

Positive Behavioural Support on the Field

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In closing...You Make a
Difference...for good or for ill...

“If you think you are too small to make a
difference, try sleeping in a room with a
mosquito”

African proverb



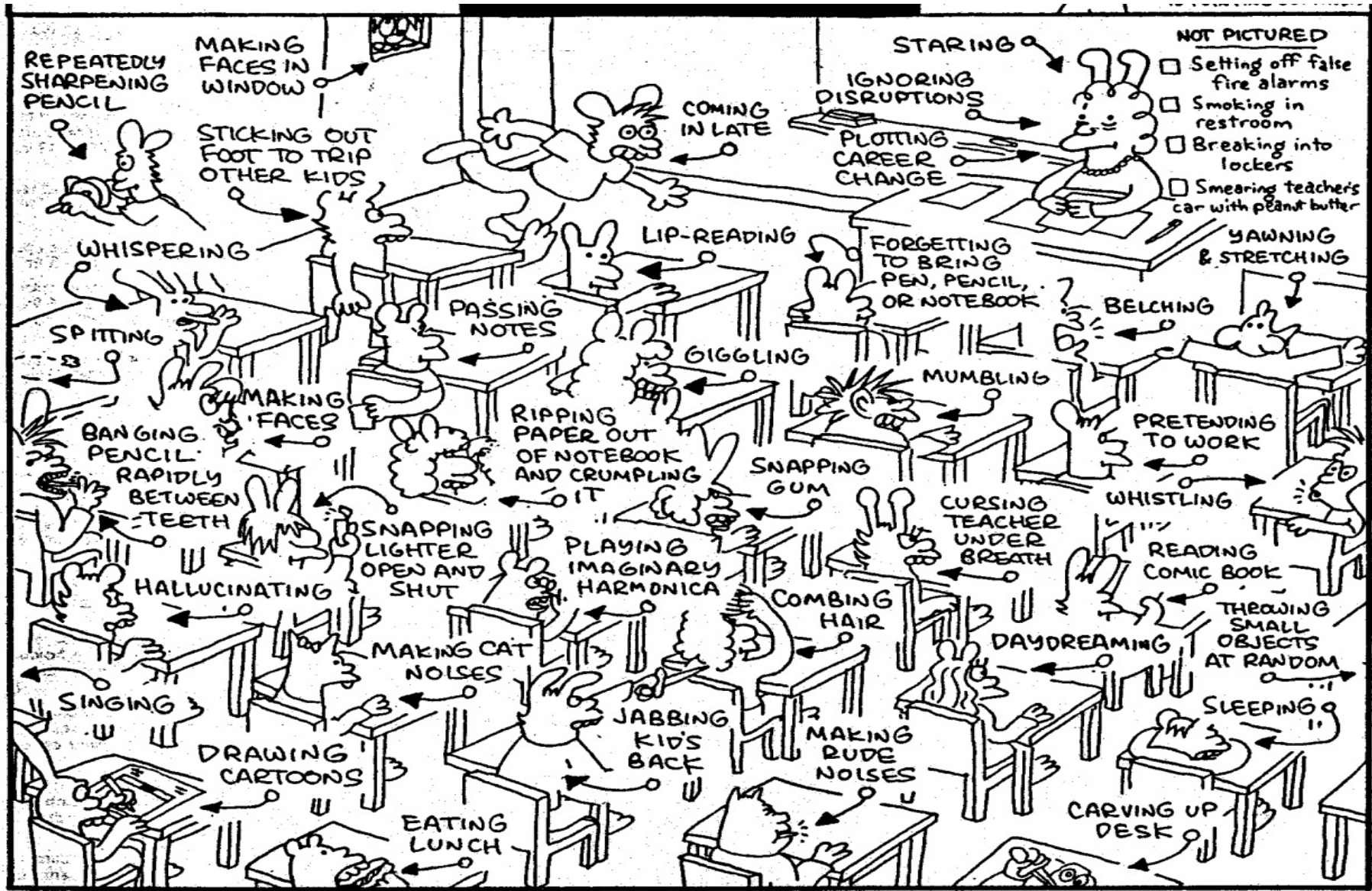
Outline

- ▶ Traditional approaches to managing behaviour
- ▶ An Alternative: Positive Behaviour Management
- ▶ Understanding Behaviour and Misbehaviour
- ▶ Supporting Positive Behaviour: The Foundation
- ▶ Supporting Positive Behaviour: The Strategies

