



SNOWSPORT INSTRUCTOR

SUMMER
CAMPS
ARE
BACK!

spring 2006

PHOTO BY NICK BARTH



PHOTO BY WAYNE NAGAI



PHOTO CHRIS SAARIO



Inspiring lifelong passion for the mountain experience

Event Line Up

Summer "Race" Camp

BY CHRIS THOMPSON
PSIA/AASI-NW DCL, EXAMINER,
FORMER TECHNICAL TEAM HEAD
COACH

So, what are you going to do on your summer vacation? Do you remember what it is like to ski in the sunshine? Are you already feeling skiing withdrawal and the concern of not skiing again for another 6 months? You need to make some time to work on all those new moves that you learned this winter! Maybe you should plan a short summer skiing vacation.

Your Technical Team and Divisional Staff members are available at Timberline, Mt Hood for two weekends focused on ski improvement through running gates. Historically, we have advertised this mid-summer education series as "race camp". In reality, it is the use of course setting for improving your personal skiing skills. Much of what we learn about skiing is developed by the racing community at an international level. The racing community is always on the leading edge of new equipment and technique. As instructors, we utilize this information, modifying it to meet our personal needs and those of our guests. This becomes a primary focus at these summer events. What better way to spend a weekend during the summer and come up to speed on current skiing trends.

The two weekends are devoted primarily to giant slalom (GS) oriented courses. The use of GS style courses at this event is due to the terrain, conditions and the fact

that slalom training requires additional support equipment unavailable to most ski instructors. Each skiing day goes something like this: load the Mile chairlift @ 7:00 am to head up to the Palmer snowfield. Free ski until 8:00 - meet your coach at the top of the assigned lane; train from 8 - 9:45; short break; train from 10-12:00. Starting at 1:45 both Friday and Saturday afternoons, video review in the Wy'east Lodge, then off to relax or put your other toys to good use. Sunday, train until 12:00 or so and then head for home. Lifts operate from 7:00 am thru 1:30 pm.

Over the years, we have reduced the size of the camps to approximately 40 participants with a staff of 7 coaches and 3 support crew. This camp size enables us to maintain a high quality event, lessening the impact on our assigned lane and other logistical concerns. The smaller camp dictates the importance of your registering as soon as possible to ensure a spot at this premier event - certain to be the highlight of your summer.

Get your ski buddies together, feel free to request a specific coach, and register now for one of the more fun and educational opportunities offered by PSIA/AASI-NW. Then pack up your skis, bicycle, golf clubs and wind surfing gear and head to Mt Hood for the 22nd annual PSIA-NW Summer Ski Camp series!

RACE CAMP ON MT. HOOD, WHAT A BLAST!

BY DIANA SUZUKI
PSIA/AASI-NW FINANCIAL VP

If you want to have a great time in July on your skis, come to the PSIA/AASI- NW Race camp! Not only do you get to ski in the sunshine while running gates, there are other bonuses too. Folks come from all over the world to train on Mt. Hood in the summer and you see all kinds of incredible sights. People who ski on one leg better than most can ski on two. Kids that rip up the mountain and very well could be future athletes in the Olympic games. We even saw Chris Saario almost slide off the mountain in a runaway SANIKAN. Now that was exciting!

Did I mention that after skiing in the morning you have all afternoon to bike, golf, hike, swim or just relax and work on a sun tan? Going to race camp is better than attending a fat farm. After skiing, biking, golfing, hiking and basically destroying my middle aged body, I always lose weight at race camp.

After a break from the regular ski season, here is a chance to organize your ski buddies and head on down to Mt. Hood in July. I am busy organizing my ski buddies from Clancy's for our return trip to race camp, so grab your ski buddies and come give us some fun competition on the slopes. See you in July - Diana



Event Line Up

SUMMER SKI CAMP TIMBERLINE, MT. HOOD

Summer Ski Camp is back at Timberline! After this big snow winter, the conditions will be great. For those of you planning a return trip, you know nothing beats Timberline in the summer. If you're just thinking about coming for the first time, welcome!

Summer Ski Camp means Sun, Fun and great coaching with a focus on ski improvement through running gates. Whether you come as an individual, with friends or as a larger group, this is an opportunity you won't want to miss! Sign up now to reserve your spot. Just use the application form on page 14 or sign up on-line.

Two Weekend Camps July 14th - 16th and/or July 21st - 23rd

**\$225.00 per Session includes:
Coaching, Private Lane reserved for PSIA-NW, Video Analysis
and On-hill Snacks**

Optional extra activities planned - updates at psia-nw.org
Lift Tickets will need to be Pre-Paid when you register, no
waiting in lift lines! \$43.00 per day.

LODGING

Summer is busy at Mt. Hood. Be sure to line your lodging up early!

Huckleberry Inn
Government Camp, OR 97028
503.272.3325

Hood River Hotel
Reservations - 800.386.1859
www.hoodriverhotel.com

Cascade Property Management
Welches, OR 98067
503.622.5688

Best Western Hood River Inn
800.828.7873
www.hoodriverinn.com

Also visit www.mthoodterritory.com to find more lodging possibilities.



PHOTOS BY WAYNE NAGAI

Event Line Up

July 7-9
 July 14-16
 July 21-23
Timberline

Snowboard Free Ride / Freestyle Camp

This Summer at Mt. Hood, AASI-NW presents Free Ride/Freestyle camp. The snow has been epic on Mt. Hood this winter and we want to help you take advantage of it. Each day at camp we will ride a variety of terrain working on fundamentals. Park, pipe, bumps and groomers will be our venue and we are stoked to ride with you. If you really want to dial in your park skills or focus on priming your riding for exam season, we will cover it all. We will go over the skills and moves in detail to give you an understanding of where you are and how to teach it. Video analysis and accurate feedback will help you achieve your goals. After riding, there are many options to maximize your fun in the Mt. Hood area. From skating to windsurfing to golf to hanging out with friends, we'll have a great time. Most importantly, this gives us a chance to come together and have a great time in the best summer snowboard scene on the planet.



July 7-9
Timberline

Professional Development Series Camp

Want to challenge your skiing and training skills in a new environment and a fresh location? Do you like to keep your skills fresh and challenged in the 'off-season'? Do you like the idea of skiing from 8-12pm with the rest of your day free to golf, bike, swim, shop, hike, windsurf or just relax? Included in this camp:

- daily video analysis and feedback
- personal coaching and on-hill training
- small group size
- professional knowledge
- skiing the skills concepts



PHOTOS BY WAYNE NAGAI

Directions

The Love of the Game

BY KIRSTEN HUOTTE
PSIA/AASI-NW EDUCATION & PROGRAMS DIRECTOR

What a season we were rewarded with this year! I can't believe the amounts of snow we received throughout the division, no one was left out. I too was rewarded in my job as I traveled to the various areas to organize the educational, technical and certification events and in doing so, I reconnected with many old friends and was introduced to many new ones. What a great year.

As I'm now reflecting on the year my thoughts go to you, the members and why you're here. Why do you do what you do? For the love of the game, right? But the love is more than just about the sport, it truly is about the people we work with; clients and colleagues. For me, it's about you the members and the impact you have with the people you come in contact with. Being with you at events has had an impact on me no matter where I traveled; skiing/riding with TD's at fall training (in the sun!) at Timberline, videoing certification training groups while the wind literally blew me over, setting gates (unsuccessfully) at Symposium in a foot of new snow

and watching you work towards that next goal in your exams. The impact was seeing your dedication, commitment and inspiration in doing what you love.

