“You can make a difference”
A Contemporary Approach to Managing Athlete’s Behavior

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Personal Background

- High School Teacher 14 years; HS and Youth Sports Coach for 25 Years
  - Highland H.S.
  - La Cueva H. S.
  - West Mesa H.S.
  - Football, Track and Field, Soccer, Flag Football, Basketball

- Tier III: Administration, Physical Education, Special Education, Health Education, Coaching

- University of New Mexico Faculty 11 years
Educational Climate


- Violence is the #1 societal issue children face today.
- From Jan. 2013-present there has been 74 school shootings
- 30% of public schools reported that student bullying was a daily problem
- Abuse of Prescription Drugs up 300%
- 2.5 million students between 12-18 experienced school crimes annually
  - Including rape, assault, robbery
- 48% of public schools reported taking serious disciplinary action against students
  - 74% of those were 5+ day suspensions
- 10% of teachers threatened with injury by students
Educational Climate

- Headlines from presenters experience
  - Gang wars breakout at local high schools
  - Race wars break out at multiple local high schools
  - Teacher attacked by group of students while trying to break up fight
  - Multiple teachers attacked by students
  - Teacher removes weapons from students
  - Students arrested for drug possession, drug distribution, and weapons possession
School Environment

What do Coaches have to deal with?

- Parents
- Administrators
- No Child Left Behind (Standardized Testing)
- Fights / Assault / Bullying
- Sexual Misconduct
- Paper work
- Other Teachers
- Violence of all types
Behavior Management is a Skill

- Ideal Athletic Environment
  - Safe
  - Structured
  - Consistent
  - Motivating
  - Developmentally appropriate
Management Model

Proactive Strategies

Athlete Behavior
- responsibility
- respect

Behavioral Approach
- Rules/Consequences
- Premack principle

Biophysical Approach
- Exercise
- Relaxation
- Medication

Humanistic Approach
- Responsibility
- Character Development

Practice Management
- Physical and Social Environment
- Equipment/Grouping
- Location of Activity/Transitions
- Motivation
- Interactions

GOAL
Athlete Learning and Responsible Behavior
Management Model

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Athlete’s Behavior
*responsibility
*respect
*character

GOAL
Participant Learning and Responsible Behavior
Management Model

**Proactive Strategies**

**Athlete’s Behavior**
- responsibility
- respect
- character

**GOAL**
Participant Learning and Responsible Behavior
Proactive Strategies

- Recognize and reinforce appropriate behavior.
  - Verbally, reward system, bulletin board…
- Expect directions to be followed
  - Clear, concise, and direct
  - Check for compliance
- Control your emotions
  - Remain clam, never react
Proactive Strategies cont.

- Address the behavior (efficiently)
  - Separate person from behavior
- Be fair and consistent
  - Predictable response; Staff consistency
- Promote social interaction
  - Among athletes and with you/other staff
- Implement multiple Coaching styles
  - Use a variety of activities to motivate
Proactive Strategies cont.

- Promote ownership of program to athletes
  - Dress, rules, consequences....
- Promote responsibility.
  - Personal, social, and environmental
- Have some fun
  - Coaching should NOT be viewed as your job
Practice Management

- **Physical Environment**
  - Inspect daily, keep clean, address any hazards, share responsibility with athletes

- **Social Environment**
  - Promote a positive team culture, conduct bonding activities, be aware of conflicts, discuss bullying, monitor locker room,

- **Equipment**
  - Provide quality equipment for everyone, ensure all levels have what is needed, make athletes responsible for set up, care and storage.

- **Grouping**
  - Legal duty to match athletes appropriately
Practice Management

- **Location of Activity**
  - Monitor weather, have emergency plan

- **Transitions**
  - Quick and efficient, minimal time off task

- **Motivation**
  - Developmentally appropriate activities, vary coaching styles, design exciting drills

- **Interactions**
  - Maintain professionalism with athletes, staff, community

- **Time Management**
  - Have a daily set schedule
Humanistic Approach
*Responsibility
*Character Development

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Proactive Strategies

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GOAL
Athlete Learning and Responsible Behavior
Behavior Management

- 3 Major Approaches
  - Behavioral Approach
  - Humanistic Approach
  - Biophysical Approach
Behavioral Approach

- Based on operant conditioning (ABC)
  - Antecedent - before behavior
  - Behavior - observable and definable
  - Consequence - result of behavior
- Consistency is vital for method to work.
- Consequence must align with behavior.
  - Can be positive or negative
- Often based on extrinsic motivation
Behavioral Approach

4 Step Process

♦ Identify behavior
  ◇ Affecting safety and/or learning process

♦ Observe behavior
  ◇ Frequency; Severity

♦ Implement Behavior intervention
  ◇ Intervention should align with behavior

♦ Evaluate Intervention
  ◇ Did the intervention change the behavior?
  ◇ Will the behavior change be permanent?
  ◇ What would I do differently next time?
Humanistic Approach

- Character Development (6 pillars)
- Personal and Social Responsibility
- Promote Autonomy, Independence and Responsible Decision Making
- Create a Positive Environment
- Emphasis on Intrinsic motivation
- Teaching Values
Humanistic Approach

- Recognizing what behavior is a problem
- Recognizing why the behavior is a problem
- Understand what motivated the behavior
- Through discussion, determine alternative ways to behave in similar situations
Biophysical Approach

- Is behavior attributed to Nurture or Nature? Learned? Innate? Biological abnormality?
- Create a physiological response/change.
  - Exercise
  - Music
  - Relaxation/Meditation
  - Nutrition
  - Medication
  - Therapy/Counseling
Corrective Methods

Severe
- Removal from Team
- Suspension from Team
- Physical Restraint
- Community Service
- Restitution
- Overcorrection
- Require Physical Activity

Moderate
- Time-Out
- Loss of Privilege
- Positive Practice
- Overcorrection
- Verbal Reprimand

Mild
- Direct Discussion
- Aggressive Waiting
Administering Corrective Methods

- Establish rules and expectations
- Maintain self-control
- Avoid confrontations
- Align the severity of method with behavior
- Determine if behavior was intentional
- Specify the behavior that warranted the correction
Administering Corrective Methods

- Administer the method immediately
- Ensure that you use the methods fairly
- Be consistent
- Make sure student knows what is the desired behavior
- Return to positive methods
“You can make a difference!”

- 50% of new coaches leave profession (within first 3 years)
- MENTOR NEW COACHES!!!
- Support and Share with Each Other
- Communicate with Parents, Guardians, Administrators, Staff, Fellow Teachers
TOGETHER
WE CAN
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