**To win the game and lose the child
is totally an unworthy sacrifice.**

Orlick & Botterill – Every Kid Can Win





Managing behaviour is a growing challenge in society...in schools...in sports

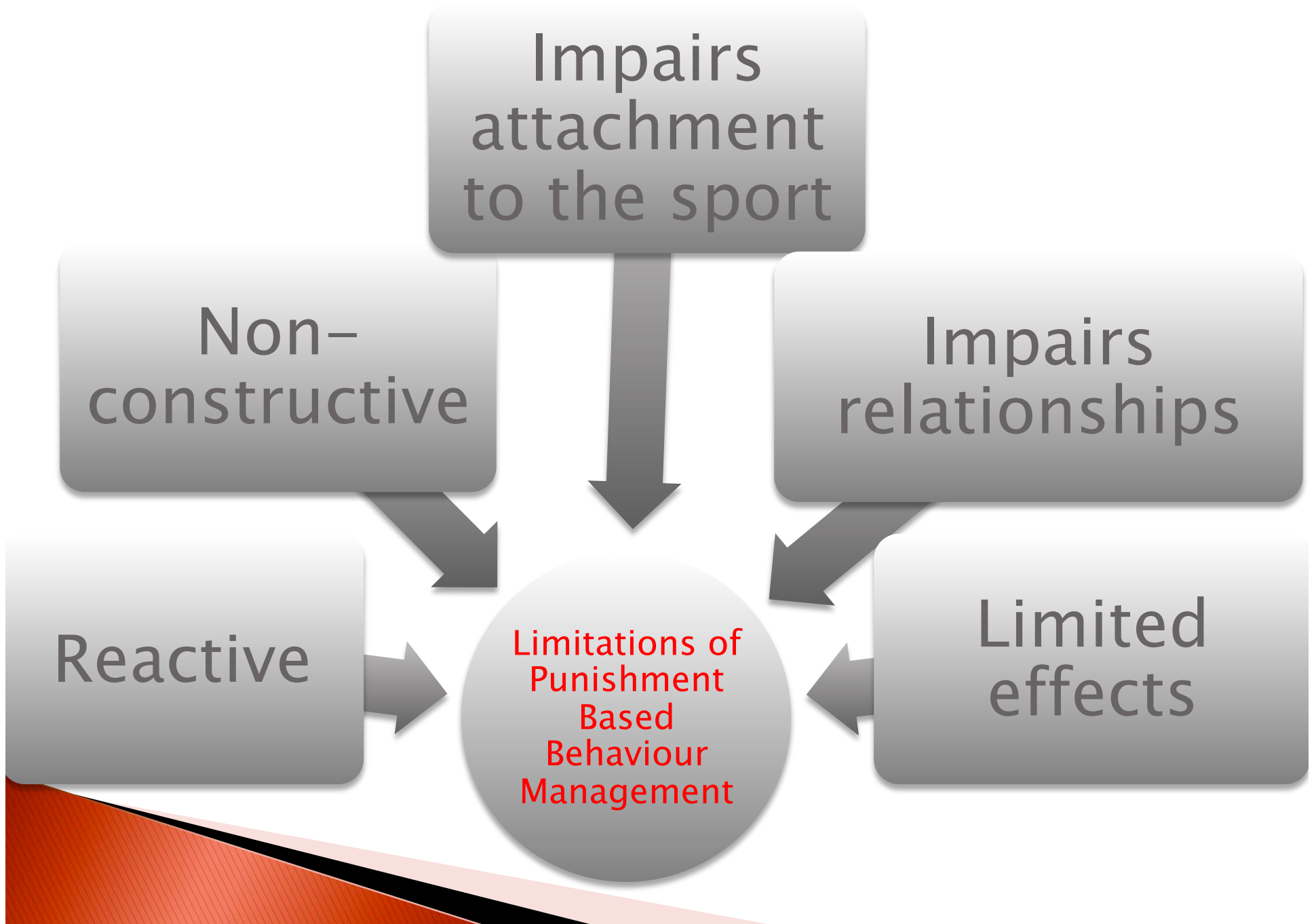
Discuss:

What are the most challenging behaviours in your sessions?

