

Positive Discipline Managing Behavior

**Managing
Behavior**

**Preventive
Discipline**

**Successful
Strategies**

Managing your athletes behavior

- **Positive Discipline – what is it?**

- The positive discipline approach views discipline as training that develops self-control in your athletes.
- Discipline begins with instruction (teaching), not only to develop sports skills, but also to develop life skills.

**Rita Person Ted Talk – real teaching*

- Instruction is followed by training, which provides your players the opportunities to practice these skills.
- As they practice, you help them by correcting their mistakes.
- Positive Discipline is about teaching behavior, as well as correcting behavior.

2 types of mistakes / misbehaviors

- **First type** is when players try to perform the skill or behavior but cannot because they **do not know how to or have not yet mastered it.**
- **Second type** is when the **player willfully misbehaves.** When players have been instructed and they possess the skill or behavior to respond appropriately but willfully choose not to, ***then you need to take prompt action to correct the behavior.***
- Key 1 = know when your player needs **instruction or correction**
- Key 2 = use preventive discipline (defined next slide)

Preventive discipline

- **Step 1 – create the right team culture**
 - *Why is Culture Important? & How do you create team culture?*
 - Listen and learn / empower / enable / respect / responsibility
 - Guide / situational leadership / other?
- **Step 2 – hold team meetings**
 - *Why team meetings? (communication is 1st step to Learning)*
 - To Listen and Learn / discuss-review / educate and grow (**ALL**)
 - Keep short / consistent / impactful (*how people learn best*)
 - Do problem solving (*real for the team*) = **input & investment**
- **Step 3 – develop team rules or expectations**
 - *Why design team rules and or expectations?*
 - Decide how to establish / consequences / fair and consistent

Preventive discipline continued

- Step 4 – **create team routines**
 - ***Why and how?***
 - Establishes clear expectations / helps in decision process
- Step 5 – **conduct active / fun / exciting practices**
 - ***Why and how ?***
 - slow to fast progression
 - Routine creates efficiency / balance of games and drills
- Step 6 – **catch them doing good**
 - ***Why and how?***
 - Really think about how you regularly communicate verbally – ***body language – reactions***
 - Reward performance / ***effort*** – not outcomes / ***genuine-REAL***

Corrective discipline - 1

- Correction of misbehaviors using the positive discipline approach – approach that minimizes the negatives of punishment and motivates athletes to perform better and behave as responsible team members
- MOTIVATE TO IMPROVE
- Your goal is to help misbehaving athletes develop self-discipline / an important life skill (SELF IMPROVEMENT)

Corrective discipline - 2

- **Positive discipline** involves instruction, training, **correction for the purpose of helping athletes develop sport and life skills.**
- **Negative discipline** uses punishment, **short term solution** – does *not develop long term solutions* for athletes.
- When is negative punishment necessary?
- To stop disruptive / destructive / **unsafe-violent behavior** NOW

Strategies for correcting behavior

TEAM CLINIC (3X3)

- **Team 3x3** (groups of 3 x 3 min) develop list + share:

1. List why athletes misbehave (think of past experiences)
2. List strategies for correcting the behavior (new ideas)

****using Positive Discipline Approach vs Negative***

Athletes misbehave usually for one of 2 reasons:

1. Because they are discouraged – find out why

****home / school / friends / family / treatment / you?***

2. Do not feel as if they belong – significant to the team

****find out why insecure or unimportant on your team?***

Strategies for correcting behavior

- Determine if violation is of the law or team rules – if legal or police action is warranted, determine who to report to.

*Why important? Examples of situations?

- Be respectful, yet firm
- Address misbehaviors quickly and consistently
- Be highly predictable in you dealing with misbehaviors – players respect coaches who are firm, decisive, caring, understanding and encouraging (provide an opportunity for each player to IMPROVE).
- Be specific about what you want them to do or stop doing. *Teach and instruct desired change in behavior (COACH each individual on your team)*
- Avoid lecturing, nagging, interrogating, moralizing (sermon).

Strategies continued

- Be confident – but, **ok to pause / let dirt settle** – until you have enough information to make a decision. Also, if your team culture is such and appropriate, use team leaders.
- Remain calm (even if angry) and in control. **Do not make reactionary decisions** (based on emotion versus logic)
- Once compliance is gained – let athlete know not in the doghouse – **“forgive and move forward”**
- Use non-verbal communication to promote self control
- *****nothing means something – quiet and non movements - pause**
- Remind players of appropriate actions (**right-wrong-unacceptable**)
- **Address in private attention seekers** – redirect by giving attention when not expecting it
- When player misbehaves, **address the behavior not the character of the player (do not embarrass or humiliate – do no harm)**
- Consequences should **never be harmful physically or psychologically**

Discipline tips

- Make players understand that they have chosen through their misbehaving actions (they have the power to chose right-wrong)
- Avoid public confrontations if possible – punish in private and praise in public – talk to them like a human being (teach)
- Crush team tension after negative feedback – make sure the athlete / team / coach knows that the behavior was wrong, not the effort or intent
- Effective consequences is the loss of privileges. By limiting opportunity to play, practice, travel, with the team provides you the coach and chance to help the player IMPROVE.
- Rewarding positive behavior immediately demonstrates how-what actions are right-wrong (reinforce positive behavior)

REWARDS-Discipline clinic

3 PER group

- **Teams of 3x3 - (3 mins)**
- Design your teams reward and discipline style-system
- Provide specific team policies for rewards
- Provide specific team policies for discipline
- Reflect on your coaching style and clinic feedback

****Compete (fill out) Rewards-Discipline Template***

[493 Template Rewards-Discipline.docx \(pdf\)](#) [493 Template Rewards-Discipline \(word doc\)](#) This is an **Organizational Template for the design of your Reward-Discipline System**. Fill out the template to provide concrete examples with the description of your Reward-Discipline System

Corrective Discipline in Action

Rewards system example (Illustration)

- High School Program gets Benched over Character Issues - High School Football Program in Utah – interesting
<http://foxnewsinsider.com/2013/09/26/utah-high-school-football-coach-suspends-entire-team-cutting-classes-cyberbullying> (2:15min)

Ethical Dilemma – What would you do?

1. Discipline the whole team?
2. Discipline Individuals?

NOW – LETS LOOK @ HOW COACH USED POSITIVE DISCIPLINE - TEAM

<http://www.today.com/news/high-school-football-coach-benches-entire-team-character-issues-8C11265058> (1:38min)

- How / why / what made it possible?
- Full Value Contract / Opportunity to Play / other?
- When best to state expectations (see Theory Assignment-rubric)
- **Legally ok?**
- Who-what-support-documentation is needed?