during the summer keeps us all in the game and our friendships continue to grow.

CONCLUSION:

Preparing for a certification exam is no small task. It requires significant time and effort on behalf of the individual trying to move forward with the certification process. By having a helpful coach, and by attending on snow clinics and dryland clinics, you can set yourself up for a successful result in your examinations.

Arnie Wright has been teaching for 21 years. He is a PSIA Alpine Level III instructor at Cascade Mountain, in Portage, Wisconsin. He also teaches at Vail Resorts, in Colorado. He has his CS1, CS2 and his Coaches accreditation in Central Division. He is also a member of PSIA-RM.

If you would like more information regarding Cascade Mountain’s Clinics you can give Arnie a call at 1-920-948-0081.
Where’s the duck?
(What CRAVE can add to your teaching pallet.)

By Brad Miller

A couple of seasons ago, I spent some time in between lessons in the Children’s Activities Room at Boyne Highlands Resort. I choose the drawing table thinking that it would be a great place to work on a cartoon project. For a few minutes, I had a crowd of “niblet’s” watching, with many asking what I was doing. After honestly answering that I wasn’t sure, they shrugged their shoulders and moved on. Within a few minutes, a train driven by a mouse appeared on the paper. But then my mind went blank as I stared at the project in front of me. While I stood there in a fog, a young niblet, a head taller than the table, came over and stood nearby. She looked up at me and then at the paper. After a few seconds, she grabbed a yellow crayon and scribbled on my project, saying “It needs a duck.”

For the last three years, I’ve occasionally had a touch of brain freeze when it comes to creativity. A combination of life events, taking PSIA exams and the black & white aspects of Snow Sports Technical manuals put the left side of my grey matter to the test (No pun intended). This past summer, fellow Education Staff member, Ned Pinske, developed Central Division’s new Children’s outline entitled “CRAVE,” supplying a much needed “duck” to PSIA-C, and to me (See Ned’s article in The Central Line, 2015, Issue 4).

To understand how CRAVE works takes just a little effort. After rolling
CRAVE out at this season’s first Children’s Specialist program at Boyne Highlands Resort, I took it on the road to multi-discipline clinics at Hanson Hills and Snow Snake, in Michigan. I found that CRAVE reached beyond Central Division’s children’s offerings, since I learned as much from the attendees as they may have learned from me.

You may recall that the acronym CRAVE stands for:

C = Collaboration
R = Relative
A = A culture of learning
V = Video and multi-media
E = Exploration

**A LITTLE MORE DUCK:**

**Collaborative**
- the learning partnership between teacher and students
- snow sports team work during training and teaching
- the sharing of information with parents, students and other snow sports instructors

**Relative**
- Does a task or instruction lead to a desired outcome?
- Do your students have other activities that may relate to the one you are teaching?

**A culture of learning**
- Create a learning environment for student and teacher
- Create an environment in your snow sports school that fosters learning
- Create an environment that educates and involves parents

**Video and multi-media**
- Use of video for training and self-coaching
- Use of video as entertainment
- Use of mass media for education and self coaching
- Use of video for verification
- When and where to review video

**Exploration**
- Explore terrain and area
- Explore different teaching and learning preferences
- Explore different disciplines
- Explore learning

**Conclusion**

CRAVE and clinic participants have helped me loosen up the right side of my brain and improve my creativity, while providing a great learning forum. Whether you are attending a Central Division children’s event, or not, CRAVE is worth a review. CRAVE is a valuable learning and training method. And, who knows, it might provide you with a much needed Duck.

Be Safe Amigos
Brad Miller

**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.**

**Acknowledgements:**
Ned Pinske-ACE guru, Children’s Specialist Participants, Bill Bonkowski and the Hanson Hills Snow Sports School, Darren Acton and the Snow Snake Snow Sports School, along with Niblets, Crayons, and Ducks everywhere.

