

NW SnowSports Instructor

Inspiring lifelong passion for the mountain experience



Early Winter 2007

ISSUE 2 07/08 SEASON PNSIA-EF



Alpine Tryout Camp

JANUARY 24TH-26TH

\$250



Looking for a challenge? Interested in pushing the envelope of your skills or understanding more of what is involved in the Technical Tryout or the Divisional Staff tryout? This camp at Mission Ridge will take you through drills, video, varied terrain and indoor discussions to assess skills, provide valuable hands-on coaching and feedback and end with goals for continued growth. Great prep for the upcoming tryouts or some fun training! Requirement: Level III alpine certified.

What to expect

Refinement of movement patterns and skills
Growth of technical and professional knowledge
Lift tickets \$26/day
Professional coaching
Indoor discussions
Video and review
Goal setting
DVD of the event
Fun

Lodging information

RV parking available at Mission Ridge
Wenatchee – 15 minutes to the hill
www.wenatcheevalley.org/lodging.html

Winter Blast

FEBRUARY 4TH-5TH

\$300

STEVENS



Come join us at Stevens Pass this year to slide on the snow with some of the nation's best of the best. Members of PSIA's national team will come coach and challenge you for two days of skiing, food and fun. Participate and find out what all the hype is about.

What to expect

Lift tickets included with registration
Breakfast each morning, Monday après ski and Tuesday lunch provided with registration
Stellar skiing at Stevens with National Team Members

Lodging Information

Leavenworth – 30 miles east of Stevens Pass
leavenworthlodging.com
RV parking and hookups available at Stevens Pass
Skykomish – 15 miles west of Stevens Pass
Sky River Inn – skyriverinn.com
Cascadia Inn – historiccascadia.com

Symposium

APRIL 4TH-6TH

\$130



Come join all your Northwest friends and staff members when we travel to Mt. Bachelor Resort for this season's Symposium. We will be offering your all time favorite clinics and adding some new ones - information on classes, lodging and registration will be on the website and in your next newsletter. This is the time to wrap up the season with great snow, educational clinics and fun with your friends and family. We look forward to celebrating the end of the season with you at Mt. Bachelor.

What to expect

Lift tickets \$40 all participants - family and Northwest PSIA | AASI members.
Ages 5 & under/70 + complimentary lift tickets
'FREE FRIDAY' clinic with registration for Saturday and/or Sunday
Festivities based out of Seventh Mountain Resort
A great souvenir
Alpine, snowboard and tele
Daycare is available

Lodging Information

Discounted lodging at Seventh Mountain Resort.
Call for details 800.452.6810 or visit their website, seventhmountainresort.com. Reservation code 1065X1

Divisional Clinic Leader Tryouts Alpine and Snowboard

MARCH 7TH-9TH

STEVENS



- Must be a level III member in good standing
- Applications must be received at the Northwest office no later than 5pm Friday the 8th of February 2008
- Tryout packets will be available online and through the office

Nordic Symposium

MARCH 22ND-23RD

\$110

Our perennial favorite, White Pass, will be hosting the Nordic Symposium. Friday will be a Staff/TD/Level III Training day, and Saturday and Sunday, as usual, will be full of turns, track and of course, clinics! All abilities welcome.

Discounted trail pass and lift ticket

Track and tele

For lodging ideas please visit

www.skiwhitepass.com/lodging



Technical Team Tryout

MAY 9TH-11TH



The Northwest Technical Team will be conducting tryouts on the 9-11th of May at Mt. Bachelor, OR. The Technical Team is a working group for the education, certification and technical arms of the division. A few of the group's responsibilities are development of new programs, revisions of existing programs and conducting on snow clinics for the membership. A member term on the team is four years.

Applicants must be:

- A Level III alpine member in good standing for a minimum of two years
- At least 21 years of age
- Hold a Level I certification in another discipline or an ACE, Freestyle or Senior Accreditation
- Able to commit an average of 20 days per season
- Application packet must be received at the Northwest office no later than Friday, the 4th of April 2008

Information packets will be available online or by contacting Kirsten Huotte at the Northwest office.

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NORTHWEST
SnowSports Instructor

**Professional Snowsports Instructors
of America-Northwest Division
PNSIA Education Foundation**

PSIA-NW
11206 Des Moines Mem Dr. #106
Seattle, WA 98168-1741
Phone (206) 244-8541
Fax (206) 241-2885
Email: office@psia-nw.org
Website: www.psia-nw.org

Editor Jodi Taggart
Send all submissions to:

Jodi Taggart
C/O PSIA-NW
11206 Des Moines Mem Dr. #106
Seattle, WA 98168-1741
office@psia-nw.org

Submission Deadlines

Issue	Deadline
Summer/Fall	July 15
Early Winter	Oct 1
Winter	Jan 1
Spring	March 10

Guide for Contributors

The Northwest SnowSports 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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Advertising Rates

Classified Ads: Classifieds are line type ads that may vary in size. Rates will be reflective of the number of words in the ad.

Rates:

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

Display Ads: Display ads will be available in a variety of sizes and will be boxed or otherwise set off from the surrounding text.

Rates:

Size	Rate
2.5 x 3	\$50
5 x 4.5 (1/4 page)	\$100
7.5 x 4.5 (1/2 page)	\$150
7.5 x 9 (full page)	\$200

There is a 10% discount available for running the same ad in consecutive multiple issues.

Website Ads: Newsletter Classified and Display ads will be posted at no additional charge on www.psia-nw.org. Postings will run by mutual agreement or until the newsletter following the issue containing the print ads is published.

Payments are made to:

PSIA -NW
11206 DesMoines Mem. Dr #106
Seattle, WA 98168

Cover: Tryout Camp 2007, photo by Kirsten Huotte

Linking Turns, Linking Members

by John Eisenhauer, Communications VP

Many of us remember when a lot of our technical discussions were about “phases of a turn”. Oh yes, we had many names for these parts of turns and each was (or so we thought) very descriptive. There was the “preparation”, the “initiation” and the “completion”. These sound a bit more like some sort of college Greek Row tradition now. Yet they reflected a time when successfully making that one turn might have been quite a challenge. Our motto could have been, “Linking Turns, One Turn at a Time”.

Somewhere along the line we started to talk and think more about how we could link our turns more efficiently. Our technical discussions still included lots of terms and we still liked to stand around and draw diagrams in the snow. Maybe we said beginning, middle and end. Or perhaps we said control, finish and my favorite -”belly”. Regardless of how we broke it down though, there was a growing awareness that everything we did in one turn affected the next.

While focus on a specific part of a turn can still be useful, the real significance became how what ever happened affected our ability to move from turn to turn. In fact, we started to talk about movements in terms of patterns and we often spend more time now discussing the transitions between our turns rather than the turns themselves.

It is so much more than “linking” turns. It is the realization that breathing, moving - everything is interdependent. This amazing ability to transform our movements seamlessly

into a dance with gravity, terrain and conditions really defines modern skiing and riding.

In the last newsletter I shared some thoughts about the various names we’ve had for our organization and how they’ve evolved over the years to what we have now. Somewhat like turns, Alpine Skiers, Snowboarders, Track & Tele Skiers, Adaptive approaches, etc. are distinct, yet interconnected. We focus on each of them separately, yet to be completely successful, they depend on each other.

Without giving up any of the individuality or traditions that the PSIA “shield” and the newer AASI logo represent, we wanted to create a fresh new look. Modern and unique to the Northwest, it would communicate our message of interdependence and our commitment to the seamless delivery of services to all of our members.

The result is a new Northwest logo and complimentary graphics created by one of our members, Matthew McVane. Looking at the logo, your eye is drawn to the center. PSIA and AASI are distinct, yet linked together. One track leads to two. “Northwest” acts as an anchor; defining, yet connecting.

Symbols are powerful. And, just as terms, equipment and understanding have evolved, this logo symbolizes the evolution in our Snowsports Instructors organization. An evolution that we are all part of and that we can all be proud of. ❄️



Changing the Rules

by Jack Burns, President

In my last report, I told you that I had appointed a task force to study and review the changing face of our industry and recommend changes to our membership rules that would encourage continuing membership in our organization. At the September Board meeting, the Task force presented two proposals.

The first recommended changes to the Bylaws to remove the requirement that a member be actively teaching in order to be considered a voting member of PSIA-NW. The proposed changes maintain the current educational requirements to be considered a voting member. Because Bylaw changes require prior notice to the Board, they were referred to the Board for consideration by a mail ballot. The proposed changes received sufficient votes to be adopted. The impact of these changes will be fully explained in a future report to you. In the meantime, if you have any questions, feel free to contact me.

The second proposal, which was adopted, established new a non-voting membership category titled "Affiliate Member." This category of membership is available to industry partners and others interested in supporting PSIA-NW activities. The cost of this membership, and its benefits, will be established by a further proposal to the Board.

Barb Darrow, John Weston (our PSIA/AASI Representative), Ed Younglove (our Past President and outgoing Chairman of the President's Council) and I attended a strategic planning session in Lakewood, Colorado held October 3-6, 2007. The meeting was attended by all National Board members, Division Presidents, Division Executives and senior staff from the PSIA/AASI

office. The purpose of the meeting was to identify and agree on the roles and functions of the Divisions and PSIA/AASI and establish agreements on how those roles will be carried out.

Early on, it was agreed that participants felt a need to develop greater trust, communication and understanding between the various groups. The ultimate goal of the planning session was to break down barriers, define possibilities and pick one or two key goals that were achievable in the immediate future.

Over the course of three days, a consensus developed that there was a critical need for:

- Standardization of the education/certification process;
- Identification and integration of business practices;
- Defining ownership and accountability for key initiatives; and
- Maintaining a member driven focus.