It's possible you joined PSIA/AASI-NW because of those first clients you worked with and you knew you needed more resources to help you when the next lesson came. But, you continue because you see the value that's within the division, helping you take the next steps in your learning and growth. We push ourselves to our own limits so we are able to help others do the **BEST** they can do. We put ourselves through the training, trials and fun. We drive ourselves to excel, knowing someone is there to catch us and pick us up if we fall, and through this we continue in our development of the sport we love because that is what we want to share with others, the love of the game. In the end, I believe *that* is why we do what we do.

I thank all of you for your inspiration and dedication to the 'game'.

This is for the reps! Thanks for your support!



PHOTOS BY WAYNE NAGAI



Need a little help with \$\$\$\$ to attend an event?

PSIA/AASI-NW has a scholarship fund designed to help offset the fees for educational events. You must be a current member of PSIA/AASI-NW (meaning you are up to date with your member dues) and submit a timely application for the scholarships. Applications are due 30 days prior to the event. Check out the website for details and an application.

NW SNOWSPORT INSTRUCTOR

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NORTHWEST

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Submission Deadlines

Issue	Deadline
Summer	July 1
Early Winter	Oct. 1
Winter	Jan. 1
Spring	March 10

Guide for Contributors

The Northwest SnowSport Instructor is published four times a year. This newsletter will accept articles from anyone willing to contribute. The editorial staff reserves the right to edit all submissions. Submit items as attachments via email or contact the editor for other options. Articles should include the author's name and a quick bio. Photos can be submitted via email or as prints. Please contact the editor for any additional information.

All published material becomes the property of PSIA-NW. Articles are accepted for publication on the condition that they may be released for publication in all PSIA National and Divisional publications. Material published in this newsletter is the responsibility of the author and is not necessarily endorsed by PSIA-NW.

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Classified Ads: Classifieds are line type ads and will be run in a single section with different headers, i.e. Employment, Equipment for Sale, Get Connected, etc. Classified ads may vary in size and rates will be reflective of the number of words in the ad.

Rates:

20 Words or less	\$10
20-40 Words	\$20
40+ Words	\$1 per word

Display Ads: Displays will be available in a variety of sizes and will be boxed or otherwise set off from the surrounding text. There will be a layout fee for display ads that are not submitted in final form.

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2x3	\$50	\$10
4x3	\$100	\$20
7x5	\$150	\$40
7x9	\$200	\$50

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PSIA-NW

11206 Des Moines Memorial Drive
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Cover: Summer Campers All!

From top: Chris Thompson Academy Group, by Nick Barth, Rob Croston and Jeff Cordell, by Wayne Nagai, Ski Masters Staff photo, by Chris Saario

Looking Back

BY JOHN EISENHAUER
 PSIA/AASI-NW COMMUNICATIONS VP

My 30 year pin came in the mail last winter. By the time it arrived, it was clear that winter hadn't arrived and wasn't likely to either. At least in any normal sense. Despite all the hopes for a major change in the weather pattern that might salvage the season, the only major change I experienced was becoming a home remodeler and painter rather than a skier. What a way to celebrate 30 years!

As I write this, Crystal Mountain is just closing with 105 inches of snow in the base area and 160 inches up top. What a season this has been! I gladly traded my remodeler's cap back in for my ski hat, well for the most part, because I've learned that remodeling is something that once you start, you can't quit. Kind of like snowsports.

Looking back at my season, there are a couple of stories I'd like to share with you. When I was assigned one of my first lessons, all I knew was that it was an 8 year old boy who had come up to Crystal to learn how to snowboard. It was during the holidays and by the time he checked in, all the snowboard instructors were already teaching. He decided to "settle" on skiing and got me.

I walked out to meet him, not sure what to expect. The first words out of his mouth were, "And how was your Christmas?" Well, it was just fine and we ended up having a great time that day. In my 30 years plus, I can count on about two fingers the students who have been ready their first day to ski where we went. He was one. Probably didn't hurt anything that he was a Champion Dirt Bike Rider, but I digress... It was

just such a blast to have the chance to rekindle my enthusiasm with a student who was having as much fun as I was.

Fast forward to the end of the season and Symposium at Mission Ridge. I signed up for "Clean & Carved" on Sunday. Just before our first warm-up run, Linda Cowan, one of our clinicians mentioned that we might all want to think about our goals for the day so we could share them with the group. The snow was new, the grooming incredible and I shared with her at the bottom that, "I had just achieved my goals for the day!" But actually I hadn't.

Even though I hadn't had a run that felt that good in ages, there was a lot more to learn that day and learn we did. We split into two groups, one labeled "hard & fast". After that warm up run, how could I resist? While we indeed kept it moving, Greg Luce, our clinician, helped facilitate a tone that allowed for just the right mix of feedback and practice. His coaching-style approach brought out the best in a group that ranged from a recent grad student to a Legend. Hat's off to Greg. We had a great time and I couldn't have asked for a better finish to the season.

I don't think I could have had these experiences without having joined PSIA/AASI-NW those 30 plus years ago. I know I'm certainly not alone in having these kinds of stories to share. They are a direct result of belonging to this organization. Having to wait a year to "Celebrate" was worth it and being a member all of the years has paid me back, time and time again. Looking back, I'd say we've come a long ways. Have a great summer!

President's Report

The Cost of Membership

BY ED YOUNGLOVE
PSIA/AASI-NW PRESIDENT

PSIA/AASI-NW dues have been \$30 per year since 1999. The Board of Directors recently approved a \$10-per-year increase in the division dues, raising them to \$40 per year. (We continue to offer discounted dues to our student members.)

Increasing dues is never popular, but this increase was necessary and a fiscally responsible decision by the board (each of whom also pays the same dues that you do).

As a nonprofit educational organization, our principal income is from membership dues. Inflation has substantially eroded the purchasing power of our dues income during the seven years since dues were last increased. It's tough to run an organization in 2006-2007 on 1999 dollars. During each of those seven years, we have appropriately given our office staff regular, well-deserved cost-of-living increases. This has significantly increased our office operations overhead. The rent for our office (a modest facility by any standard) has been increased. The cost of most consumable products such as paper, envelopes, postage, gas, etc., has increased. The cost of most services, such as printing, has also increased. During the past seven years, we have had to replace office equipment like copiers, computers, telephones, etc. for better communication with our members. We have purchased new equipment and software to keep current with technology, for items such as video cameras and presentation equipment.

During the same seven-year period, the number of members, and thus the amount of our revenue, has

remained fairly static. We have plans to increase revenue through increases in both membership and member participation, but those plans are bound to take some time to develop and in the meantime the real purchasing power of our dues revenue continues to decline.

While our "real" income has been steadily declining, we have been consistently improving the quality of educational products, events and member services during the past seven years. We have dramatically increased the number and scope of educational events offered to the membership. Nevertheless, event fees have remained consistent and we continue to offer financial need scholarships so all members can attend educational events. We have increased both the number and the variety of training opportunities for divisional staff, examiners and school training directors. We have improved the quality of this newsletter, as well as print and electronic education materials.

In the past seven years, we have also increased financial benefits to members. For example, members who take advantage of Subaru's \$500 off deal will offset their dues for many years through that one benefit alone. Many ski areas offer members substantial ticket discounts. For example, during a two-day ski trip to Colorado just a couple of weeks ago, I saved as much as the cost of both my division and my national PSIA dues combined in lift ticket discounts offered by two world-class ski resorts. I did this simply by presenting my PSIA membership card. Members are also eligible for substantial equipment discounts from many snowsports retailers and suppliers. In addition to pro forms

and local shop discounts, members are now eligible for discounts with national suppliers like Patagonia and Packasport to name just a couple.