A warm welcome to the new **Central Division Executive Committee**

Pictured from left to right are our new Central Division Executive Committee members:
Richard Wren, Vice President; Scott Hartley, Administrative VP; Michael Moenning, President; Sherry McCabe, Education VP; and Bart McClure, Financial VP.
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
Andersen, Benjamin
Applegate, Kara
Archuleta, Marc
Baerman, Scott
Banner, Anthony
Baril, Stephen
Barnstable, Michelle
Bartlett, Gregory S.
Bellini, Christopher
Bloch, Karl K.
Boik, Derek
Brandt, Rachael
Brandt, Ryan
Breuhan, Glenn
Brosch, Martin
Brown, Rika
Brugler, Jim F.
Brumbaugh, Marcus
Buongiorno, Robert
Burrows, Stephanie
Cabak, Jim
Cibuzar, Andrea
Cabak, Jim
Coyne-DeBruin, Kathleen M.
Crawford, Kelsey
Dahlberg, Christina
Davis, Julie L.
Dill, Brady N.
Djuric-Fisher, Jill M.
Downing, Karen
Downing, Karen
Duffy, Susan
Ellis, Nathaniel A.
Fisher, Nicholas J.
Flover, Darla
Foley, Brian M.
Francis, John
Frediani, Katherine
Freed, Robert
Fuhrman, Rob J.
Germann, Donald L.
Gerstle, Emily
Gibbs, Robert
Graham, Melanie
Gray, Melanie R.
Grimes, Nicholas S.
Hajek, Joseph J.
Hannah, Steve
Hanson, Bonnie J.
Harkenrider, Stephanie
Harr, Chase
Hawley, Brandon
Hayes, Susan
Henry, Maxwell
Hogarth, Rachael
Holm, Tim
Hulttelmaier, Karsten
Ingraham, Paul S.
Itzenheiser, Heidi S.
Johnson, Connie D.
Johnson, Vincent A.
Johnson, Connie D.
Jones, Terry
Kahler, Andrew R.
Keykal, Andy
Kivley, Michael
Koerner, Stefan G.
Koople, Caroline A.
Korte, Eric
Kovac, Majka
Kovatch, Nicholas
Kraszewski, Christopher J.
Krause, Ryan S.
Krauss, Natalie
Kreamer, John
Lang, Tom
Laughthun, Colby
Laughlin, Marian G.
Lefar, Carly S.
Lehky, Lisa A.
Lyons, Kris K.
Mafrice, Janice
Malnar, Michael L.
Manteuffel, Rich
Markert, Paul
Markert, Reina
Maroske, Susanne
McCabe, Laura E.
McCaffey, Marc C.
McFarland, Andrew
McKinnon, Margareta
Melander, Scott A.
Menkes, Josh
Miller, Jeffrey
Minerof, Emily C.
Mitchell, Joanna D.
Mitchell, Katherine
Musial, Marc
Nelson, David
Nelson, Patrick
Nitsche, Hallie K.
Norley, Bennett
O’Brien, Dennis J.
O’Brien, Michael
Ohms, Stephen
Onesti, Kyle R.
Onofrio, Brian M.
Orth, Christina H.
Orth, Steve
Ouji, Dee C.
Palacios, Antonio
Parker, Doug
Peiffer, Amy L.
Pels, Allison
Picha, Linda
Pumer, Col R.
Potter, Catherine
Powell, Sandy
Prehn, Bruce G.
Preman, Vance
Previte, Evan M.
Priestap, Greg
Putney, Timothy L.
Puri, Howard J.
Quint, Carleen
Ravell, Olivia
Rieghlsey, Zoey E.
Reilly, Craig
Reilly, Kevin
Reisner, Ryan
Ricciardi, Michael
Richards, Amelia
Riggs, Harry L.
Rinehart, Gregory C.
Roberts, Andrew J.
Rodriguez, Joseph
Rose, Haley
Rynott, Pat
Sanchez, Ramiro
Sano, Phylis
Schaeppi, Tom J.
Schill, Dean D.
Schmidt, Karen S.
Schwartz, Miles J.
Schwitzer, Karl
Sherburne, Stephen
Seitz, Janice
Sheehy, Michael
Shelegowski, Raeann
Sherpe, Katelyn
Shinn, Christopher W.
Sibila, Tom
Sikora, Patricia
Skallerud, Chris
Smith, Dawn
Smith, Drew R.
Soglin, Andrew
Soucie, Tanya
Southall, Twyla
Sprau, Timothy
Steinmann, Lisa A.
Storey, Douglas J.
Swinehart, Charles H.
Tabatskiy, Ivan
Taylor, Cheryl L.
Taylor, Walter W.
Thaden, Ricky
Thompson, Graham
Tisol, William
Truax, Alex
Underwood, Jana
Vazquez, Enrique L.
Vetrov, Vladimir
Wall, Darlan F.
Warden, Brian G.
Waxelmann, Keith
Weber, John A.
Wefel, Dean
White, Andrew
Wiegand, Christopher
Wing, Webster J.
Wiski, Rhys A.
Wittman, Jonathan D.
Wolney, Alyssa L.
Wonderlick, John F.
Woodford, Caroline E.
Worrell, Justin J.
Yapp, Joseph
Zimmerman, David N.