Focusing on these needs, it was agreed that the Divisions are best at delivering member services through personal contact, running events and exams and making contact with snowsport school directors. National is best at developing educational materials, marketing, facilitation, developing standardization models, providing IT infrastructure and addressing industry issues and partnerships. Together, we need to focus on member service and benefits, recruiting, leader development, education and certification policy and developing materials.

After meeting as whole, the National Board, the Division Presidents and the Executives met separately to discuss what actions were necessary to move the process and agreements reached forward.

Three specific proposals were brought forward and passed by the Board. The Board:

1. Created an Association Management Software Implementation Task Force comprised of a national ASEA Board member, staff and Division Executives who were directed to meet a June 2008 deadline for implementing the software upgrade.
2. Created a membership marketing task force to identify national concepts and develop standardized practices for all divisions for recruiting and deliver the results to the ASEA Board of Directors by June 7, 2008.
3. Created a Snowsports Management task force comprised of a National Board Member, a Division member snowsports director, an EAC snowsport director representative and a National staff person to address and take action on the following:
 - a. Partnership opportunities with school directors in areas of member recruitment, retention and training.
 - b. Resources and benefits for school directors;
 - c. Snowsports school management issues and opportunities;
 - d. Value building for PSIA/AASI membership with Snowsports schools; and
 - e. Other related items as determined.

Hopefully other positives outcomes of the meeting will be increased communication among the Divisions and between the Divisions and National and an increased level of trust between National and the Divisions. *

Setting the Speed Dial

by Lane McLaughlin, Technical VP

There seems to be a common desire among skiers and riders of all abilities that jumping is fun. While the size of the air appetite may range from huge air to flying under the radar, everyone seems to enjoy some measure of lift off and flight. The key to keeping the air experience fun is getting to a landing zone that provides the creature comforts of the soft landing and a graceful exit. With the plethora of jumps in your resort's terrain park, and with all their shapes and sizes, you need some strategies for sizing up those features and helping your flyers land in the sweet spot. Too often, I watch the eager jumper buckle on the knuckle and occasionally splat on the flat. A day or career of jumping fun can fold like a bad poker hand with this kind of abuse.

So, suppose you and your students have ventured into the Terrain Park and you come across your "golden jib" – a juicy feature you'd like to try for the first time. With some nervousness, anticipation and a calculating mind, you inspect and assess the feature with the purpose of determining a critical piece of information. How much speed do we need?

It's on everyone's mind. They want to know what it takes to make it to the sweet spot of the landing zone. Not knowing and fearing the consequences of missing the mark can scare people away altogether. Assuming that your gang is attempting a feature within their abilities and comfort zone, here are some methods that can help you dial in the speed for a successful outcome.

The Copy Cat

With enough traffic moving through your "golden jib", your crew can observe a spectrum of success stories and come up with some does and don'ts. Compare the starting point, the line and tactics (e.g., skating, tucking, carving or scrubbing) of those who land where you want to land.

These are variables during the approach that set the appropriate speed for the feature. Become a copy cat and mimic an approach that works.

The Chat Room

The speed ingredients for any feature can change from day to day and throughout the day as park crews tweak the features and Mother Nature changes the snow conditions. Therefore, it's very important to chat it up with the park crew and your fellow park participants. You'll get the late breaking news that a rail is getting sticky, the snow is slow, a landing zone is too short and other useful intel' you can use to adjust your game plan.

The Tow In

For those in your group that have succeeded on this feature, they can play leader in a follow-the leader game that virtually "tows" the follower along the line and speed to succeed. For safety purposes and having only one student on the feature at a time, the tower should maintain the appropriate speed for the follower up to the take-off zone and then safely navigate themselves out of the flow of the feature and allow the follower to solo the take-off, maneuver and landing.

The Hip

For those that need to discover the relationship between speed and distance for themselves, finding features that are "hip-able" can provide them a progressive and measurable process for dialing in the right speed. "Hip" features have nicely shaped landing ramps along one or both sides of the main feature. These landing zones provide the skier or rider with landing options regardless of the distance of their maneuver. As a progression, the coach and student can work together to associate the speed of the approach with how far along the hip they land. When the student can match the speed to the desired landing point then they can apply these associations

with more confidence and accuracy on the features that have a set take-off to landing zone distance.

The Rollover, Roll-by

For those that need to build some feeling of matching their speed to the relative size of this "golden feature", picking a speed and rolling over or along side the feature should provide some visual and spatial feedback. How much speed is necessary to roll up the take-off ramp and onto the feature? How much time elapses while on or alongside the feature? How much speed is gained or absorbed moving down the landing ramp? These simulations can help size the feature up and help the student determine the appropriate speed for the feature as a whole – from approach to landing.

Practice Time

Lead your group through these and other activities inside and outside of the park that build their skills, confidence and trust in each other to utilize these different methods. Starting with features that have little consequence to choosing the wrong speed provides a safer and valuable learning process. Eventually the student's experiences and these methods pay off in fewer leaps of faith and more calculated approaches, success stories and truly "golden jibs".

Getting your speed dialed in is just one element to being safe and successful while jumping mountain and park features. But, it's a very important element that can be taught, learned, practiced and refined. As my good buddy and teammate RJ Nichoalds once said (to a ski patroller no less), "I'm not teaching them to jump, I'm teaching them to land." We can all pitch in a little to help our flyers of all calibers to set the speed dial and touch down in the zone. *

Play More, Pay Less

by Diana Suzuki, Financial VP

Hi Snowsports fans! Are you ready for winter? I sure am excited and with snow already flying in the Mountains, it is time to think about educational events and how to get the best return on your investment from your training headquarters, PSIA/AASI-NW.

The events for the upcoming snowsports season are on the PSIA-NW website today, so take a moment and check it out. I have already signed up for Academy (at Whistler this year – WOW) and Summer Ski Camp. I have attended these events a number of times and always come away with new ideas

and improvement in my skiing. Not to mention we had a blast as a group and did lots of quality skiing/riding.

PSIA/AASI-NW strives to provide our membership high quality educational events for the lowest price. So, join us for great events during the 2007-2008 snowsports season. The more you play with us, the more we can keep costs down to you as a member. And don't forget to check out the deals offered on the national websites www.psia.org and www.aasi.org as well as checking out Member Benefits at www.psia-nw.org. See you on the slopes. ❄

Member Benefits

Professional Development
Ability to attend clinics taught by some of the best snowsports professionals
Pro Deals
Discounted lift tickets
A great lifestyle
A chance to share your passion for the outdoors
Powder Days (Sometimes you get paid to ski/ride them)
A subscription to Ski Magazine
Check out psia-nw.org and psia.org for a complete and changing list

Scholarship Criteria

by Scholarship Committee

General Scholarships

- To be considered for a scholarship, a candidate must be a member in good standing at the time of the application. This means that dues and education credits are up to date. For instructors transferring from other divisions, a check will be made with the previous division to make sure that member is in good standing.
- All persons who have been awarded a scholarship must write an article about the event they attended within thirty days of that event. This article will be submitted to the office for the newsletter.
- There will be no limits on the number of people that may apply from any single snowsports school at any time for a scholarship.
- A \$150 scholarship maximum is in place for any single event. (For a certification exam, only one module).
- Applications must be submitted thirty days prior to event.
- Any application for scholarship must include: the application for the scholarship from the website, the original or a copy of the application for the event, a professional

recommendation from the current snowsports school director, or if not currently affiliated, a letter from a past director (last 3 years).

- Certification Scholarships: There will be a limited number of scholarships available each year for certification. Applications for these scholarships, accompanied by all prerequisites (application for scholarship, director's recommendation, application for exam with TD signature, written exam taken and passed), will be considered.
- Certification Scholarships are limited to one level II or level III module, once in a lifetime to any person. An awarded scholarship must be used or lost. Exception is made for an injury. Candidate must submit Doctor's note about the injury and the reasons why the candidate cannot ski or board.
- Educational Materials Scholarship to be established to facilitate the purchase of educational materials. This would be limited to a maximum \$50 award per person per year. Application process would be the same as for a regular scholarship minus the event application form.
- www.psia-nw.org/MemberBenefits/Scholarships

A Perfect Partnership

Coldwell Banker Bain Gives Back to PNSIA Education Foundation Through Its Community Partnership Program

PSIA-Northwest and Coldwell Banker Bain have formed a unique partnership in an effort to help raise money for the PNSIA Education Foundation.

Each time a member, or friend or relative of a member, buys or sells real estate with Coldwell Banker Bain sales associates R.J. Nicholds or Hillary McLaughlin, Coldwell Banker Bain will donate an amount equal to 10 percent of the commission from the transaction to the PNSIA Education Foundation. This offer is available throughout the PSIA-NW Region through other Coldwell Banker Affiliate Brokers, but must be originated through the PSIA-NW office.

Coldwell Banker Bain established the Community Partnership Program as a way for its company and agents to give back to organizations that are committed to the welfare of our communities. Coldwell Banker Bain agents have donated over \$1 million to non-profit organizations in the greater Puget Sound area.

“This is a new and exciting way for PSIA-NW to look at fund raising,” said Jack Burns, President of PSIA-NW. “This partnership should really help us fuel scholarship programs, as well as other Education Foundation initiatives. Any additional income anywhere in the organization will always help in our continued battle with operational costs.”

For more information on the PSIA-NW partnership, contact the PSIA-NW office at 206-244-8541, office@psia-nw.org.