While our educational events, products and member services compare favorably with those of other divisions, our dues have been much less than those of other divisions for some time. For example, not only does East have almost four times as many members, its members pay dues of \$51 per year versus our \$30. Rocky Mountain has twice our membership and their dues have been \$40. Central has about the same number of instructors as Northwest, but has had dues of \$45. The only division which has had dues as low as ours is the much smaller Intermountain division, and it has also approved an increase from \$30 to \$40 to take effect this year.

The revenue generated by this dues increase (the equivalent of the cost of a couple of lattes per member per year) will offset the deteriorating inflation effects and allow the organization to continue to provide, and to continually improve, the high quality of educational and membership benefits. When you factor in the effect of inflation, the "real" cost of membership has not gone up substantially. But, if you think about it, the real benefits of belonging to the organization have. ●

The annual dues billing is just around the corner. Watch for your membership notice. Active dues are \$80, Full time student dues (up to 23 years old) are \$60



Positive Teaching

BY JOHN WINTERSHEID
ALPINE LEVEL III
PSIA/AASI-NW BOARD MEMBER
TD, SKI MASTERS AT SUMMIT WEST

It was a warm day, with a gentle breeze and granular snow. No, not a spring day, but a pre-Thanksgiving clinic at Mt. Hood. Those of you who know Northwest skiing may not believe this, but it was true.

Our clinic was led by Karin Harjo, a NW Technical Team member. The focus was on understanding how the efficient movement patterns related to the draft national standards. So far, your standard clinic. While the content was a neat way to look at the movement patterns, little did I know that this clinic would help me learn even more about how to teach in a positive manner.

We started out by taking a warm-up run, while waiting for one of our group to get their gear together. After another run, Karin asked us to do line rotation and watch each other. Being ski instructors, this is something that we do by nature. She, however, asked that we look for something that they were doing well. At the bottom, she asked us to share what we saw on they way back up the lift.

When we got to the top, we talked about what we liked and related it to the efficient movement patterns and then the national standards. In other words, "I really like the way you _____(fill in the blank with

efficient movement pattern), it allows you to _____(fill in the blank from national standards). We did this again for another run. It was such a change from looking for what everyone was doing wrong to looking for what people were doing right.

"You can catch more flies with honey than vinegar" - old saying.

"I stole everything I know" - Dr. Nordic

At the top of the next run, Karin paired us up and had us look for something that we liked about our partner's skiing. We followed our partner and switched half way down. On the chair ride up we shared what we saw and how we thought it helped them ski more effectively as related to the national standards. Again at the top, we shared what we liked about our partner's skiing. It was only at this point that we started talking about what changes our partner could make to what they were doing well to make them even more efficient - again the positive approach. We switched partners, but continued to work using the same format.

The day continued with this positive approach of what we were doing well and how it allowed us to be more effective and efficient.

Within this context, there was one key difference that allowed us to

enhance what we were already doing. The word "but" was never used. We all are used to hearing someone say "I really like that _____(fill in the blank), but you could do better by _____.

We replaced this with, "I really liked how you _____, it allowed you to _____." Who wouldn't glow after this sort of comment? This is truly what I believe is positive teaching. It goes to the heart of praising what a skier is doing well and building on

that. Why put the speed bump of a "but" in the midst of teaching?

The next day, we were with a different clinician. He too used this same approach. We did the line rotation and he commented on our skiing by saying things like, "I really like how you kept your upper body quiet", (we were waiting for the 'but' which never came), "it allowed you to move with the terrain"

The approach that was used in the clinic that day was wonderful. There are most likely other instructors who use it all the time. For the rest of us, this would be a refreshing change for ourselves and for our students.

I think if we do this, it would really change how we teach and how our students learn. I know that I will have to work on making this teaching pattern a habit and I am sure that I'll be a better teacher for it.

The McLaughlin Report

Technical Program Update

BY LANE MCLAUGHLIN
PSIA / AASI -NW TECHNICAL VP

Well, the season certainly blitzed along for me and we rallied through many events in the Technical program including a variety of Alpine and Snowboard TD Workshops, Tryout Camps, DCL Tryouts and an Alpine Technical Team Tryout. What was evident to me during my participation in these events, is that the desire to grow as a professional and to develop a deeper technical understanding of our sport/industry is shared among many of you out there and we need to continue creating opportunities on the calendar to get together and grow together. I suppose it's not a coincidence the Professional Knowledge section of the National Standards includes criteria related to 'Personal Mastery' and if we're not challenging ourselves we're actually becoming less effective as leaders of snowsports education. With that said, I just wanted to point out a few highlights and observations on the 'tech' front.

Brand Spankin' New DCLs

It was advertised early this season that there would be DCL tryouts for both Alpine and Snowboard crews. Since many of our senior snowboard DCL clinicians had moved on to other endeavors, there became need and opportunity to recruit and mentor some fresh talent to help inspire, serve and coach our membership and become that next wave of NW heroes. Dustin Semb and Chris Hargrave put on an early season tryout

training session and with the help of Roark Congdon, they held a very thorough, fair and constructive tryout at Stevens Pass in March. Thanks to those guys and congratulations to the following Snowboard DCL's:

Mike Hamm, Devin Mettler, Ryan Pinette and Shawn Semb. DCL's in training are Ryan Enfield and Don Meyer.

The Alpine crew followed a similar course this season. January's 'Tryout Camp' at Mission Ridge was attended by a cool mixture of those who were "for sure" coming to DCL and Tech Team tryouts along with others who were eager to explore the post Level III world, and perhaps keep an eye toward their future as a DCL. Then we rolled into DCL and Technical Team tryouts at Stevens Pass in March. A big thanks goes out to the selectors, Chris Thompson, Calvin Yamamoto, Nick McDonald, Linda Cowan and Dave Lyon, who put in countless hours in preparation and evaluation. Your new Alpine DCL's and Technical Team include:

DCL's: Dave Beckwith, Michael Drake, Diane Robbins-Luce, Kim Petram, Josquin Poirot, Heather Roberts, Dave Rowe and Andy Rubesch.

Technical Team: Returning staff Stan Aunan, Linda Cowan and Kate Morrell and new teamer Tyler Barnes.

Technical National Standards

And now for something completely different. I did want to plant some seeds of thought for you tech lovers out there to think about over the summer. Having had the opportunity to get back in the trenches with a snowsport school this year, to work a series of indoor sessions for the Certification Training and to wrestle with the Alpine National Standards and their influence on our exam scorecards/feedback sheets, I've reconnected with just how much information is out there for all of us to keep tabs on, sort out, and how difficult it is for new and developing instructors (and that's actually all of us isn't it?) to navigate through what's important, what's right, what's appropriate and what's accurate?

One light bulb that went off for me is that the National Standards are a very good roadmap to follow and some of the descriptors in there send you off into related materials and places that'll do you good. For example, look at some of the following descriptors (just some samples) and see if they help clarify for you your scope of responsibility:

Continued on page 20



Technical Team Update

PSIA-NW Technical Team Update

A New Team and Thanks to Calvin and Roger

NICK MCDONALD
PSIA-NW
TECHNICAL TEAM HEAD COACH

New Team

Here is the latest on the Team. Tryouts were held at Stevens Pass March 17, 18 and 19. Tryouts are held every two years where half of the team members try out. Members are on the team for a four-year rotation. For example, "Elvis" and three other teammates would be on the team from 2006-2010, and "Jimmy Hendricks", along with the other three teammates would be on the team from 2008-2012. This rotation process helps solve the attrition issue and helps keep the team fresh.

At Stevens Pass, Stan Aunan, Linda Cowan, Kate Morrell and Tyler Barnes made the team. Stan, Linda and Kate are returning team members and Tyler is in his first term. The tryout was very competitive and all the participants performed well.