How do you currently handle these challenging behaviours?

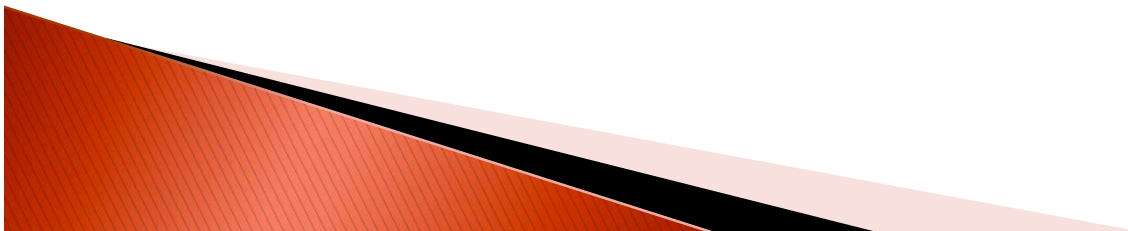
Traditionally our approach to discipline
has been...

Reactive & Punitive



Relying solely on punishment

Promotes more antisocial behaviour than a firm but fair discipline system (Mayer, 1995; Skiba & Peterson, 1999)



Positive behaviour management is a set of
proactive, effective
and
respectful
strategies which can be used to support
positive
behaviour on and off the field.

PBM is Based on An Understanding of Discipline as:

A process to teach a child acceptable social behaviour by proactively focusing on the behaviour that you want the child to learn and promoting positive values

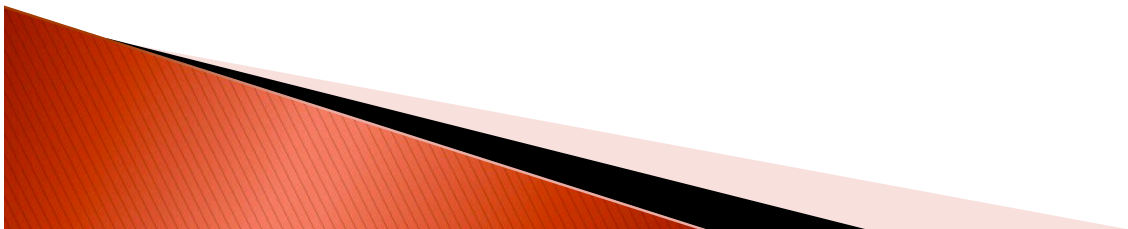


Positive Behaviour Management strategies are based on a common understanding of behaviour



Why do we need a shared understanding of behaviour?

Activity: The Values Line/Four Corners



Supporting Positive Behaviour

- ▶ Behaviour is subjective – we often have different standards of acceptable behaviour
- ▶ Our personal values and standards influence how we view and respond to behaviour
- ▶ In order to support behaviour effectively we must share a common understanding of behaviour.

A Common Understanding of Behaviour

- ▶ Behaviour is learnt, just like a skill
- ▶ It is important to teach and reinforce appropriate behaviour
- ▶ Behaviour is influenced by many factors
- ▶ Some behaviours are developmental
- ▶ Some form of disruption is normal from young participants
- ▶ Some challenging behaviours stem from exuberance/excitement

Understanding Misbehaviour

PBM recognizes that there are a variety of potential factors underlying misbehaviour.

1. Biological factors (hunger, fatigue, illness)
2. Fear factors (the dark, new places, new people)
3. Attention from a caregiver
4. Trauma

Other reasons for misbehaviour

- ▶ Students do not have the requisite skills
- ▶ Students do not know how to use the skills
- ▶ Students have not been taught specific procedures and routines
- ▶ Skills are not taught in context



Benefits of Supporting Positive Behaviour

- ▶ There is consistency
- ▶ Participants are motivated
- ▶ Social skills developed
- ▶ Participants focus on positive behaviour and not negative
- ▶ Participants aim for success
- ▶ Students behave better
- ▶ A positive sporting environment is created
- ▶ It's trauma informed
- ▶ Creates a sense of safety/security

Supporting Positive Behaviour

»» The Foundation



High Quality Relationships : The Foundation for Positive Behaviour



“Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development,” (NSCD C, 2004, p.1).