About Coldwell Banker Bain

Since 1906, the Coldwell Banker® organization has been a premier provider of full-service real estate. The Coldwell Banker system has more than 3,800 residential and commercial real estate offices with over 123,900 sales associates globally. The company is an industry leader in residential real estate, new homes, and luxury properties. For the past 30 years, this legacy of success has been carried on in the Northwest by Coldwell Banker Bain. Operating as Coldwell Banker Bain in the Greater Seattle area, and as Coldwell Banker Barbara Sue Seal Properties in the Portland/Vancouver metropolitan area, the company had the highest productivity of any Coldwell Banker affiliate for three years running. The company consistently ranks among the Top 25 Real Estate Companies in the nation as cited by *Realtor Magazine* and *National Relocation & Real Estate Magazine*.

About PSIA/AASI-NW and PNSIA Education Foundation

PSIA-NW is a non-profit organization, which supports snowsports instructors in the northwest division of PSIA. Associated with this organization is the PNSIA Education Foundation, a 501 (c) (3) non-profit, which supports member needs with scholarships to educational events and help in purchasing educational materials. Before the advent of our partnership with corporate sponsors such as Coldwell Banker Bain, most of the funds for the EF Foundation were raised at the annual symposium raffle-auction and from donations from instructors, school directors, board members and interested supporters. According to foundation policy of our organization, 50% of the amount raised each year for the fund can be used to grant scholarships to deserving members of PSIA-NW.

The PSIA-NW Board of Directors scholarship committee is introducing two exciting new scholarship categories to the membership this year. There will now be a limited number of scholarships each year awarded towards one module of a Level II or Level III exam. Scholarships will also be available to assist in the purchase of PSIA educational materials. Any member who needs financial help in order to attend an educational event or gain access to educational materials is eligible to apply. The member needs to go to the PSIA-NW website and find scholarship information under the Member Benefits heading. The requirements for application, types and amounts of scholarships and application forms can be downloaded from there.

Please take advantage of the membership benefits the Educational Foundation makes available to deserving northwest members. *

National Report

by John Weston, National Representative

We have so many new things going on at National that it is hard to get a grip on what I should tell you first. I will start with our dues increase and the reasons behind it.

The PSIA-AASI Board of Directors has approved an increase of \$10 on national dues – from \$40 to \$50 – for the 2008-2009 season, effective July 1, 2008. The dues increase is much needed to be able to continue to fund our educational programs and provide much needed services to the divisions and individual members. I might add that PSIA-AASI dues increases are rare. In fact, there have only been two in the past 17 years: one in 1992 and one in 2001. There have been a number of factors over the last several years that have dictated the absolute need for a dues increase and they are as follows:

Changes in Partnership with NSP

National Ski Patrol and PSIA-AASI have had a consolidated administration for the past 17 years. That administrative consolidation has meant unbelievable savings to your association, however, that relationship is changing thus requiring PSIA-AASI to absorb practically 100% of their administrative costs, which were formerly shared.

Our partnership with National Ski Patrol has been unbelievably beneficial to PSIA-AASI. In 1990, when we consolidated with NSP, we had no assets and were on the brink of bankruptcy. We had to borrow on our line of credit each month to pay staff. Due to our partnership with NSP over the last 17 years, we have been able to dramatically increase member services and become

absolutely solvent. However, over the last two to three years NSP has faced a member lawsuit and has gone through a complete change in the composition of its National Board. In that period of time it has had three executive directors and had five board chairs. Its governance issues have been serious and have taken their toll on our shared senior staff. Also, the fact that clearly, National Ski Patrol's goals and aspirations have changed and now are no longer in line with PSIA-AASI has dictated a change. As a member of the board of directors, I want to tell you that we were all deeply concerned about the real and potential impact these changes were having on PSIA-AASI. We have now separated our administration, communications, marketing and member service departments who were formerly shared with NSP and, luckily for us, the majority of employees have come to work for PSIA-AASI. That fact alone speaks for itself. This has created a tremendous financial strain, not only on our organization but also on theirs, due to the increased costs of separation. Our budget this year ran approximately \$161,500 in the red because of this separation and unfortunately, this has hit us at the same time as our software update which we cannot put off. The software update will be a capital investment of some \$142,000 to start with. With a deficit budget of some \$300,000, it was clear that we needed a dues increase no matter how reluctant we all were to vote one in.

Despite the dues increase, be aware that PSIA-AASI raises more than \$1 for every national dues dollar collected, and that the majority of our national revenue goes to support each and every division. Our money is spent on activities such as publishing the Professional Skier

and ProRider and publishing a variety of materials to support education and certification. For example, the new AASI Snowboard Instructors Guide is available for sale. We are well into our Movement Matrix on the internet featuring an interactive website with online video, illustrating not only ski concepts, but situation skiing, drills for teaching success and national standards. Future projects include the Effective Teaching Cue Card set and a new Teaching Best Practices Workbook. A new children's manual is in the works. Our own Rachael Milner is the chief reviser and the new text, pictures, etc. make this a truly exciting manual. These are just a few of the upcoming educational publications that your money goes to produce. In early 2008, AASI will have their first in-house national event, the "Rider Rally", organized and produced by AASI. In addition to that, your dues dollars maintain our member records and field member inquiries from across the country. We continually publicize the value of professional instruction to our industry members, international organization and the general public. Moreover, your National Organization funds the training and development of the National Team, whose members feature prominently in division clinics. The teams alone, through their sponsorships with individual members, account for approximately \$100,000 in income to your organization. In addition, each division receives a subsidy each year to encourage visits by team members. Also, National sponsors annual gatherings of the division presidents and division executives to streamline and reduce divisional costs of administration. We also fund annual examiners colleges for each discipline and provide free access to video and photo images as well as access to resources for the National marketing initiative, "Go

with a Pro". We have launched new member recruiting tools at no cost to the divisions, and, in some cases, paid for development and production of local recruiting materials when divisions could not do so. These are but a few examples of how National supports your division.

One thing is for sure, the most important rationale for the dues increase is the continued service improvements offered to each individual member. Whether it's our National marketing campaign to heighten awareness about the value of snow sports instruction, additional online services that enable you to access services from your division or the National office more readily, or even pro form availability to help you manage the costs of your profession, the value of PSIA-AASI membership continues to grow.

National Recognition

At our last meeting in October, the Board recognized Shawn Smith with the ASEA Education Excellence Award. Shawn was, I believe, the longest serving member of our Alpine Team, having held various official Team positions for 28 years. Additionally, he now serves as one of the more active alumni members. He was one of the Team's strongest clinicians and coached both the US Ski Team and Coaches Association. His presentations over the years, both indoor and on the hill were always excellent and well received. He has been a primary technical reviewer for generations of our educational materials, as well as countless articles for "TPR". He is generally recognized as the originator of our "Skiing Concepts". Shawn is now a Northwest member and is the Director of Resort Services at Stevens Pass Resort. As such, he is responsible for the development and growth of the

adult ski & snowboard school, youth ski & snowboard school, rental operations, retail shops, equipment check, Nordic programs and Tube City. Congratulations, Shawn. You deserve this award and much, much more!

Upcoming Events

Team selection is the big event following the National Academy. We have changed the site for Team selection to Mammoth Mountain, passed new policies and procedures regarding the makeup of each team and the requirements for candidacy, and are now in the process of revising and posting material regarding Team tryouts and coordinating that with the divisions. As the Team Task Force Chair, I am happy to tell you that we will have two or perhaps three adaptive specialists, as well as two park and pipe specialists as part of our National Team.

Ski Industry Events 2007-2008

Although our partnership with NSP has come to an end, we continue to unify our programs and our partnerships with other industry members such as the National Ski Area Association (NSAA) and Snow Sports Industries of America (SIA) to help develop and promote new learning programs designed to bring winter sports to school districts across the country. Our new initiative, "Winter Feels Good" includes interactive learning modules featuring snow monsters that teach children the basic skills and disseminates information needed to learn Alpine skiing, cross-country skiing and snowboarding. This initiative supports the NSAA model for growth and strives to provide an accepted curriculum for teaching winter sports to children. We are encouraging teachers and group leaders to follow

up with a visit to a local resort and/or develop a winter sports club for their students. We are developing a PowerPoint presentation to be made available to all member schools for the '07-'08 season. This presentation will include a section which encourages school children to get outside and an additional section for these schools to insert their own school or group information, pricing, and contact information, etc. This will be packaged with a curriculum guide for the areas to give to local educators, as well as additional information on taking a large group for a day outing to the mountains.

We are also discussing with the National Ski Area Association a National Ski and Snowboard School Director's track, as part of the NSAA Winter Meeting. So far, NSAA is supportive of the idea and we hope that if this comes off, they will provide topics relevant to this group and we will provide two or three one-and-one-half to two hour sessions for the directors at the meeting.

International Affairs

Our next Interski is in Austria and it is imperative for us to send a strong message to Interski and the International Ski Instructors Association (ISIA) that we are part of them and that we will continue to be leaders in the industry.

In conclusion, on behalf of the National Board, I thank each and every Northwest member for their continued participation and support of our National and Divisional Association. ✱

Become a Board Member

by Mary Germeau, Executive VP

PSIA/AASI-NW members are encouraged to get involved and run for any position on the Board of Directors in their region that is up for election.

In order to run, you need to complete and submit an Announcement of Candidacy to the PSIA-NW office prior to 4:00 p.m. on December 31, 2007. Use the form below or obtain one from the PSIA-NW office.

Positions are for three year terms (the Spokane 1 region seat will be a one year position in order to complete the original three year term of the resigned board position) and require attendance at two board meetings a year plus other events and committee work. Do you want more information on running or serving? Email or call Mary Germeau, Executive VP at me_germ@hotmail.com or 425.822.8864. Also, any member of the office staff or Board member can be of assistance.

The following positions are up for election in early 2008. If the incumbent has indicated an intention to run again, their name is shown. All of the listed positions are open for candidates.