On the other side of the team's rotation are Rick Lyons, RJ Nichoalds, Terry McLeod and Karin Harjo. The coaching staff is Nick McDonald, Lane McLaughlin and Dave Lyon. You may also know Dave from the PSIA National Demo Team. You can see more of the PSIA-NW Technical Team at www.psia-nw.org.



Calvin Yamamoto

At the 2006 Symposium at Mission Ridge, Calvin was presented a service award from the PSIA-NW Technical Team. For those of you who might not know Calvin "Yogi" Yamamoto, it is an unfortunate thing. He is truly an incredible guy. Calvin has been one of the more influential folks, not only in our division, but on a national level as well. He has been involved with the Technical team since 1982 and on the coaching staff since 1986. He led the team as head coach for over a decade until retiring in 2004. He was the PSIA national education chair, helped write some of the PSIA manuals and helped choose two PSIA National Demo Teams as well. He has also been our Education VP, a PSIA/AASI-NW board member, examiner and DCL. In a nutshell, Calvin has just about done it all. And has done it well!

Calvin is still very much involved in PSIA and our division. He, along with Chris "Mr. T" Thompson is a mentor of the Technical Team. Calvin also is also very active in the certification program. He is always willing and able to contribute toward the development of PSIA/AASI-NW. We are very fortunate to have Calvin on our "Team". Thanks Yog!



Roger Taggart

Roger was also presented a service award from the PSIA-NW Technical Team. Like Calvin, Roger has also done so much for our division. Roger retires as a coach this year after more than ten years of involvement. Making the team just after the "stretch pants" era, he quickly developed as a leader amongst the team and in the division. He was also the Technical VP for nine years, developing that program to serve the training directors of the Northwest schools. He has been the director of 49 Degrees North and Mt. Bachelor Ski and Snowboard schools and is currently having great success as the Program Director and Head Coach for the race program (SARS) at Schweitzer Mountain.

Roger is an examiner and DCL and with others has been an integral part in helping shape the certification process. Like Calvin and Mr. T, the Technical Team will still look for Roger's skill and direction as his time allows. We would like to thank Roger for all he has done and is going to do. Thanks Roger!



Symposium Recap

Instructor of the Year Phil Copenhaver

BY SALLY BRAWLEY

DIRECTOR MISSION RIDGE SNOW
SPORT CENTER, PSIA/AASI-NW
BOARD MEMBER

Receiving the 2006 PSIA/AASI-NW Instructor of the Year Service Award was a surprise and a highlight for Phil, whose dedication to teaching skiing spans close to 20 years. Phil is part of the Mission Ridge home team, so it was fitting that he was presented his award at the Symposium banquet in Wenatchee. His ability to consistently give an excellent lesson, no matter what the circumstances, age and ability of his students or snow conditions,

keeps him working all season long. Phil's positive attitude is just one of the reasons that he is popular with his fellow employees and his students love him.

Phil and his wife Christine both work at Mission Ridge on Saturdays and Sundays. They also work at full-time jobs in Moses Lake where they live. Every weekend, all winter long, they drive to the Ridge to work on their "days off". This routine did not waiver even when Phil faced a health crisis two years ago. Quitting skiing was not an option for Phil. He worked at

controlling his health problems, eating better and conditioning his body. Today he feels better and has more energy than ever. He is a positive role model in every respect.

Phil has been involved as a coach with the Jr. Development Team. These 6-7 year old, intermediate skiers bring 100% energy and enthusiasm to each class. Phil encourages them to improve their skills, while at the same time keeping each lesson full of adventure and excitement. The kids love him, the parents love him, we love him. Congratulations Phil!

PSIA/AASI-NW Symposium Memories



PHOTOS BY WAYNE NAGAI



Calendar of Events

Day	Date	Alpine Event	Location
Fri-Sun	7/7-9/06	Professional Development Series Camp	Timberline
Fri-Sun	7/14-16/06	Summer Ski Camp	Timberline
Fri-Sun	7/21-23/06	Summer Ski Camp	Timberline

Day	Date	Snowboard Event	Location.
Fri-Sun	7/7-9/06	Free Ride/Freestyle Camp	Timberline
Fri-Sun	7/14-16/06	Free Ride/Freestyle Camp	Timberline
Fri-Sun	7/21-23/06	Free Ride/Freestyle Camp	Timberline

Day	Date	Regional & National Events	Location
Fri-Sun	5/19-21/06	PSIA/AASI-NW Spring Board of Directors Meeting	Seattle, WA
Sat-Sun	6/3-4/06	AASI/PSIA National Board of Directors Meeting	Golden, CO.

Day	Date	This Just In-Fall Seminar 2006	Location
Sat	10/14/06	Fall Seminar Portland	Gresham CC
Sun	10/15/06	Fall Seminar Seattle	Shoreline CC
Sat	10/21/06	Fall Seminar Spokane	Gonzaga University

Symposium 2006 Recap

This year's Symposium at Mission Ridge was awesome! Great times. Great friendships. A great tradition.

Roughly 250 members and staff, etc. attended. Tons of snow on Saturday, some of the best skiing all season. Had to cancel the race - too much snow! Great Banquet! (Tasted like chicken...) Awards, presentations, guests (Joy Lucas!) and more. Record auction / raffle results. Team members and DCL's auctioned off for-a-day. Chris Thompson got the highest bid. (well for 2 days...) Over \$7000 raised - lots of Scholarships available!! Were you there?? Watch for news of next year's location. It's the year we travel to a destination outside the division and you'll want to be there.



PHOTOS BY
WAYNE NAGAI

ED BUCKS

Did you know that your Snowsports School gets a rebate of your dues dollars to use toward Member School Clinics? These 'Education Dollars' are set aside for each school. Schools can join with other schools to cash in their Ed Bucks together. Unused Ed Bucks accumulate for up to three years, just like 'roll over minutes'. Based on the percentage of PSIA/AASI-NW members in each school, the rebates range from \$1.00 to \$5.00 per member. Approximately \$6000.00 worth of Ed Bucks have been used in the last three seasons, or about \$2.00 for each PSIA/AASI-NW member. Encourage your fellow instructors to join with you and help your school maximize this unique educational opportunity! It's money and learning in your pocket.

Event Information

PSIA/AASI-NW Event Application

FOR OFFICE USE

11206 Des Moines Memorial Dr., Suite 106 Seattle, WA 98168
 Phone: (206) 244-8541 Fax: (206) 241-2885 e-mail: office@psia-nw.org

PSIA-NW Membership # _____ Cert Level _____ Ski/Snowboard School: _____

Name: _____

Last First

Address: _____

Street/box City State Zip

Day Phone: (____) _____ E-mail Address: _____

Discipline: Alpine Snowboard Nordic Adaptive

Event/Exam Name: _____

Exam Level: Level II Level III

Event/Exam Date: _____

Skiing/Riding Module-Sat Teaching/Tech Module-Sat

(Applications are due 14 days prior to events)

Skiing/Riding Module-Sun Teaching/Tech Module-Sun

Event/Exam Location: _____

The day of the module you are assigned may be determined by exam sign-ups

Written Exam Passed? yes Date & Location _____

Training Director's Signature (required for exam)

Release From Liability: Recognizing that skiing/snowboarding can be a hazardous sport, I hereby release PSIA-NW, the host area and agents and employees of each from liability for any and all injuries of whatever nature arising during or in connection with the conduction of the event for which this application is made.

Signature _____ Date _____

Fee /Lift Ticket Paid: \$ _____ Cash/Check VISA/MC

Lift Ticket payment for Summer Ski Camp due with application. Fee must accompany application to be processed-\$10/day late fee will be assessed if application is received less than 14 days prior to event. Refunds require a note from your medical provider.

