Coaching with a Safe Sport Mindset

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- Emily Zorn
- Friday, June 25, 2021
- 1:30-2:30
What is a Safe Sport mindset?

• Safety
• Risk Management
• Stakeholder Awareness
• Professional Development
• Communication
<table>
<thead>
<tr>
<th>Common Safe Sport Trends</th>
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<tbody>
<tr>
<td>Inconsistent boundaries with parents</td>
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<td>Communication problems between the parent &amp; club management</td>
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<td>Limited documentation and policies that aren’t clear</td>
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<td>Parents waiting until “the right time” to make reports</td>
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<td>Fear of the coach</td>
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<td>Medical misunderstandings</td>
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<td>Conditioning that goes against professional standards</td>
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<td>Use of demeaning and cruel language</td>
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Risk Management

The forecasting and evaluation of risks together with the identification of procedures to avoid or minimize their impact.
Risk Management is everywhere in your life!

The most global risk management discussion in history is occurring right now.
Daily Risks

- Equipment safety
- Prevention of injury
- Environmental conditions (temperature, equipment maintenance, etc.)
- Spotting
- Athlete interactions
Managing Injuries

01 Obtain
• Obtain written restrictions from MD or PT

02 Require
• Require written documentation of plan of gradual return or return to full practice

03 Assume
• Always assume there is a concussion anytime there is a blow to the head or a fall from height

04 Check in
• Check in every day: “How are you feeling today? Were you sore after practice?”

Document everything and always call the parent!
Parents
Reinforcing the Parental Partnership

Athlete development is a shared commitment between parent and coach.

Goals are set together with athlete, parent and coach.

Expectations and problems are frequently discussed, and input is respected.

They are the expert on the child and you are the expert on the athlete. It’s important to merge the two.
Coach/Parent Meetings

- Encourage an open dialog
- Set goals every season with the athlete and parent together
- Parents are experts on their children. Encourage communication on topics such as learning style, behavior, and medical needs
- Set clear guidelines that practice, routines, and competition are the coach's responsibility
- Communicate coaching philosophy clearly
- Be clear on the policies and rules (vacations, time off, money, etc.)
When the Meeting is Most Important

- At beginning and end of the year
- To realign the goals
- Whenever there's a problem
## Setting Boundaries with the Parents

To maintain an objective relationship with parents, coaches must set the tone for future interactions:

<table>
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<th>Time when it’s appropriate to talk</th>
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<td>Place where it’s appropriate to talk</td>
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<tr>
<td>Respect for each other’s role</td>
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<tr>
<td>Respect for each other’s time</td>
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<td>Respect for each other’s money</td>
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Coaching to the Individual
Your Power Structure Matters

When power is seen as “absolute” then communication can only be one way.

Fallibility and shared responsibility does not exist.
No one likes me.

I think I want to quit.

I don’t feel good.

I have a test tomorrow.

I’m afraid of that skill.
What happens when the power shifts?

Equal Partnership

Athlete Coach

Parent Club
Coach helped me set goals that work for me.

Coach includes my mom.

Coach allows me to be a kid.

Coach is responsive to injuries.

Coach knows school is important.

Coach helped me set goals that work for me.
Consistency

• Boundaries
• Goals and rewards
• Conditioning
• Athlete opportunities
• Standards to level up
• Athlete interactions
# Individual Social and Biological Factors

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<th>Age</th>
<th>Maturity</th>
<th>Race</th>
<th>Gender</th>
<th>Sexual Orientation</th>
<th>Culture</th>
<th>Body shape</th>
<th>Disability</th>
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What does your gym community look like?

- **Athlete is valued**—Young person perceives that adults in the gym value them as an individual aside from their athletic ability.
- **Youth as resources**—Young people are given useful roles within the gym community.
- **Safety**—Young person feels both physically and emotionally safe.
- **Family**—Family time is supported, and family is welcomed as a part of the conversation.
- **Personal power**—Young person feels they have control over things that happen to them.
- **Self-esteem**—Young person reports having a high self-esteem.
- **Bonding**—Young person feels they are able to bond to more than just their gym including school, church, family, and sports.
Developmental Relationships

EXPRESS
CARE

CHALLENGE
GROWTH

PROVIDE
SUPPORT

SHARE
POWER

EXPAND
POSSIBILITIES
Final Thoughts
What do they need from you, the Coach?

- **R:** Reaching/Repeating
  - Operating on the edge of one’s ability. How many reaches are you creating each practice?

- **E:** Engagement
  - Immersive, attention gaining, emotion driven practice

- **P:** Purposefulness
  - Tasks are directly connected to skill building

- **S:** Direct, Immediate, Feedback
  - Real time, clear, and concise feedback on achievement, mistakes, and directions
A Final Note

Truly great coaches build synergy between the athletes, parents, and management. You cannot separate from any one person without impacting the others.