Spokane	1 (one year term)	Maria Armstrong
Snoqualmie	1	Jack Burns
Snoqualmie	2	Molly Fitch
Snoqualmie	3	Ed Kane
Stevens Pass	3	John Weston
Crystal Mtn.	1	John Eisenhauer
Mt. Hood	1	Open
Bend	1	Chris Smith
Mt. Baker	1	Karen Moldstad
Blue Mtn.	1	Kay Stoneberg

All candidates (including incumbents) must submit an Announcement of Candidacy in order to be considered an eligible candidate.

ANNOUNCEMENT OF CANDIDACY

(Must be returned no later than 4:00 p.m., December 31, 2007)

Name _____ Region _____ Position _____
Ski School _____ PSIA-NW # _____
Off the snow occupation _____
PSIA-NW Involvement _____

Reasons for wanting to serve on the Board of Directors _____

(Attach additional pages if necessary)
Signature _____ Date _____
Address _____
Home Phone _____ Day Phone _____ E-mail address _____

Awards

by Wayne Nagai, Awards and Recognition Committee

It's that time of the year when we all are busy with our snowsports school activities and events. As the season progresses I would encourage all of you to look around your school and think about nominating someone for the awards that PSIA-NW has to offer. These awards are presented at our Spring Symposium and it is gratifying to see the faces of the recipient as the awards are presented. Nomination deadline March 10th, 2008.

I believe we all have that special person that would fit the criteria for one of our awards and what better way to honor these hard working folks. The criteria for each award can be found on our web site.

Please think about nominating someone for each of these awards as it is disappointing when we cannot present all of the awards every year. Even worse is the fact that someone out there deserves this recognition and we can't honor them without your help! ❄️

- ❄️ The Ken Syverson Instructor of the Year
- ❄️ The Art Audett Outstanding Service
- ❄️ The Jean Lyon Service to Youth
- ❄️ The Larry Linnane Skiing Legends
- ❄️ Honorary Lifetime Membership

Senior Accreditation

Accreditation Status

by Ed Kane, Snoqualmie Region Board Representative

The PSIA-NW/AASI-NW Senior Specialist accreditation process was started during the Fall Seminar sessions in Spokane, Portland and Seattle. The required indoor session for the first level of the accreditation was offered at each of the Fall Seminar venues and, judging from the response, there is a great deal of interest in this educational offering. There were nearly 100 of our members that attended these sessions and the feedback on all of them was very positive.

The requirements for the first level of accreditation are: Certification Level 1, 2 or 3; Attend the indoor workshop and complete the workbook portion of the Senior Specialist Handbook; Attend the 2 day on-snow workshop and demonstrate an acceptable level of skiing skills during the clinic. The material covered will include strategy, tactics, drills and guidance appropriate for

senior clients who are in the Beginning through Intermediate zones and who are comfortable on groomed terrain. The drills will focus all the basic skill elements through open parallel.

The requirements for the second level of accreditation are: Certification Level 2 or 3; Attend the 2 day on-snow workshop and demonstrate an acceptable level of skiing skills during the clinic. The material covered will include strategy, tactics, drills and guidance appropriate for seniors who are in the Intermediate through Advanced zones in all terrain and snow conditions. The drills will focus all the basic skill elements required for seniors to enjoy steep, bumps and off piste.

Opportunities for the first level of accreditation will be offered throughout the coming season. Four evening on snow sessions are scheduled for the

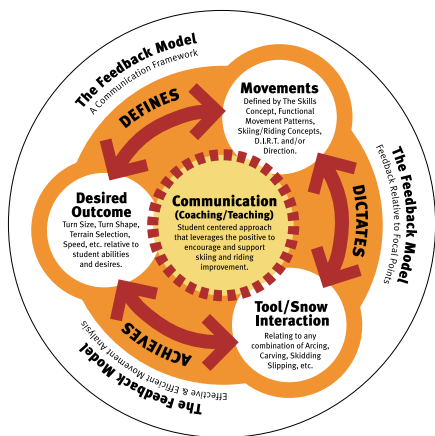
Seattle region at Summit Central on January 16, 23, 30 and Feb 6. Each session will be about 4 hours, equivalent to a 2 day event, and all attendees must have previously completed the indoor session at one of the Fall Seminar venues. Both the indoor workshop and the on snow sessions will be offered at the Spring Symposium at Mt. Bachelor in April.

Plans for the 2009 season include the development of the on snow curriculum for the second level of skiing accreditation. It is also planned to design and implement the first level accreditation on snow curriculum for snowboarding. More will be published in the newsletter as these plans solidify. ❄️

Feedback Model

by Rick Lyons, Team Member and Nick McDonald, Team Head Coach

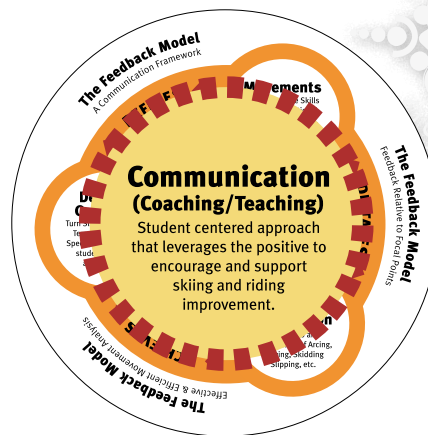
The PSIA-NW Technical Team has crafted a feedback model to help with the organization of information while assessing skiing/riding performance and to provide clearer feedback. This model does not tell you how to conduct movement analysis in the sense of a method of observation (i.e. top down, bottom to top, whole to parts, or parts to whole, etc.). Its design is to help with what to do with the information after you have gathered it. Much of the information will sound familiar or something you already do; the goal of utilizing the model is consistency in your organization of information regarding and surrounding the areas of tool performance, movement patterns and desired outcomes and the delivery of that information.



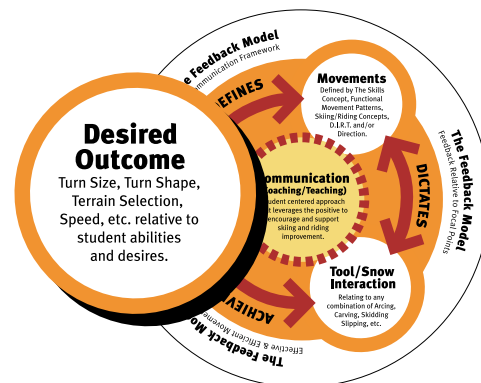
At first glance the model (or feedback tool as many on the team also refer to it) may seem rather simple and you may ask yourself “How do I use it?”. To answer this question, let’s look at the components that make up the tool. Like the skills concept diagram, there is no prescribed way to start, no single concept is more important than another and you cannot rely solely on one concept to be successful in your analysis and subsequent teaching or coaching. The model is cyclical and you may begin the process at any of the bubbles. For this discussion let’s follow the order of **Communication-> Desired Outcome -> Tool/Snow Interaction-> Movements**. We’ve found this to be a nice introduction to the process and one you may be able to utilize more quickly.

The center of the model - “**Communication**”, the bulls-eye, is likely the most important component of the model, though it leverages the other pieces to be effective.

Without good communication the model breaks down. If we



are not connecting, even the most accurate feedback will have little or no effect. The challenge with this bubble is “Leverage the Positive.” If you have been teaching for years, you may be familiar with other language like “error detection”, “fault correction” or “ineffective cues”. We have been trained for years to look for issues and give information like “stop that”, “don’t do this” or “you are still doing that thing”. For some, pointing out what is wrong is the preferred feedback. For most of our clients this is likely not the case and if the feedback has a negative tone, especially at the beginning, we may be shutting down the lines of communication and in fact may cause them to stop doing what is working well. The concept of “leverage the positive” is to look for what is working well and enhance it such that it helps reduce the issues. If you do in fact prefer to be told what you are doing wrong, communicating that to your coach would be considered leveraging a positive relationship.



The next bubble to examine is “**Desired Outcome**”. This bubble is key to providing accurate feedback that connects with the receiver.

Have you ever been working on a specific movement and have someone give you feedback out of the blue about something

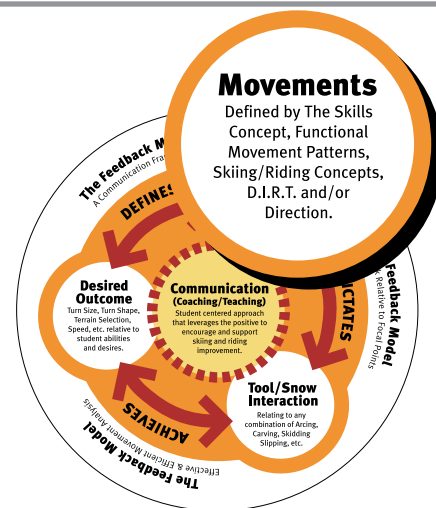
completely different? If we don't know the student's intent, then giving feedback may have little or no meaning. If the student's goal is to work on steering the feet & legs under the body and he receives feedback about hands, carving or edging, then the feedback is ineffective if it is not tied back to the goal. This falls right in line with good teaching. We always try to determine/establish goals with our students and often need to adjust those goals or create sub goals as a path to achieving the larger goal. Likewise, when providing feedback, if we tie it back to the desired outcome, then the receiver will be more willing to accept and understand the feedback.



The next bubble, **“Tool/Snow Interaction”** is often an overlooked or minimally discussed area.

This could be termed the “Effect” bubble. What did the ski or board actually do in the snow? Was the turn round? What do the tracks look like? At what part of the turn do the edge(s) engage? Is the turn skidded, slipping or carved? Looking for the effects can lead us towards more accurately assessing achievement of the desired outcome. For example, if the desired outcome is a carved turn in which the edges are engaged immediately, then we should be looking at the top of the turn as well as the fall-line and finish. Do the tips lead the tails? Is the turn “C” shaped where the top matches the bottom? Is the track generally the same width top to bottom? If so, great! If not, where was it good and when did the good begin and end? Armed with this information we can now move into determining the cause.