VISA/MC# _____ Expiration _____ / _____ Signature _____

Event Fees

Advanced Children's Educator (ACE)	\$100	Nordic II-III	\$90 per day
Alpine Tryout Camp (3 days)	\$250	Park and Pipe Clinician Camp	\$100
Alpine/Snowboard II-III Exam	\$90 per module	Pre Exam Clinic	\$50
Arc-n-Park	\$225	Senior Tour Day Clinic	\$40
Certification Training (former PDS)	\$185	Senior Tour Series	\$150
Clinic Instructor Training	\$50 per day	Snowboard Tryout Camp (2 days)	\$150
Day Clinic	\$40	Summer PDS Camp	\$180
Divisional Academy	\$275	Summer Ski Camp (3 days)	\$354 includes lifts
Divisional Clinic Leader Tryout	\$120	(Summer Ski Camp cost \$225, lift tickets are \$43 a day)	
Exam Checkpoint (Mock exam)	\$40	Symposium (2 days)	\$120
Exam Orientation Clinic	\$50	TD Fee	\$110
Fall Seminar	\$50	Tech Team Tryout	\$195
Freeride/Freestyle Camp (3 days)	\$180	Winter Blast (2 day)	\$300
Freestyle Accreditation FS-1	\$50	Winter Blast (4 day)	\$550
Freestyle Accreditation FS-2 & 3 (3 days)	\$150	Member Ski School Clinics	
Freestyle Clinic	\$40	Day (6hrs)	\$190 + \$10 for each participant Credit
Level II-III Written Exam	\$15	1/2 Day (3hrs)	\$120 + \$10 for each participant Credit

Financial Report

Free Member Dues?

BY DIANA SUZUKI
PSIA/AASI-NW FINANCIAL VP

Did you know you can get FREE DUES? Did I get your attention? I hope so, because it is so easy to save money by taking advantage of discounts offered on services and products by PSIA/AASI-NW and PSIA/AASI National. By taking advantage of these offers, you can easily recoup the dues you pay each year or more.

On our PSIA/AASI-NW web site psia-nw.org, there is merchandise, discounted lift ticket information and scholarship applications if you need a little help to attend an educational event. I really like the idea of saving \$20 off the lift ticket price at Sun Valley (bring on those 3,000 foot vertical cruisers J) and

there are many other resorts listed on the web site offering discounts to the membership. Just click the "Membership Benefit" link on the home page for a complete list.

This year PSIA/AASI-NW sponsored the first Winter Blast at Crystal Mountain and as a participant, I can tell you it was a Blast. Skiing 2 days with a National D Team Member and a great group of PSIA/AASI-NW members was invaluable to improving my skiing. If I were not a member, I would have had to go to Snowbird and probably pay \$300 to ski with a National D Team member for a couple of hours if he/she was even available.

PSIA/AASI, our national office has even more opportunities for

you to save money on great products and services. Just go to their web site, psia.org and links are set up to many sponsors. Need some boots? Check out Lange. Sun glasses? Check out Bolle or Smith. Clothing? Check out the Patagonia catalog. I have ordered a number of nice pieces of clothing from Patagonia and the prices offered were excellent as well as quality.

The point of this article is not to send you on a spending spree, but to remind you the dues you pay to be a member have value every year. All you need to do is take advantage of the opportunities offered.

Thanks for reading this article - Hope to see you on the slopes - Diana

Senior Tour Clinic, February 8, 2006, Timberline, OR

BY GLENDA SCHUH
WHITE PASS

It was with eager anticipation that we jumped into the car and headed for Mt. Hood and the instructor clinic at Timberline. The past several years, this has been an educational event that my daughter, Maria and I have really enjoyed. Being on Wednesday, there is no lift line and the mid winter snow is usually good. The weather has also been a treat with some sunshine the past three years.

Our group of eight met Greg at the ticket area of the lodge and after exchanging introductions and a few comments, everyone headed for the slopes. The morning air was damp with the Oregon mist, but

our hearts were happy to be on the snow. As the weather improved, so did the location of the runs that were chosen. Greg provided a comfortable, calm approach to our clinic. Everyone was given individual attention to their questions and needs and all of us finished the day with more grace and skill than when we started in the morning.

Although the top of the mountain only peaked out at us on rare occasions, we ended the day with sunshine, the wind blowing our hair and smiles on our faces. Thank you PSIA/AASI-NW for providing such excellent events.



Above: Suzi and Amy Iverson
Below: Group with their clinician Greg Luce



From the Membership

Excellence In Teaching: Part II

Strategies for Student Understanding

BY LINDA COWAN
PSIA – NW TECHNICAL TEAM
TD – LYON SKI SCHOOL
*Inspiring the next generation –
Woodmoor Elementary School*

If we think about it, teaching is less about what the teacher does and more about what the teacher gets students to do. Providing opportunities for success is a critical element in allowing new learning to occur. In Part I (Winter '06 Issue) we identified ten important elements in creating a successful learning environment. In Part II we will focus on a few key strategies that promote student understanding. These strategies help students learn, retain and apply new information to different situations and environments.

Make Connections

This strategy challenges us to enable students to draw from their own personal experience when sharing new information. When we guide students to make personal connections to new learning, this helps them bridge the gaps between what they already know and understand to the new information that you are communicating to them. If an instructor decides their class is ready to learn the skills necessary to perform a Wedge Christie, a few traverses back and forth across the run can remind students that they already know the skills necessary. Now they're just going to blend the two skill groups together. Making these kinds of connections builds confidence and understanding in learning new information.

Model

Give a very clear picture of the task in order to clearly communicate with students what the desired outcome

looks like when in motion. For example, if the desired outcome is to build confidence in edging movements of the feet and legs, set up for success by showing this movement statically (making connections to prior learning), checking for understanding and then modeling for students from both coming and going what a drill looks like (railroad tracks for example). That way students can then move into guided practice with your image in their mind.

Promote Interaction

This strategy asks us to promote teamwork among students as they learn. This helps to build confidence when they can solve problems or work through challenges with a partner or in pairs. Guided discovery lends itself well to working with a partner. For example, an intermediate class stops at the top of a steeper green or easy blue ungroomed run with a few inches of new light snow. The instructor can ask the students to work together in pairs to figure out the most appropriate skills and tactics to use on this run. This opportunity can help promote the understanding and application of both tactics and skill blends. A quick question in the lift line allows students to share what they learned with their partner. Sharing these insights with the whole group allows them to solidify new knowledge, guide further application and provide ongoing feedback which leads us to the next strategy.

Provide rich and ongoing feedback and assessment

Students need criteria, feedback and opportunities for reflection in order

to learn well. Traditionally, assessment comes at the end of class and focuses on a score or a level of promotion. To learn effectively, students need criteria, feedback and opportunities for reflection from the beginning of any sequence of instruction. This means that occasions of assessment/feedback should occur throughout the learning process from beginning to end. Sometimes this may involve feedback from the instructor, sometimes from peers and sometimes from students' self evaluation. While there are many reasonable approaches to ongoing assessment, the constant factor is the frequent focus on desired outcome, feedback and reflection throughout the learning process that promotes the understanding of new information.

Teaching for Transfer

This strategy asks us to provide opportunities for students to see how a newly acquired skill can apply to other situations and to the student's own experience. For example, a class just finished working on pivot slips on a groomed blue run; the instructor then takes the class to a steeper, narrower pitch to show them where these skills are easily applied.

Certainly much more can be said about the art and craft of instructing for understanding, but hopefully looking at these strategies reminds us of both the joys and challenges of teaching. Instructors, who build connections with students, model appropriately, promote interaction, provide rich feedback and teach for the transfer of information mobilize powerful tools which bring success to the learning environment. Most likely, this article simply validates the good choices you already make every time you step in front of a group of students.