Snowboard Level 1
Annelin, Carter G.
Baker, Tylor L.
Bond, Max
Casey, Sam
Conroy, John
Corbin, Matthew R.
Couturier, Clay
Davis, Amanda
Davis, Marisa
DeMarco, Jennifer
Denham, Brett
Dose, Adam
Dougherty, Michael D.
Earhart, Cody R.
Eichner, Kevin A.
Evin, Sarah
Everts, Daniel
Freund, Jeff
Garthwait, Emily F.
Geers, Sarah
Gravender, Akiko
Hoggard, Jack
Holthaus, Megan R.
Hutchinson, Dermot
Jester, Matthew
Johnson, Tanner D.
Johnson, Vincent A.
King, James A.
Kleinstueber, Casey
Kromannaker, Hans
Kulich, Whitney T.
Kuzmicheff, Andre
Leonard, Ryan C.
Leppanen, Esa
Lininger, Jess J.

Alpine Level 2
Antczak, Paul
Backos, Jonathan
Bernhard, Adam W.
Driscoll, Sarah C.
Gannon, Kirsten
Gould, Ellen
Hemmingring, Alan
Hill, Judy M.
Hill, Steven J.
Kostein, Brian
Krochmal, Michael
Lee, Robert E.
Levenger, Benjamin S.
Nowak, Martha
Roell, James
Tierney, Dennis
Underhill, Amy S.
Watson, Michael
Wiberg, Dana
Wilhelm, Jacob

Alpine Level 3
DeHaven, Vern
Rankov, Oleg
Sethell, Chris
Smith, Timothy W.
Stadler, James
Madden, Audrey E. 
Marshall, Rebekah 
McCormack, Sara L. 
Newman, Rannon M. 
Penrose, Joshua 
Polsak, Diane L. 
Ronkainen, Timothy J. 
Rose, Haley 
Rose, Stephanie 
Schwamberger, Dekota J. 
Silvestri, Anthony 
Slater, Drake 
Stalfort, Taylor 
Stockton, Jared E. 
Sulzener, Ricky R. 
Victor, Jaxom H. 
Wallner, Paige 
Wang, Hengyue 
Webster, Malaby 
Zupan, Kevin 

Children's Specialist 1 
Arwin, Leslie 
Barnett, Nancy A. 
Bentsen, Eileen 
Berg, LuAnn 
Bruder, Peter 
Connell, John G. 
Conner, Brett A. 
Conroy, Wendy 
Cunningham, Graham 
Curtis, John A. 
Deangels, Davide 
Deschamp, Lucie 
Djuric-Fisher, Jill M. 
Dodson, Kelly 
Effland, Alissa 
Efmenko, Azariah 
Fashingbauer, Zeke 
Fay, John D. 
Feidt, Daniel H. 
Fett, Daniel 
Gadberry, Michael D. 
Garcia, Kurt 
Garvey, Jeff 
Gerstle, Matt 
Gould, Ellen 
Haney, Melissa 
Henehan, Kathleen A. 
Henry, Ryan 
Hirnkel, Alicia 
Hirnkel, Michelle 
Hoechner, Renate 
Hutcheson, Robin 
James, Peggy 
Johnson, Lenda 
Kagan, Thomas J. 
Katiein, Dan 
Klein, James T. 
Konen, Robert D. 
Larson, Jane E. 
Linger, Kimberly A. 
Loehner, Michele 
Marker, Matthew T. 
Markowitz, Gavin 
Mazza, Martin E. 
McCarthy, Cynthia 
McCrory, Nathan 
McCrory, Phillip 
Mckinney, Charlene F. 
Miliang, Alyssa A. 
Moore, Natalie 
Moum, Anne 
Nagel, Megan 
Nash, Donovan 
Nash, Thomas 
Nelson, Gary S. 
Ogens, Daniel J. 
Patterson, Rachel 
Peterson, Sarah 
Philbin, Joann C. 
Prohofskey, Margaret 
Reno, Curtis P. 
Robinson, Jane 
Rogers, Bobbie 
Rublee, Gale 
Schadegg, Mark 
Schultz, Alex 
Schwartz, Jonathan 
Schwartzman, Bernice 
C. SHaw, Robert 
Smith, Timothy W. 
Stepfen, Jennifer J. 
Ternes, Marilyn 
Tollett, Sam 
Vaugt, Linda 
Vig, Crystal 
Virag, Tiffany S. 
Voss, Catherine 
Weber, Jim 
Weinard, Timothy J. 
Wentworth, Andrew 
Wondrasek-Lane, G. 