The last bubble, **“Movements”** is the bubble where many of us tend to dwell, maybe too much. This could also be called the



“Cause” bubble.

This bubble is where a large number of tools exist we are familiar with, The Skills Concept, Functional Movement Patterns, Skiing/Riding Concepts, Fundamental Movements and more. In our previous example, the carved turn, we can start looking for movements associated with the effects we noted. Let's say the track was not quite “C” shaped and the top width was wider than the bottom. This would indicate the top part of the turn was being twisted or steered off. Knowing this, we could start looking for movements that would cause the twisting/steered top. Or to “leverage the positive” look for the movements when the track is achieving the goal. Then keying on those “good” movements, change the Duration, Rate, Timing or Intensity to help achieve the goal throughout the turn.

It is important to understand the model is a balance and blend of the three concepts; **Desired Outcome, Tool/Snow Interaction and Movements** and are always changing depending on the student and the situation presented to you as an instructor. It is your understanding of that information which makes this model work. From the new instructor to the veteran, this model/tool allows each to apply the information received and use it successfully. As your knowledge base and experience grows so too will the level you are able to use and apply the model.

We're not trying to recreate the wheel, in fact these concepts have been around for many years and have been brought together and organized in such a way so they can be used effectively while consistently giving well rounded feedback to those you are working with. ❄️



Professional Ski Instructors of America - Northwest
TECHNICAL TEAM

More information on the Feedback Model can be found at:

www.psia-nwtechteam.org

PSIA AASI

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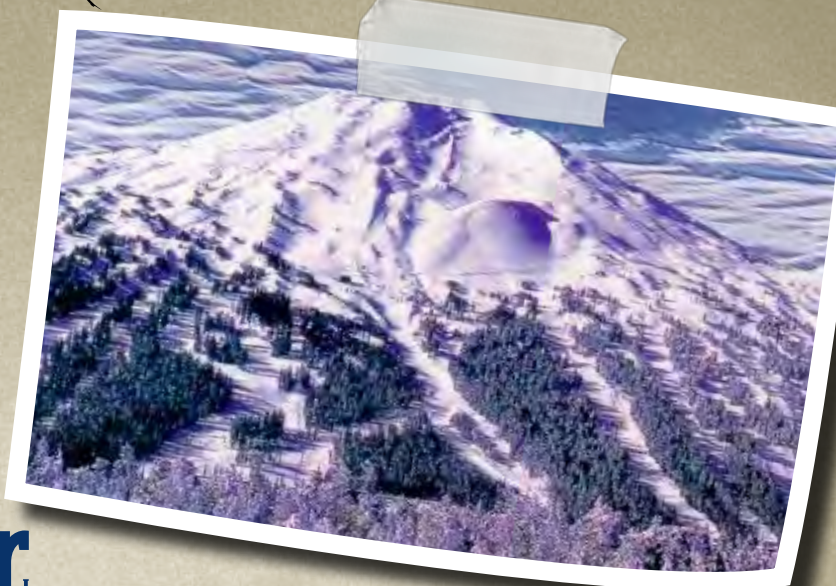
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Mt. Bachelor Inc.

Symposium08

April 4-6



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Practice and Performance on the Mountain

by Andy Rubesch, Alpine DCL

Do you ever find yourself in a rut with your lessons moving from drill to drill without getting in a lot of “real” riding? Or do you find yourself wrapping up your favorite exercise, then drawing a blank on what to do next with an hour left in the lesson? When structuring lessons or learning segments, I find it very helpful to follow a simple rule of alternating between “practicing” and “performing.” This expands my bag of tricks by helping me keep exercises fresh for the students as I use them in different situations. When I use practice and performance segments to structure my lessons, I find it easy to identify one skill or movement, then teach the skill in depth using an engaging variety of activities that allow students to explore something new and leave the lesson with a sense of accomplishment.

We are all familiar with the terms “practicing” and “performing,” but we don’t always think about the specific ways that they are different. Practicing involves exploring and learning new movements while performance involves applying practiced and learned movements to situations on the mountain. Students grow and develop their skills in both practice and performance situations. When practicing, growth and learning comes from trying something new and unfamiliar. When performing, growth comes from trying to meet a set standard or being evaluated and receiving external feedback. Mistakes are a part of learning and developing new skills in any situation. During practice, mistakes are welcomed and are used as learning opportunities. During performance, we strive to avoid mistakes and to accomplish a task at the highest level possible. In developing a skill, assessment is a constant process. Practice allows opportunities for student

self-assessment and evaluation that can be immediately applied to the practice. When performing, the student is demonstrating skills at his highest level to be evaluated by the instructor or coach.

What defines practice?

A practice mode of learning is not just doing something over and over until it gradually gets better. It is a specific mind set which allows for movements to be tried out, explored and thoughtfully refined. This is a time for the introduction of new movements and targeted development of specific aspects of learned movements. The instructor demonstrates new movements, allowing the students to try them out, see what a movement feels like and ask clarifying questions. The students and instructor break down skills into smaller movements and get picky about things to refine. A good way to guide practice topics is to identify a weakness or mistake that was identified in a performance setting and work that skill before returning to the performance setting. Efficient practice stays focused on one particular movement or skill.

Practice is most effective when there is not an expectation of getting anything “right” and the student can try things out in different ways to experiment with movements. There is a lot of “what happens if I do this?” or “what does it feel like when I try this?” Students have time to explore different skills and discover what movements are efficient and what are inefficient. Time to repeat a particular movement is very important. Allowing an open ended practice time lets the students repeat movements or tasks without being distracted by thinking, “I have GOT to get it right this time!” This sort of thinking forces students to

start performing instead of practicing. In practice, mistakes are going to happen and students need time to do tasks over and over. Learning efficient movements will require many repetitions. Of course, if an inefficient movement is being made many times in a row, the student is practicing the mistake, not the correct movement. The instructor needs to be actively involved in a student’s practice to ensure that the student develops and correctly reinforces a movement with each repetition, gradually refining the movement. Just giving students time to try something out several times without giving feedback or without setting the students up to self-assess is not effective practice.

Practice is a great time for students to self-assess their movements. They can focus on what they feel going on in their body or what they see the instructor doing and make changes to their movements as they learn what efficient and inefficient movements feel like. The instructor should give feedback in a way to facilitate and shape the student’s understanding of the movement, helping the students make more accurate self-assessments. The language the instructor uses in this feedback should be chosen carefully to avoid value judgments of right/wrong or correct/incorrect as those judgments put the student into the position of “performing” for the instructor.

Some of the language that an instructor can use to set up practice situations includes, “Try this . . .” or “Experiment with this movement and see what it feels like” or “Now that I have given a demonstration, let’s all do it 10 times. Pay close attention to . . .”

“Practice” continued on p. 25

Spout Springs

by Mike Peters, Ski and Snowboard School Director

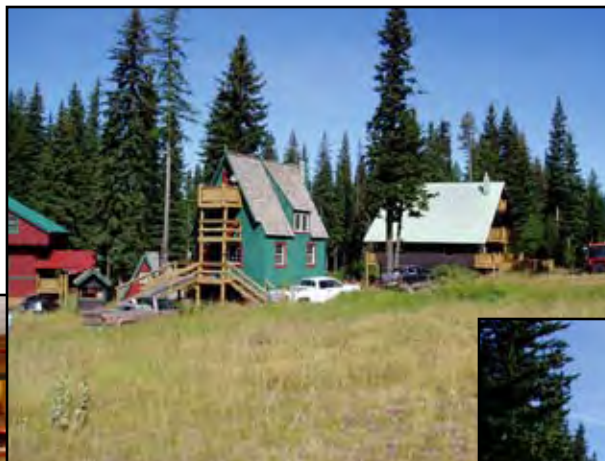
The Spout Springs Ski Area in northeast Oregon has applied for membership to PSIA-NW. Situated on the Tollgate Summit in the Blue Mountains at 5400' elevation, Spout Springs is the oldest continuous operating ski area in Oregon. It is located on a major route through the Blue Mountains and is a very popular area for snowmobiles and year-around residences.



Spout Springs opened in 1927 and was first known as the Blue Mountain Ski Club. Pete and Esther Eyraud were the first owners. Pete was the second President of PNSIA and was instrumental in bringing the first French ski instructors to this division. Its name is derived from the numerous natural springs found throughout the region. There are three springs on the resort's property.

Spout Springs is home to a number of our Legends who were certified between 1949 and 1960. It was here that Leland Osborne (Cert. #26) taught until his '90s. Aime Davin (Cert. #224) and Buzz Fulton (Cert. #680) were ski school directors in later years. Buzz Fulton's daughter, Kay Stoneberg, is the Board of Directors representative for the area as part of the South Central region.

Spout Springs has 2 double chair lifts, a 21 KM cross country trail system, night skiing and one of the state's few free tubing hills. In the late 60's, Spout Springs was the Nordic training center for the United States Olympic team and the Norwegian jump team. Spout Springs flies the Olympic Flag for this distinction.



Spout Springs caters to Special Olympics, Home School groups, and public school groups that come from Washington and

Oregon including Walla Walla, La Grande and Pendleton. The Whitman College Nordic team trains here as well as college students from Walla Walla Community College and Walla Walla University.



The current owners, John and Nancy Murray purchased Spout Springs in 1999. They did extensive remodeling to retain its 'old-time family' charm that blends with modern ski and snowboard facilities.