From the Membership

10 Ways to Improve Your Teaching in the Summer

BY TERRY MCLEOD
PSIA – NW TECHNICAL TEAM MEMBER
DIRECTOR OF SKIING, SCHWEITZER MOUNTAIN
TRAINING DIRECTOR, MT. HOOD SUMMER SKI CAMP

By the time you read this, the ski season of '05-'06 will have wound down to a much better conclusion than what we experienced last year. Even though we've had plenty of stellar snow days this season, it's always wise to start planning off-season activities that will prepare you to excel next winter. I'm not talking about reading new PSIA or AASI manuals or scheduling tech talks at the beach. I mean fun stuff that can transfer physically, mentally or socially to better ski and snowboard teaching next December. The following list is neither exhaustive nor ranked in any particular order, but it may give you some ideas.

Summer ski and snowboard camp. Perhaps the most obvious way to help your future riding/teaching; there are a variety of options to choose from. PSIA/AASI-NW offers camps and Professional Development Series in both May and July. There are also at least six other main ski and snowboard camps that offer a wide range of session lengths, cost, disciplines and focuses (race, freeride, etc.) My personal favorite is Mt. Hood Summer Ski Camp (www.mthood.com) but Sarah Richardson would prefer you choose Timberline Summer Ski Camps.

Rollerblading. Use this for both fitness and skill training. If you've ever taught hockey players how to ski, you know that almost every movement they make is a positive transfer to skiing skills.

Watch ski/snowboard flicks. Pick anything that you enjoy watching, i.e. World Cup racing, Warren Miller movies, Matchstick Productions new school stuff or PSIA/AASI videos. As you repeatedly watch images of great athletes, the daydreams of yourself will gradually grow to match them. This can do everything from building your confidence to sparking your muscles to make better movements next fall.

Go wakeboarding. Mimics carving more than skidding, is bound to improve your switch riding and the falls are generally softer when learning to jump or go bigger with new tricks.

Go to a street dance. Think I'm stretching it when I say this will improve your teaching? No way! This covers all the bases. Physically, dancing encourages (demands) constant movement, smooth transitions

and at times complex balancing moves. Mentally, it takes confidence and security to walk into a group of strange people and demonstrate the above moves. Socially, don't just go meet people; learn and remember all of their names, test out open and closed questions and practice asking people to dance (ski) with you again.

Learn how to golf, water ski, shoot skeet, horseback ride or any other new sport. The issue isn't what you choose to do. It's about going through the whole process of learning something from the beginning. In addition to any new physical skills that may crossover, you can gain valuable insights on teaching styles, your personal learning style, group management methods, progression building ideas, etc.

Go mountain biking. Anticipating terrain, rapid balance adjustments, route finding and tactical decisions, rapid balance adjustments, overcoming fears, building strength and endurance, pacing, tuning and maintaining equipment, etc. etc. etc. This sport should be mandatory for professional skiers.

Attend a company picnic with a spouse, friend, or parent. Okay, it's not as fun as the street dance, but think of the opportunities you'll have to start and maintain conversations, learn names and interesting facts about people, assess their motivations for being there, build camaraderie and rapport.

Take a hike in the woods. And I don't mean on the trail. Go cross-country and be aware of all the small balancing moves you make on uneven terrain. For added challenge and fitness, try running, and if that's still too easy, do it at night with a full moon. Late summer usually means plenty of dry streambeds that provide great rock-hopping or bounding environments.

Write an article for this Newsletter, your ski or snowboard school, The Professional Skier or Pro Rider magazines. It's amazing how much harder it is to write something rather than just telling it to someone. Taking the time to write will make you much more aware of what point you're trying to get across, what the technical highlights and distractions are, how you can say something concisely and whether it's even a subject worth putting effort into. Answer these same questions before you meet your classes next winter and you'll be the most requested instructor on the mountain.

From the Membership

Fear and Fear Response

BY DON MEYER
ULLR SKI SCHOOL TD, CLINICIAN, INSTRUCTOR AND
FOREVER A STUDENT

Why am I not the most incredible rider ever? In my mind, I can do all of those things I see and hear. Have you gone to “the edge” (whatever that might be) and can’t make yourself go over it? Have you ever tried something new or even something familiar that you haven’t done in awhile and responded in a counter-productive fashion? Have you ever been able to tell someone else what they need to do to improve some aspect of their riding, have it improve their riding and still not be able to do it well yourself?

I have been teaching snowboarders how to improve their riding for many years now and myself for even longer. I’ve had lots of lessons myself and have seen and ridden with some incredible riders. I’ve read more than a dozen manuals on teaching and learning to snowboard. I’ve watched lots of commercial videos and instructional videos. I’ve taught dozens of instructors and hundreds of customers. I’ve helped them become more efficient and still at times, I feel like I am just too inept and will never get to the next level. It sometimes feels like I am too wimpy, too afraid, too stupid, too old, or just too whatever, but I think in the end it is always the fear response that locks me up and causes me to become less efficient than I can be and not be able to think, understand, accept and implement what I am being taught.

A number of years ago, a perceptive AASI clinician introduced me to Fear and Fear Response. Fear Response is also discussed in several of the PSIA/AASI texts as well as a great many commercial books and articles. All creatures, including humans, respond to Fear in very similar ways. Sliding fears are the very real fear of going too fast, too steep, too close to stationary objects with the potential of crashing, hurting ourselves or even dying. The mountain and the things on it including other people become the relentless and overpowering enemy that stimulates our fear and holds us back from our goals.

Response to the Fear is the same all over the animal kingdom. Watch a film about gorillas, bears, elk or

most other animals and you will see these responses over and over. On the mountain, we can expect every student at every level to respond to every unfamiliar situation with one or more of these responses as well.

Face the Enemy

This is rotating the upper body to face the enemy. Visual - Upper body twisted toward the leading end of the snowboard. This has the consequence of eventually rotating the board sideways, catching the downhill edge and pitching the rider face down in the snow or off a jump landing on your butt. It also causes small heelside turns/skids and big, fast, open toeside turns.

Fight Preparation

This is appearing bigger, hoping the smaller combatant will back off after seeing how big the really big guy is.

Visual - All joints straight and stiff, arms out and perhaps up. The mountain always wins this battle because getting bigger and taller:

a) spreads the center of mass making it harder to manage, b) straightens joints which removes athletic movement potential, c) flattens the board with subsequent loss of directional control and d) moves the pieces and parts further from the snow making a fall highly probable, harder and hurt more.

Submission

This is admitting defeat and bowing down to the winner hoping he/she will take pity. Sometimes referred to as knuckle dragging. Visual - Both legs straight, waist bent 90+ degrees and hand(s) dragging in the snow. This is also a losing battle as: a) the board goes flat and typically sideways and downhill, b) the rider is totally bent at the waist disabling any athletic ability and c) the rider can not see or avoid the various hazards that exist on the slope typically causing a hard fall backwards directly on the tailbone.

Flight Preparation

This is getting ready to run away from the danger. Visual - Front leg totally straight and standing almost or completely on the back foot sometimes with a bent back leg. This generally has the consequence of: a) the

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From the Membership

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board seeking the fall line, b) rapid acceleration, c) Fear Response #1 kicking in, d) a very fast, highly carved turn and e) finally the inevitable spinning dangerous crash.

Any of this sound (feel) familiar? What can we do to help the students overcome this?

