

Monitoring Process

Pre-session

Ensure that:

- There will be adequate time to work with each skater that will be monitored
- A coach will be present
- The skater is in good health (no injuries or illness) so that they will be able to perform to their potential during the monitoring session.
- The skater is not being “over monitored”
- Monitoring is not taking place within 2 weeks of a competition.

During the session

- Some questions to be asked of the skater:
 - How old are you and what category do you skate in? How many years have you been in that category?
 - What was your last competition and result? Are you happy or unhappy with this? Why?
 - What are your goals for the season?
 - What is the music? Did you pick it? Do you like it? Why or why not?
 - What is the concept/theme/feeling of the music?
 - What does the music mean to you?
- Some questions to be asked of the coach:
 - What would the coach like the monitor to “notice” vs. “not notice?”
 - How much “bad news” should be delivered to the skater and coach vs. how much should be delivered only to the coach and can be communicated to the skater gradually?
 - How much pressure/criticism/constructive commentary can the skater take while maintaining their confidence? Do they need a boost in confidence or nurturing?
- Determine what the coach and skater would like to get out of the monitoring session. Have the skater (and coach) set the agenda. Examples:
 - Greater understanding of Program Component criteria?
 - Greater understanding of GOE criteria
 - Greater understanding of Interruption rules?
 - Overall look at the program?
 - Focus on Stsq/ChSq—these are used by judges as a major PC assessment opportunity because of the length of these element and the PC criteria they have the potential to display. These elements are good opportunities to demonstrate their mastery of the PC criteria.
- There are numerous approaches to the monitoring. Examples:
 - Overall program structure without covering elements
 - Heavily Interpretation/Composition focused
 - All Program Components with elements included as well.
 - GOEs and PCs separately covered
- Other situations affecting the Skater/Monitoring Session (that will need to be “read” by the monitor, so the most can still be made of the monitoring session):
 - Skater may be “peaking” or nearing the end of their career.
 - Skaters may have tough circumstances surrounding them which the monitor is not aware of (relationship with coaches/parents/other skaters, emotional challenges, general teenage challenges, tough home life, abuse)
 - Monitor must know when to refer the skater/coach to a monitor that is “more qualified” for a certain situation or who would look at the skating from a different point of view for a “2nd opinion:

Monitoring Process/Best Practice—Compiled from June 2017 Monitoring Seminar in Vancouver, BC (in conjunction with BC/QC Team Camp)

Seminar Leader: S. Heffernan

Seminar Participants: L. Carr, N. Delisle, H. Quick, E. Swinburnson, F. Tapp, A. Thibodeau

Monitors: D. Barbacci Levy, P. Pizzocari, B. Crane, K. Cruickshank, A. Derby, S. Guibord, K. Howard, J. Hunter, J. McGrigor, S. Rehorick, V. Sturdy
Seminar/Camp organized by Ted Barton, Danielle Williams, and the BC/YK Section.

Compiled by E. Swinburnson, Translated by A. Thibodeau

Monitoring Best Practices

A Monitor should:

- Appear enthusiastic, energetic, and fully engaged with the skater, and ensure that the skater is fully engaged as well and not just “receiving feedback”
- Make it clear that the monitor is there to help the skater and coach and has the best interests of the skater at heart
- Adapt the monitoring session to the age and category of the skater. Word choice should suit the age of the skater and the specificity of the comments should correspond to the level of the skater (specific/intricate details at higher levels, more general/global details at lower levels)
- Include the coach and skater in the monitoring process—this is a team effort.
- Be curious and ask questions. The monitor does not know more about the program than the skater or coach and should ask questions. If the coach tends to answer for the skater, try to draw the skater out to verbalize some of their own thoughts and ideas.
- Take on the role of a facilitator—have the skater repeat what has been said to them back to the coach and monitor in their own words. This can increase understanding and retention.
- Not “show up” the coach or skater but rather work with them to improve the program and understanding of rules. Maintaining the self confidence of the coach and skater is important.
- Always include positive commentary when monitoring
- Spin things to work on/change in a positive/constructive manner, sandwich them between positive commentary, or communicate them to the coach for later if there are many parts of the program that need work.
- Be honest in delivering feedback but never make comments personal—should ensure the skater knows they are based only on what has happened on the ice.
- Not be afraid to have the skater start over multiple times or repeat a section multiple times to “get it right”
- Balance the advantages/disadvantages of monitoring in pairs vs. monitoring alone. When monitoring in pairs there must be mutual respect between the monitors.

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