Future plans include a tow for tubers and opening an area for cat skiing. ❄

Mike Peters, previously the Assistant Director at 49° North, is the new Ski and Snowboard School Director at Spout Springs.



The NSCD Way in May

by Trudy Parcher, Adaptive DCL

You know how it is: you're a teacher, you figure out a new little trick to help a student succeed and immediately you want to share what you've learned! What that means is, as soon as an opportunity to meet and share ideas with like-minded teachers comes along, you just can't pass it up. And in the spring, on a beautiful day just below the peak of Mt. Hood, how could you stay away?

John Stevenson, Kathleen Priest and I had just that chance this past May when we attended a portion of a weeklong camp offered by Beth Fox from Winter Park's National Sports Center for the Disabled. What a hoot! We met, skied and exchanged knowledge with some of North America's best adaptive ski and snowboard instructors. We rode ski bikes, we used adaptive equipment as if we were the students and we tried new ways to enhance a disabled skier or snowboarder's experience in learning.

Sometimes the technical side of things can be a bit dry, but a clinic presented by Beth Fox is hands on. Do it and do it fast. Beth encouraged everyone to try each piece of equipment so that we "walked in the boots" of our students. We did what our students do -including falling – and at high speeds! We learned a new way to use tethers in combination with snowboards (trust me, it works) and we found out that a person who has been on skis all morning but is too tired to continue on skis can get

on a ski bike and simulate the same skills that he uses on skis without expending extra energy! Fun learning – for the student and the teacher!

Afternoons were devoted to indoor sessions that included a great amount of give and take. There was a discussion linking progressions for able-bodied skiers and snowboarders to those applicable to folks with disabilities. It's amazing how many different takes there can be on the same issue; so many talented instructors with so many terrific ideas. Listening to experiences from instructors from Maine to Utah to Canada was mind opening and offered a great opportunity to learn from others. And it also brought about debate about what works and what doesn't - but that's how we learn.

As instructors of able-bodied or disabled skiers and snowboarders, we all love what we do and strive to present the best product available to our clients. An experience like we had at the NSCD camp was inspiring and fun. I encourage instructors of all levels to take advantage of camps, clinics, symposiums and home mountain training. You never know what you might learn from that guy standing next to you.

Trudy Parcher is the Mt. Baker Adaptive Coordinator and an active member of the PSIA/AASI-NW Adaptive Committee. She is a Level II Alpine & Adaptive and a 30 Yr. PSIA-NW Member

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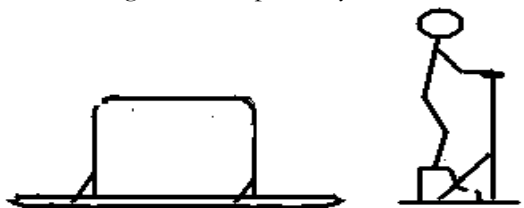
What's New and Groovy

by John Stevenson, Adaptive DCL

While Trudy, Kathy and I were at Timberline this spring, we had a chance to check out some new toys. Here is what we thought of some great teaching tools.

Rider Bar

This device is designed to help a snow boarder balance while static as well as while sliding. It is basically a bar that is mounted on either side of the bindings and comes up perpendicular to the board and connects with a vertically adjustable cross bar around waist height. The mounting plates are stout and they include a diagonal strut part way up to give fore/aft stability.



The Rider Bar would be a helpful tool for a rider who needs a bit of help standing up and balancing on the board. While the bar can be manipulated to “shape” the board for turn entry and finish, it does require a fair amount of upper body strength and balance to use it in this advanced manner.

Dual Ski

The dual ski is a hybrid piece of equipment that is a cross between a bi ski and a mono ski. I imagine this tool will work well for those who have mastered the bi ski and are looking for something that might offer more independence. It would also be a good fit for someone who struggles to balance in a mono ski and could be used as a stepping stone from the bi ski to the mono ski.

Ski Bike

I think for most of us in the group this was the most fun to explore. Imagine a bike with skis instead of wheels. Some ride with their feet on foot pegs and others ride with short skis on (not much longer than your boots). The teaching progression is actually similar to skiing. We practiced skidded turns, hockey stops, long edged turns, and with a bit of practice you can really lay it over and rip some nice arcs.

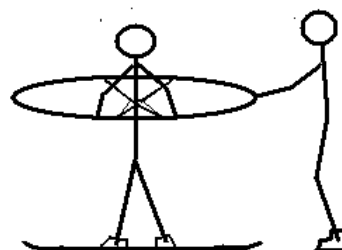


The ski bike could be used as a stand alone tool or as a

nice compliment to other activities. A student whose normal routine is to stand up ski or Snow Board in the morning but loses energy shortly after lunch would be able to continue his outdoor activities in a more relaxed manner riding a ski bike.

Board Buddy

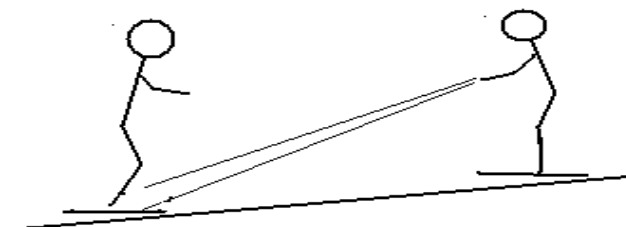
The board buddy is basically a wind surfing boom with a harness in the middle attached at four points. The student is fitted in the harness in the center of the boom allowing the instructor to manipulate the student's position as well as offering something for them to hold onto. This configuration promotes balance, body position and confidence. The board buddy can be used while teaching from a snowboard or skis, or just walking along with beginners. I found skiing backwards while “walking” the boom around from toe side to heel side as the student followed me was fairly easy to pick up after only a few minutes. Being a strong backwards skier will help.



I think most snowboard programs, adaptive and non adaptive, would benefit from having one or two of these “buddies” in their toy chest.

Snow Board Tether from tip and tail

Another teaching system we spent some hands on time with was tethering snowboard from the tip and the tail of the student's snowboard. You can successfully tether from skis or a snowboard. By staying in good position relative to the student you can “pull” the students board to initiate movements from sliding side to side to initiating a heel side to toe side move and vice versa.



“New and Groovy” continued on p. 25

Preventing Ski Injuries

by Jon Franklin, MD

A busy ski resort in the United States may see dozens of injuries on the slopes each day. As an orthopedic surgeon, I also see many patients with ski-related injuries throughout the season. Most injuries are the result of poor conditioning, or equipment failure.

The most common injuries amongst downhill skiers are knee sprains, shoulder injuries, head/face injuries and wrist/thumb injuries. The knee is the most commonly injured joint, resulting in about one third of all ski injuries. Injury rates and type vary with uncontrollable factors such as weather and snow conditions. Proper equipment and conditioning, however, are factors that we can control.

Equipment

When skiers examine their equipment, it's important to make sure that:

Skis, poles, and boots are in good condition and properly sized for the individual's weight, size and skill

Bindings are adjusted and tested prior to each ski season

Helmets are properly fitted and checked for damage prior to the ski season

Sunglasses, goggles and sunscreen are part of one's safety equipment

Conditioning

Skiers can increase their safety and performance this winter by starting with a pre-conditioning program that includes four components: endurance, strength, flexibility, and balance. Aerobic fitness is the key to preventing the end of the day injuries (the last run). Cross training, which includes multiple sports and activities in the conditioning regimen, has become popular, especially with a seasonal sport such as skiing. Strength and flexibility focusing on the legs and trunk are vital in injury prevention specific for skiing. Balance training has been shown to be the single most important exercise for preventing ACL tears in women.

A typical conditioning program can include:

1. Aerobic fitness (5 days/week for at least 30 minutes)

- running
- cycling
- swimming
- elliptical or stair climber
- jumping rope
- treadmill

2. Strength (3 days/week, 2 sets of 60 seconds each)

- leg press
- wall squats
- hamstring curls
- toe raises
- lateral leg raises
- sit-ups

3. Flexibility (daily, 2 sets of 60 seconds each)

- hamstring stretches
- Achilles stretches
- quad stretches

4. Balance Exercises (daily, 2 sets of 60 seconds)

- standing on one leg, perform mini squats
- single leg hop, holding landing for 5 seconds, repeat

In addition to a conditioning program, skiers need to adequately warm up – an activity that is often neglected with skiing. No one would think of running out on the football field or onto the basketball court without warming up first. But with skiing, one typically sits in the car for an hour or more to get to the slopes, and then stands in line for tickets and for the lift, before finally sitting on the chair for several minutes. By the time one has arrived on the top of the hill, he or she is often stiff and cold.

It's important for skiers to remember to warm up and stretch before starting down the hill. Often an easy, predictable run is a good idea before heading to the more challenging terrain. The few minutes spent warming up will be well worthwhile in injury prevention.

More about knee injuries
Every ski season, I treat many knee injuries. In the 1970's, ankle injuries were more common, resulting from soft, leather boots. The development of stiffer boots has transferred much of the force to the knee.

The most common knee injury from skiing is the MCL (medial collateral ligament) injury. It often results from catching an edge or having the skis diverge, so that the foot is forced away from the body. This creates a distraction force on the inside of the knee. Fortunately, the MCL has a good blood supply, and can be treated non-operatively, with a period of bracing for 4-8 weeks, depending on the severity of the injury.

ACL (anterior cruciate ligament) injuries are also common skiing injuries. They are thought to occur from the forces created by the long lever arm of the ski that are transmitted to

the knee ligaments. Commonly, the ACL is injured with a hyperextension mechanism. In expert skiers, we see ACL injuries when saving a backwards fall by a strong quadriceps contraction, pulling the tibia (lower leg) forward with enough force to rupture the ACL. Recent boot and binding technology has reduced the rate of ACL injuries. In young, active individuals, the ACL injuries often require surgical reconstruction. Success rates from surgery are excellent, but require aggressive rehabilitation and six months of recovery time before one can return to skiing or other twisting or pivoting sports.