Safety, Fun, Learning

Remember the Teaching motto — it is like our Boy Scout motto.

a) Safety - It is our job to have students (and ourselves) in the right situation to learn the necessary lessons. Smart Style, e.g. Level 1 student learning on a Level 1 hill.

b) Fun - If the student isn't safe, then they are just trying to survive without hurting themselves. They are not having fun. It simply isn't fun crashing or thinking about crashing. Sometimes we give in to what they think will be fun and take them in terrain that they can't learn in — Now they start embedding bad habits that we need to help them unlearn before they can learn good habits. Our leadership helps ensure that they really do have fun (being safe and learning).

c) Learning - When they are safe, then they have more fun. When they are having fun, then they are open, listening and can learn. When people are not safe and having fun they will not hear, see or feel what you are asking them to do — they are too busy surviving.

d) Closing the cycle - When they learn more — they are safer and when they are safer — they can have more fun and when ...

Fear and Fear Response

Talk with your students about Fear and Fear Response. It is critical that they don't think that they are just inept or stupid. Assure them that everyone has fears and responds to it the same way they are. The only difference between you and them is understanding, work and experience. Everyone has the fear and responds in inefficient ways because our body is trying to protect itself from our crazy desires! To 98% of the population, sliding down a steep slippery slope speedily is just silly. Repetition and experience cause appropriate responses at higher and higher levels of

performance.

Exercises/Tasks/Maneuvers/Progressions

We have them do exercises like a sideslip, traverse or falling leaf. We focus on a fundamental movement in that exercise. Example - Move the center of mass over one foot and between two feet to get the feeling of good/bad stance and alignment. This helps them understand intellectually and physically what movements are effective to get the snowboard to perform. Each exercise should have a very specific movement focus. Each progression should cover each of the fundamental movements in a series of exercises.

Feedback

This may be a bit of an exaggeration, but I think Movement Analysis along with effective, movement specific feedback is two thirds of an instructor's value to their students. We start with an exercise but most students are inexperienced and unable to see, feel, or hear how they are doing or even if they are doing what you are asking them to do. The feedback must be very specific. Example - On a scale of 1-5 with 1 being no bend and 5 being sitting on your board, your ankle/knee joints were bent to 1.5. The last time you were at 1.0. If you can get to 2.5, the turn size will be 8 feet instead of 15 (demonstrate flex/extend and have them do it standing still before doing it while sliding).

Mental / Physical Alignment

These responses effect our ability to help our students and their ability to do what you ask of them. Muscle memory provides automatic responses to stimuli. We don't have to think about walking or climbing stairs; our feet, legs, and body extend, flex, and rotate as necessary to accomplish known tasks. These responses become more deeply embedded and harder to change over time. Younger people tend to learn faster because they have fewer learned responses which are also not as deeply embedded. Standing on a hill, we have functions which calculate and automatically align our center of mass to the center of the earth — we have to train our minds and bodies that it is counter-productive and will deprive us of the ability to turn our snowboards well. We have to

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From the Membership

Fear and Fear Response

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think, work and eventually build new automatic responses to snowboarding stimuli. A number of experts have said that it takes 70 sequential successful iterations for the body to accept the response to a stimuli as safe and then embed it as an automatic response. A failure on the 69th try and you have to start over for another 70 successful cycles.

I often hear, “snowboarding is 90% mental” and of course, our experiences and the stories we hear become filters that inhibit our desire to try new things and our ability to make ourselves do them well. The very real embedded physical responses are perhaps harder to reprogram but we must reprogram mind and body together to meet our potential.

If you allow your students to believe that they are incapable due to their own mental or physical

limitations, then you have helped build another barrier to learning. Help your customers understand that fear and it’s responses are normal and something which they will overcome with acceptance, understanding, work and a growing number of successful snowboarding experiences.

Help them improve more rapidly by helping them understand and overcome their FEARS and FEAR RESPONSES! ●

Technical Program Update

Continued from page 10

National Professional Standards Examples

(Level I)

- Define and explain basic skiing terminology as described in the *Alpine Technical Manual*
- Identify effective movements and skill development through the Beginner/Novice zone
- Create an activity list for each skill category

(Level II)

- Describe changing equipment needs as students move through the Beginner/Novice zone and Intermediate ability zones
- Understand how various skill blends are applied to specific Intermediate zone skiing situations relative to terrain, conditions and desired student outcome.
- Relate skiing terminology to students in simple language; communicating *what, why, and how* the terms and concepts apply to individual students

(Level III)

- Understand and utilize the controlling elements of skiing movements (duration, intensity, rate, and timing) relative to skill blending
- Apply skill blending to tactical choices in a variety of conditions
- Seek outside education options to promote a broad understanding of the sport

What stands out to me is just how much challenge there is within these standards for each level. We need

to take the time to think about what is being expected and then put some effort into training and drawing conclusions back to these points. While people are very ambitious to become better skiers and riders, and experience helps most people become better with the people skills and leadership skills associated with teaching lessons, developing a thorough and accurate understanding and consequently the ability to communicate your understanding of our sport can lag behind. Are you comfortable presenting to laymen, your peers or perhaps a sage veteran within your school your understanding of biomechanics, skills, learning styles, industry trends and equipment design (among other areas) as they relate to the needs of people you work with the most, be it beginner, intermediate or advanced zone enthusiasts?

Perhaps when you hit that summer drought of ski and snowboard vibe and you’re stoking up for 2006/2007, you could crack open the National Standards (the ‘Natys’ for short) and look for some Professional Knowledge (PK for short) items that steer you toward places you haven’t touched as much as you thought. Perhaps you’ll do a refresher with some of the manuals/videos, seek input from outside sources or drum up (and write down!) some ideas on cause and effect relationships between movements, skill blends and outcomes that you want to try once early clinic season comes around. Hopefully these ideas will challenge the “tech lover” in you and set you on a pathway to be a more effective snowsports educator next season. ●

Check the certification guides on psia-nw.org for the complete list of national standards

From the Membership

Inspiration from Four Generations

BY MANON BURKE
TD MT. HOOD MEADOWS

“Inspiring Lifelong Passion for the Mountain Experience” was not a new concept to me when it became the vision statement for PSIA.

My dad, Ray Whitcher, who passed away on December 5, 2001, lived that concept and by his actions inspired many others - from his roots in New Hampshire, co-captaining his University of New Hampshire ski team, coaching the University of the Pacific college team in California, co-establishing the Nordic certification program in the Northwest, earning his PSIA Alpine Level III certification and being honored with the PSIA-NW Skiing Legends Award in 1996.

Not to be outdone, my mom, Mignon Whitcher, was exposed to skiing when her older sister, Yvonne Blossom, was a California State Champion in Alpine Ski Racing and Jumping and an alternate on the 1936 US Olympic Alpine Ski Team. After mom and dad married, had kids and began teaching in Oregon, she established the Sun Downer's Ski Program at Mt. Hood Meadows and was also honored with the PSIA-NW Skiing Legends Award in 1999. She passed her PSIA Alpine Level III certification in 1970. At 83, she is still teaching 2 days per week.

As for me, Manon Burke, I have always found peace in the mountains, whether camping or skiing. Love of skiing was not immediate for me, but once I learned how to stop and turn, and I didn't have to

wear hand-me-down ski pants that flapped in the wind, my attitude changed. Love for the mountains and teaching was after all, probably inbred. After some serious training, I earned my PSIA Alpine Level III certification in 1979. A short stint as DCL has been followed with many years as a training director at Mt. Hood Meadows.

My son, Aaron Ruddick, grew up on Mt. Hood and formed an especially strong bond with his grandpa. They could be seen on Nordic gear (doing tele-turns before telemark skis made an appearance) as well as Alpine. Aaron chose to follow the racing path, and spent time training and racing in the Alps as well as racing through America. He is a USSA Alpine Level III coach as well as a PSIA Alpine Level III Certified Instructor, which he uses in his capacity as Program Director/Head Coach in Red Lodge, Montana. He is working to incorporate both

disciplines together to improve the education of coaches, instructors and racers.