Children's Specialist 2 
Althof, Derek G. 
Bowman, Paul J. 
Cook, Robyn O. 
Fashingbauer, Zeke 
Fisher, Christopher 
Griffin, Larry L. 
Hust, Heidi R. 
Moledor, David 
Peterfeso, Kathryn 
Schmida, Larry 
Stevens, Don R. 
Stickel, David S. 
Yunker, Remy 

Freestyle Specialist 1 
Booth, Jacob W. 
Bramble, Jordan 
Garcia, Kurt 
Hoag, Chad 
Laval, Lance 
Llibey, Benjamin 
Michaelsion, Jeffrey 
Palombi, Mike 
Smith, James J. 
Weeks, Charley P. 

Freestyle Specialist 2 
Anderson, Connor 
Chayet, Christopher D. 
Davis, Daniel 

Telemark Level 1 
Fetzer, Michael 
Hage, Paul 
Melvin, Jake G. 
Newland, Emily L. 
O’Dell, Jon 
Tirrell, Mark 

Telemark Level 2 
Johnson, Eli 
Staudt, Christopher G. 

Telemark Level 3 
Horns, John H. 
Stepleton, Jon E. 
Wolfschlaeger, Peter B. 

Cross Country Level 1 
Abdul-Khalilq, Faruq 
Bolla, Mary 
Hearst, Valerie A. 
Hudak, Andrew 
Long, Dan C. 
Nagle, Rachel 
New, Michael 
Rossetti, Ashley 
Sahli, Dan 
Thelen, Jacquelyn A. 
Versteegen, D.

Cross Country Level 2 
Chicanowski, Amy 
Everts, Michael O. 
Klave, Gregory L. 
Nali, Mike 
Wright, Harry B. 

Cross Country Level 3 
Okerstrom, Eric 

Adaptive Level 1 
Knapp, David 

Adaptive Level 2 
Gannon, Kirsten 

Advanced Children’s Educator Level 1 
Smith, Timothy W. 

Advanced Children’s Educator Level 2 
Althof, Derek G. 

Children’s Specialist Foundations 
Smith, Timothy W. 

Senior Specialist 
Lemke, Linda
The Kane Legacy

One of our own has achieved the highest award that is offered by our organization in the realm of education – the Educational Excellence Award.

By Doug Carrer, PSIA-AASI National Board Representative

With only 23 other recipients in PSIA-AASI’s 50-year history, the Educational Excellence Award is one of the most prestigious honors our association bestows. As described in the national association’s Policies & Procedures, “this award recognizes those exceptional few members who have authored PSIA-AASI educational materials over the years. They have added significantly to, and possibly even changed, the educational direction of PSIA-AASI and have exhibited dedication, devotion, and self-sacrifice contributing to the PSIA-AASI educational system, with 10 years or more sustained outstanding service.”

Past recipients of the Educational Excellence Award include Horst Abraham, Max Lundberg, Mike Porter, Chris Ryman, Shaun Smith and Ellen Post Foster.