No one wants to go down the path of surgery and recovery. But too many people wait to think about preparing for skiing until half way through the season, when snow has already accumulated and they are on their way to the top of the mountain. Many times, this is too late. Although injury is a risk we all take when participating in any sport, a conscientious approach to skiing – including equipment inspection and conditioning – will minimize the occurrence. Not only will these precautions reduce injury rate, but they will also enhance performance, decrease fatigue, and ultimately, increase one's enjoyment of the sport. *

Dr. Franklin grew up in the Northwest enjoying skiing, boating, and fishing. He completed his medical school and orthopedic

training at the University of Washington. He did a sports medicine fellowship in Salt Lake City, before returning to Seattle to begin his practice in 1989. Currently he is an Orthopedic Surgeon with Orthopedic Specialists of Seattle and on the Clinical faculty at the University of Washington. Dr. Franklin specializes in knee and shoulder injuries.



Editors Note: We'd like to express our appreciation to Dr. Franklin for offering this article to our members as a professional courtesy.

Chris Kastner, the Northwest's Certification Vice-President, was recently named by PSIA-AASI President Ray Allard to serve as the Alpine representative on the national Education Advisory Council (EAC).

The EAC is a group that solicits and evaluates education ideas and proposals from all sources. They propose and coordinate task force needs along with PSIA-AASI's Education Director, Kim Seevers, and help establish timeframes for various education projects.

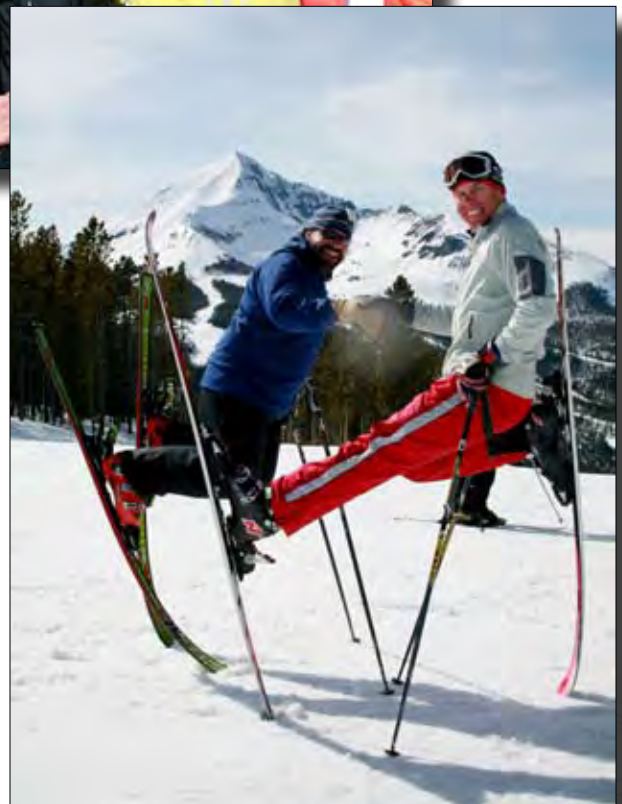
Chris Kastner has been a member of the Northwest and national since 1988, past Director of Skiing at Crystal Mountain, WA, current Ski and Snowboard School Director at Mt. Hood Meadows, OR, is a race coach, is serving his second term on the PSIA National Demonstration Team, past member of the PSIA-NW Technical Team, is a Divisional Clinic leader for telemark and a clinic leader and examiner for alpine. We could go on and on about his accomplishments and what he has given back to us, but we'll stop embarrassing him now.

Congratulations Chris! We know you'll do as great a job representing PSIA nationally as you have done for us divisionally.



Memories of Symposium 2007 at Big Sky

photos by Brian Oakden



How to Lose a Group in 10 Minutes and How Not To!

by Amy Ohran, Junior Education Team-NW Member

It's lesson start time and simultaneously needing your attention are 'meet and greet' duties, communication of lesson details to anxious parents, your young and possibly nervous student, other guests waiting to sign in, ... The first ten minutes of a children's lesson can be chaotic at best and determines the tone of the experience. The parent needs to see that their child is in good care and engaged in the lesson before they feel comfortable leaving. The child needs to feel secure and welcome. As a coach you need to begin building a child profile, assessing Cognitive, Affective and Physical states. The following are common missteps that have proven to achieve NONE of those tasks. By using different approaches, we can turn these into strategies for success.

How to lose 'em: Start your lesson late. We inevitably will find ourselves needing to sign in late arriving guests and take care of necessary details like scraping snow off of boots and addressing parental concerns.

How not to lose 'em: Engage your group in some kind of activity while you are quickly addressing those details: Stretching, warming up, playing a game of catch, or doing balancing drills. "Who can stand on one foot while I find Joey a Kleenex?" Engaging them in a simple task will make them feel part of the lesson, give you a moment to address the need at hand, and give the parents the security that the lesson has commenced. Also, it's hard to bail on the group on one foot.

How to lose 'em: Spend 45 minutes sorting out the group. Accurate student placement is important, but so is efficiency. Ski-offs with large groups are time consuming, put unnecessary

performance pressure on a child and are an effective way to lose track of someone.

How not to lose 'em: Instead, be accurate in your initial verbal assessment with the parent, asking specific questions such as "does your child stop and turn independently, what chairlifts are they comfortable riding, what skills are they working on, when was the last time they skied/snowboarded?" Make an entire run with a simple task such as, "show me how you would ski around a circle in the snow." Observe their skills and speed and communicate necessary switches with other coaches at the end of the run.

How to lose 'em: Make a lot of assumptions. Children are undoubtedly full of surprises. Be careful not to underestimate or overestimate their abilities. Avoid the trap of stereotyping! "She's too short to learn to snowboard." "He can't be in this level if he doesn't use ski poles." "She's too young to join this level." "He looks fast." "Kid's with skis like those are ready for the terrain park." While placement guidelines and level structure are helpful, they are not hard and fast rules. There will be exceptions to all of our rules. Never argue with a parent about the abilities of their child. Accept that child into your group and ensure the parent proper placement will be made.

How to lose 'em: Do your headcount after switches have been made. It's been my experience that the majority of 'temporary misplacements' of children occur during warm up and sort out.

How not to lose 'em: As soon as a child is checked into your group, update your head count. When multiple groups leave the staging area together there can

be a false sense of ease; "We've got this herd handled." Know who YOU have and make sure they know that you are THEIR coach. Likewise, when making reassignments make sure that the child and other coach know that the change is being made. "See that guy in a coat like mine? Follow him for the rest of the day," isn't the safest practice. Introduce the child to the new coach, make eye contact and ensure all parties are aware of and comfortable with the switch.

How to lose 'em: Make statements that will ensure dissatisfaction. Be careful not to discredit your abilities and efforts under less than perfect conditions. Statements to parents like; "We probably won't make it to the chair because I have a big group." Or "We didn't work on much because it was crowded/windy/rainy," invite criticism.

How not to lose 'em: Let them know what you were able to do! "We made the most of the runs that we took by trying to cover every inch of the hill with tracks." Or "We focused on balance and stopping skills to work up to chairlift ability." Parents will appreciate your positive efforts and feedback when conditions and crowds aren't ideal. You and your group worked hard! Make sure to communicate that!

Often parents only see the first ten minutes of a lesson which unfortunately can be the most unproductive. Make the most of the short time you have with each student and each group. It can feel like a juggling act with three objects in the air; the child, the parent, and your desired outcomes as the coach. With energy, efficiency and the right communication, you CAN keep all three in the air and begin a successful lesson. *

In the winter Amy Ohran is the Mt. Bachelor Snowsports School Director. In the summer she is a climbing guide.

“Practice” continued from p. 16

What defines performance?

In a performance situation within a lesson, a student is demonstrating known and practiced movements. This is a time to take skills that a student practiced and apply them to a skiing or riding situation. Both the instructor and student have an expectation of student achievement and it is okay for the student to feel “on the spot.” That achievement can be meeting a particular standard (leaving a clean arc in the snow) or successfully completing an assigned task (making it to the chair line without falling). While the instructor is responsible for setting the students up for success in performance tasks, the tasks should be challenging enough that success is not a sure thing. High level performance on a task that is too easy will not give much sense of accomplishment, just as a low level performance on a task that is too difficult will be demoralizing.

Within a lesson, a performance situation is still a learning situation. If you simply assign a task to your students and then give them yes/no type feedback after the task is performed, there will not be a whole lot of learning going on. As an instructor, you are responsible for making sure that the students understand the performance goal and for designing performance tasks that reinforce practiced skills. To do this, identify a specific practiced skill from the lesson and apply it to a situation on the mountain. State to your students how and why they should use the skill in the situation. Describe to your students what will be accomplished if they excel at the task. Also describe what it will look or feel like if they are less than successful at the task. This creates a rubric for the students so that they can make sense of your feedback after the task and your students will be more able to identify

what they need to practice and improve before returning to the performance situation.

When students are performing they need to be focused on applying skills and not distracted by making self-assessments during the task. Here is where the instructor earns their money by giving the students clear, concrete feedback about their performance on the snow. Students expect feedback from the instructor and often won't feel as though they have anything to take away from the lesson without this performance feedback.

Thinking about performance settings may take you back to one of your certification exams, but performance situations don't always need to be formal call-down tasks. Simply saying, “Why don't you go first” will have a student performing because they know they are going down the mountain in front of the instructor and are being watched. Other language that sets up performance situations includes, “Show me your best turns,” “I'll watch you this run and give some feedback,” or “This one is for the money.”