And then, there is John-Ashley Ruddick, who was nine in February. The 4th generation. His dad took him to Mt. Hood Meadows at three weeks of age. When Aaron was told Ashlay was too young to go on the lift (in the chest pack), Aaron hiked to the top of Mt. Hood Express and the two of them skied together for the first time. Ashlay started on Nordic gear at two and, by the age of 4, was making parallel turns on black diamond runs. Much to Aaron's chagrin however, by instilling the love of mountains and skiing in his son, he couldn't seem to get Ashlay to come in out of the rain, let alone on perfect snow days. (A true Northwest Skier!!) To date, Ashlay races, but does not yet hold any teaching certifications. What he does have, is the beginning of a Lifelong Passion for the Mountain Experience.



LEFT TO RIGHT: MIGNON WHITCHER, MANON BURKE, JOHN ASHELY RUDDICK & AARON RUDDICK

In Memorium

Otto Lang,

“true pioneer” in Northwest skiing equally at home in film studios

BY WARREN CORNWALL
SEATTLE TIMES STAFF REPORTER

Otto Lang was a founder of Northwest ski schools and ski instructor to the stars, movie and TV director, author and photographer.

Otto Lang brought a gift of grace and European refinement to the unruly ski slopes of the Northwest, an influence that resonates with skiers seven decades after his arrival here.

The Bosnian-born émigré, founder of ski schools on Mount Rainier, Mount Baker and Mount Hood, ski instructor to the stars, movie director, author, photographer and guiding light for later generations of skiers, died Monday at his West Seattle home. He was 98 and had been suffering from heart disease.

“It’s the absolute end of an era. He was the last of that generation. No one else is left,” said Warren Miller, a legendary ski-film producer who first met Mr. Lang in 1946 in Sun Valley, Idaho, where Mr. Lang then ran the ski school.

Mr. Lang came to the Northwest in 1936 looking for a place to film a ski-instruction movie. What he found was a lot of snow and mayhem.

He watched the running of the Silver Skis Race, an annual race from Camp Muir, high on the flank of Mount Rainier, to Paradise Lodge.

“I tell you, it was like something I’d never seen,” Mr. Lang recalled in a Seattle Times interview in 2003. “People flying through the air, crossing their skis, falling, somersaulting. It was just unbelievable the mayhem and danger — twisted knees and ankles and everything. So I said, well, this is a place they need a ski school very badly!”

It was the antithesis to the controlled, graceful skiing style Mr. Lang had honed in the Austrian Alps. He was born in 1908 in a small town outside Sarajevo and raised in Austria, where he was schooled in the latest downhill-skiing technique.

Recruited to the United States in 1935 to bring sophistication to the slopes of America, Mr. Lang quickly set his sights on the Northwest as a place badly in need.

In 1936, he opened the ski school at Mount Rainier, and the next year he added ones at Mount Baker and Mount Hood.

Mr. Lang’s work with ski instruction makes him “a true pioneer,” said Franz Gabl, an Olympic skier who knew Mr. Lang for seven decades and now lives in Bellingham. “He contributed a lot to Northwest skiing.”

But his time here was short during the height of his career. In 1939, Mr. Lang left for the ski school at Sun Valley, a resort created by railroad magnate Averell Harriman. There, Mr. Lang ran the school with a firm hand, said Miller, who worked for him in 1948.

“He told me, ‘Go get your hair cut and take a shower,’” Miller recalled. “He was a very strict disciplinarian.”

Mr. Lang also met movie mogul Darryl F. Zanuck, head of 20th Century Fox. Zanuck put the skier in charge of the ski sequences of the movie “Sun Valley Serenade” starring Sonja Henie.

Mr. Lang proved equally at home in the mountains and film studios.

He eventually produced several Fox movies, including “Call Northside 777,” a 1948 thriller with Jimmy Stewart; “Five Fingers,” a 1952 spy

film nominated for an Oscar; and the Cinerama film, “Search for Paradise.” In the 1950s and ’60s, he directed episodes in a number of TV shows, including “The Man from U.N.C.L.E.,” “Daktari” and “Cheyenne.”

He returned to the Northwest in 1987 and turned his seemingly boundless energy to books. He wrote a memoir, “Bird of Passage,” and later published a collection of photographs from his travels, “Around the World in 90 Years.”

Gerard Schwarz, music director of the Seattle Symphony, described Mr. Lang as “a great photographer, a great writer, a great director in television and movies, a brilliant intellect and in some ways most importantly, a very positive caring and loving human being.”

Thursday’s Seattle Symphony performance will be dedicated to Mr. Lang.

Still, throughout all of his travels and careers, skiing remained his polestar, he said in a 2005 Seattle Times interview.

“I know it is a broad statement, but it is true: Skiing is responsible for everything in my life. It connected everything.”

Mr. Lang is survived by his longtime companion, June Campbell of Seattle; and sons Mark Lang of Coronado, Calif., and Peter Lang of Santa Rosa, Calif.

Information on services for Mr. Lang was unavailable.

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Prevent and Predict

BY KRIS KINGSLAND
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PSIA/AASI-NW ACE CLINICIAN, DCL

As an Ace Clinician I am often asked “How do I get kids to listen to me?” or “How do I get control of my group?” and other discipline related questions. These are great questions and tough situations! I have some tactics for restoring order, but the best advice I can give is **“Predict & Prevent”** these problems.

By setting up the ground rules right away, you can avoid the unintentional infractions. I have a few simple things I use like: “Stick together, Stay where you can see and hear me” and “NEVER load the lift until I am there and give the OK” or “Do not pass the leader”. You get the idea; a FEW common sense, safety oriented rules.

Kids in the 3 to 6 range are generally happy to have the coach make the rules, but older kids will enjoy helping to set the “team rules” the more input they have the more likely they are to follow the rules!

We are at work, but they are at play. **KEEP IT FUN!** If there is too much waiting around and not enough action the order will break down. Instead of asking the whole group to wait while you work one on one, give them something active to do while you have to give one student more time. It can be any thing: make snow angels, skate in a big circle, ski backwards, make hop turns and count them...be creative, but be safe! Direct the action, don't try to stop it.

When a rule has been clearly violated, I prefer to confront the offender in a direct but questioning manner. “Betty, did you not know that Billy was the leader and we were all stopping where he stopped?” or “Jimmy do you remember the rule about getting on the carpet?”. By making sure they know the rule and know that you will enforce the rules, they have tested the water and rarely choose to jump in the deep end. Let your students know you only make rules to keep them safe because you care!

You will have hard days and challenging situations, but learn from them. After ten years of teaching, I still feel like I learn more from every lesson than my students do! If you can take a moment at the end of each day to reflect on what went right and what could have been better, you will develop the ability to **“Predict and Prevent”** most discipline problems. Good Luck and Have Fun! ●

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Did you hear?

● Ski Area Management Magazine announced Steve Kruse, director of mountain operations at Timberline Lodge on Mount Hood in Oregon as a winner of a SAMMY Future Leadership Award. The SAMMY awards target those individuals who, at mid-career, show the potential and promise as the industry's future leaders.

● The U.S. has the world's most expensive six-day lift pass, priced at more than \$500. Iran is believed to have the cheapest six-day lift ticket in the world, with a pass for the resort of Dizin priced at \$32.

● In an effort to further cement its position as one of North America's top resorts, Intrawest plans to construct a high-capacity gondola nearly three miles long, linking the peaks of Blackcomb and Whistler mountains, according to a report in Canada's The Globe and Mail.

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