Roger’s extraordinary contributions to our association span four decades. A long-time member of Central’s education staff, Roger served on Central’s Education and Certification Committee (ECC) multiple terms in the 1980s and ‘90s and chaired the ECC as well. Certified at Level III in Alpine and Level II in Snowboard, Roger also served for many years (over 12) on Central’s board of directors. While serving on our board, Roger was elected Marketing Vice President and, most recently, as our Financial Vice President.

Roger’s many years of service also includes participating in Examiner Exchanges and Examiner Colleges, collaborating with staff from other Divisions to develop and enhance our instructor certification programs, and representing our Division on the National Education and Certification Committee in the 1980s and ‘90s. While serving on the national ECC, Roger helped develop PSIA’s American Teaching System (the “ATS”). Roger then went on to write “Pathways to Parallel,” a publication which outlines strategies for teaching beginners whose needs fall in the gap between traditional wedge and direct-to-parallel approaches. Pathways to Parallel then became the basis for Central’s Level I Study Guide, expanding and enhancing the options we have to serve the needs of beginner skiers.

Outside of PSIA-AASI, Roger’s skiing background includes being a member of the National Ski Patrol, a regionally and nationally competitive ski racer, a ‘70’s aerialist and freestyler as well as coaching junior and adult race programs for 35 years. As Peter Hoppock, Central’s Alpine Administrator, summarized when recommending Roger for the prestigious Educational Excellence Award, “Although he has accomplished quite a lot personally, he is most at home sharing his unique cache of knowledge, experience, teaching acumen, technical insights, and love of skiing with his fellow professionals.”

Hats off to you Roger! We have all benefited greatly from your dedication and devotion.

Roger adds this note: “I must express thanks to all of our members that I’ve been fortunate enough to share learning experiences with, as well as all our Education Staff that I’ve collaborated with over the years. It is the inspiring experiences of these synergies that keeps me engaged in further striving to keep learning more about teaching and skiing and then giving it true value by sharing with others.”
EDITORIAL INFORMATION
The Central Line is published four times per year by the Professional Ski Instructors of America-American Association of Snowboard Instructors Central Division (PSIA-AASI Central Division). Permission is hereby given to all PSIA-AASI divisions to copy original material from this newsletter providing credit is given to PSIA-AASI Central Division and the material is not altered. Articles that contain specific copyright notices may not be reprinted unless written permission is obtained from the author. Please mail a copy of any publication containing reprinted material from The Central Line to the PSIA-AASI Central office at 15490 101st Ave. N., Suite #100, Maple Grove, MN 55369.

SUBMISSIONS
Submissions, including articles and photos, are welcome. Articles should be emailed to garyski3@att.net in MS Word format with the following header: article name, date and author. Photos and graphics should be high resolution (300 dpi or greater and at least 2 inches in the smallest dimension) and submitted in JPEG or TIF format. A photo release must be obtained from any person(s) included in the submitted photo. Articles are accepted on the condition that they are released for use in all PSIA-AASI Central publications. PSIA-AASI Central reserves the right to edit all articles.

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 an ad that they consider inappropriate or 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 3 | July 10, 2016
2016 Issue 4 | October 7, 2016
2017 Issue 1 | January 5, 2017
2017 Issue 2 | May 5, 2017

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.

THE CENTRAL LINE STAFF
EDITOR
Gary Evans
garyski3@att.net

PUBLISHER
Robert Wendt, Cultivate Communications
bob@cultivate-communications.com

All articles and photographs intended for publication in The Central Line should be submitted to the Editor.

COVER PHOTO / BACK COVER ILLUSTRATION
Cover photo: Instructor Linda “LT” Tomsevics, with Mono-Skier Tina Leet at Wilmot Mountain. Photo Credit: Adaptive Adventures
Join our team, join our clinics.

We enlist the help of renowned U.S. Ski Team coaches, PSIA National Team Members, and PSIA-C Education Staff to deliver inspiring, cutting edge content. Crystal Mountain has the terrain for you to meet all of your developmental needs, including bump-lines, glades, steeps and wide-open terrain.

Applications open in September. For more information, contact Human Resources at humanresources@crystalmountain.com.

TRAIN SMART. TRAIN HARD.