How do you use practice and performance?

Successful teaching involves active use by the instructor of both practice segments and performance segments of a lesson. Students learn and develop new skills best in a practice mode but need and want to show off the new skills in a performance setting where they are evaluated by the instructor. Just keeping practice and performance in mind is a great way to expand the depth of drills and tasks when you are on the hill with a class. Introduce the task in a very comfortable practice setting and give the

students lots of time to explore the task and really ingrain the movements. Then move around the hill looking for real-life riding situations where the students can perform the task for you and their peers. Pretty soon, you will find yourself focusing on one particular skill for an entire lesson, but within a variety of activities and situations so that it does not get stale for you or the students. *

Andy teaches for Skibacs Ski School at Summit Central at Snoqualmie.

“New and Groovy” continued from p. 19

Tethering can also give the instructor control over the speed of the student thus making a new student feel like the instructor is in contact the whole time. After a bit of self guided discovery we found that even expert riders playing “student” will go thump if you hit the brakes too abruptly.

These were a couple of most informative clinics I have participated in, in a long time. I hope you get a chance to try some of these systems out this winter.

Fell free to email me with any questions you might have about how any of these systems might help your home program. johnstevenson@outdoorsforall.org

See you on the hills. *

*John Stevenson is the Training Director for Outdoors for All Foundation.
www.outdoorsforall.org
Transforming lives through outdoor recreation*

Buzz Fiorini, ski school legend, dies at 91

by Erik Lacitis, Seattle Times staff reporter

For half a century — for thousands of kids who included Bill Gates, the Nordstroms and the McCaws — the Fiorini name meant wintertime ski-school trips to Snoqualmie Pass, Crystal Mountain and Stevens Pass.

And later it meant shopping for skis and snowboards at the landmark Fiorini Sports family store in University Village.

Sebastian "Buzz" Fiorini, the man who started it all in 1947 with his wife, Julie, died Friday at age 91 at a West Seattle nursing home. His daughter, Georgianne Fiorini, of Vashon, said he died of respiratory problems.

His death marked the end of an era in the Fiorini family and in Seattle.

Julie Fiorini, who Mr. Fiorini had divorced in 1987 but who remained his friend, died last October.

The University Village store closed in April. The store had opened in 1962 and had become the shopping center's oldest tenant.

The ski school still operates, now managed by Georgianne Fiorini.

"I'm always surprised at how many people tell me they were in school when they took ski lessons, and now it's their kids doing the same thing," his daughter said. "It's quite a legacy."

These days, the Fiorini Ski School teaches some 800 students annually.

But in the late 1960s and early 1970s, Fiorini said, her parents used 22 buses to haul some 3,000 students annually for

lessons. The school was believed to be the largest private ski school in the nation.

An Oct. 25, 1967, story in *Skiing Magazine* about the school told how Mr. Fiorini was known for attracting the better instructors because he paid higher wages than other schools.

Mr. Fiorini also was proud that his students didn't suffer many injuries on the slopes. He told how, in 1963, his school offered 12,423 lessons without "a single fracture."

Mr. Fiorini also was a renowned hunting and fishing guide, with clients such as John Wayne and Bing Crosby. In 1959 he took Crosby fishing for two weeks in British Columbia on a 137-foot yacht, catching 42 salmon.

According to "Flying Over Rainbows," a book in which Mr. Fiorini recounted his life to author Dwayne Parsons, Mr. Fiorini set world records with such feats as catching a 58-pound king salmon on an 8-pound line, and a 53 1/2-pound king salmon on a 6-pound line.

In a 1956 *Seattle Times* story, Mr. Fiorini summarized his life's philosophy by paraphrasing a Chinese proverb:

"Now is the time you own; the past is a golden link. Go

fishing, my brother, it is later than you think!"

Mr. Fiorini was born Nov. 26, 1915, in Mildred, Pa.

His real first name was Sebastian, but as a child, he was nicknamed "Busty" because he "was continually breaking things," his daughter said. Later, she said, "Busty" turned into "Buzz."

Mr. Fiorini lost much of his hearing at age 3, during the influenza pandemic of 1918. His daughter never saw him without a hearing aid.

He and his wife came to Seattle in 1942. Julie worked at a bank; Mr. Fiorini

"Buzz" continued next page



In Memory of John F. Fuller

by Roberta Frankenfield

John Frederick Fuller died on Thursday, September 6, 2007 of natural causes. Born on April 22, 1916 in Stillwater, OK to John McElroy Fuller and Elsie Kate Bissell, he was raised in Durham, NH. John excelled as an academic and he skipped 4 grades in school, but he was also a lifelong athlete. An alumnus of Phillips Academy in Andover, MA, John was on the championship tennis and soccer teams. After graduating from Phillips Academy in 1933, John attended the University of Wyoming where he majored in journalism and was a member of Sigma Nu fraternity.

In 1943 John joined the U.S. Navy where he studied navigation. Before he had completed his studies, he was called to active duty to board a ship as the chief navigator to find a ship in distress off the East Coast in open waters. With no radar to aid him, John guided the ship through a dense fog to within 1,000 yards of the disabled ship. From 1943 through 1945, John served with the 96th SeaBees under Admiral Nimitz in the Philippines and China. He had the distinct honor to serve as the semaphore on his ship.

John loved the mountains and downhill

skiing. He was a long-time member of the Professional Ski Instructors Association in the Pacific Northwest where he was one of a select group of members to receive a Lifetime membership as recognition for his accomplishments. John was co-head of the Edmonds Ski School for 20 years. He was also a long-time member of the Seattle Casualty Adjusters, Masonic Century Lodge #208 where he was past Master, the Mountaineers and a member of REI since 1948. John was also on the King County Library Board and a member of a short wave radio club.

The greatest love in his life was his wife, Maxine, who preceded him in death in 1986. John and Maxine met through mutual friends who discovered they were born on the same day of the same year and recommended they go on a date. They married in 1940 and together they shared an enthusiastic appreciation and deep respect for the outdoors and the environment with their 3 children -- snow skiing, hiking, camping, fishing, sailing, kayaking and flying.

John was also known to frequently read a book a night when didn't have a meeting or wasn't tying flies for a day of fishing. He was inquisitive with a strong

desire to learn that continued throughout his lifetime.

Family and friends knew they could rely on John to consistently demonstrate values that were fundamental to his character -- love and loyalty, integrity, honesty, fair-mindedness, courage, wisdom, and an ever-present sharp wit. The years with John are a gift that will always be cherished by his family and by those who had the privilege of sharing his life with him.

John is survived by his son, Jeremy and wife Debra of Federal Way, WA, twin daughter Virginia Brock and husband Jack of Houston, TX, twin daughter Roberta Frankenfield of Bellevue, WA, and sister Dorothy Barboza and husband Ben of Napa, CA, 8 grandchildren and 10 great-grandchildren.



"Buzz" continued

worked as a machinist at the shipyards in Bremerton.

By 1946 the couple had saved enough money so Mr. Fiorini could spend 14 months hunting, fishing, exploring and skiing.

"I decided to turn professional," Mr. Fiorini later said. "I decided to get paid for the things I love to do best."

The Fiorinis started the ski school in 1947. Mr. Fiorini was working at a sports

shop and some parents asked him to teach their children to ski. That year, he took a station wagon loaded with a half-dozen kids up to the mountains.

"It snowballed from there," his daughter said.

In addition to his daughter, Mr. Fiorini is survived by son Jeff Fiorini and his wife, Sally, and their daughter, Risa. At Mr. Fiorini's request, there will be no services, Georgianne Fiorini said.

Donations on Mr. Fiorini's behalf can be sent to the Outdoors for All Foundation (formerly the Ski for All Foundation), 2 Nickerson St., Suite 101, Seattle, WA 98109. It is a nonprofit that provides outdoor experiences to the disabled.

In keeping with Mr. Fiorini's love for nature, his daughter said, his ashes will be scattered in the outdoors.

Erik Lacitis: 206-464-2237 or elacitis@seattletimes.com

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Check out these links!

Event Line Up - the latest on upcoming Featured Events.

Event Applications - open, print, complete, fax / mail - it's that easy.

2007-2008 Season Guide - your personal copy available 24/7.

AASI Snowboard Instructor's Guide Review - your guide to The New Guide by Ed Kane

Bookstore & Reviews - Order form titles with review links highlighted. Click, review, then order.

Frequently Asked Questions - OK, so you can't remember the questions. Check out the answers anyway. FAQ's under Good Links:

- Unseasonably warm weather may be delaying the opening of many North American ski resorts, but in Revelstoke, the continent's largest new ski resort development in over 20 years already has close to five feet (1.5 meters) of snow on the slopes as Revelstoke Mountain Resort readies for its December debut.

- Crested Butte Mountain Resort is offering free airline tickets to ski or snowboard its Colorado slopes.

- Black Tie Ski Rental Delivery brings ski rentals to guests' doors in 21 winter destinations markets, the largest ski delivery rental network in the U.S. and Canada. The company serves customers from 10 locations in California (North Lake Tahoe and South Lake Tahoe), Colorado (Aspen/Snowmass, Breckenridge/Keystone, Crested Butte, Steamboat, and Vail/Beaver Creek), Montana (Big Sky/Moonlight Basin), Utah (Park City/Deer Valley/The Canyons) and Whistler, B.C.

- Get the rest of these stories and more at www.firsttracksonline.com

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Provide high quality educational resources and well defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customers in the enjoyment of downhill and Nordic snow sports.

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PNSIA Education Foundation

11206 Des Moines Memorial Dr, Suite #106

Seattle, WA 98168-1741

(206)244-8541

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