Building Healthy Adult/Child Relationships

Think back to when you were a child/adolescent. Try to recall an adult who made you feel safe and valued.

- ▶ Who was the adult?
- ▶ What was their role?
- ▶ What was it about this person that made them important to you?

BUILDING POSITIVE RELATIONSHIP TIPS

- ▶ Get to know your players
- ▶ Listen
- ▶ Be a positive role model
- ▶ Demonstrate fairness, respect, warmth and empathy

Building positive relationships between coaches and participants can lead to better behaviour, greater motivation and better performance during sporting activities.

Supporting Positive Behaviour

»» The Strategies

Strategy #1

Define Acceptable and Unacceptable Behaviours



What is acceptable behaviour?

Activity

Using a colour system of red, amber, green participants are asked to rate the given behaviours according to their point of view.

- ❑ Red – unacceptable
- ❑ Amber – unacceptable but not serious
- ❑ Green – acceptable

Strategy #2

Develop Expectations

Develop expectations to guide the behaviour of coaches, participants and parents



Expectations vs. Rules

▶ **Rules:**

- ✓ Describe specific behaviours
- ✓ Rules are setting-dependent
- ✓ Difficult to generalize

▶ **Expectations:**

- ✓ Are broadly stated
- ✓ Apply to everyone in every setting
- ✓ Describe general way that people will behave



Positive Behaviour During Sports

Group Work:

List 10–15 positive behaviours you would like to see during football.

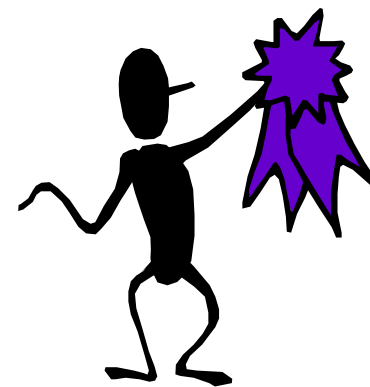
Use these behaviours to develop a set of 3–5 expectations for coaches and participants.

Strategy # 3

Acknowledge Appropriate Behaviour

- ▶ How do we support those players who continuously demonstrate appropriate behaviour?
- ▶ How do we encourage/motivate those students who struggle?

Rewards are a core feature of building a positive sporting culture and encouraging positive behaviour during sporting activities.



How can we reward positive behaviour during sports:

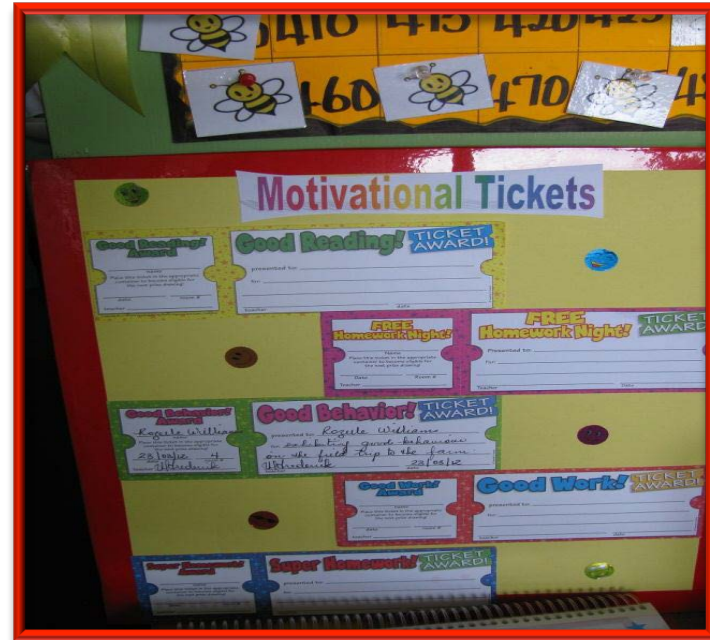
- ▶ Verbally?
- ▶ Tangibly?

Develop a list of possible acknowledgements

Remember to include a script for a chant/cheer/or verbal feedback

Reinforcing Appropriate Student Behaviour

- Positive feedback
- Chants/Cheers
- Positive notes
- Positive phone calls home
- Stickers
- Small prizes
- Points
- Certificates



1		Scored on _____
Goal		
Scored by _____		
Form _____		
For _____		
Awarded by _____		

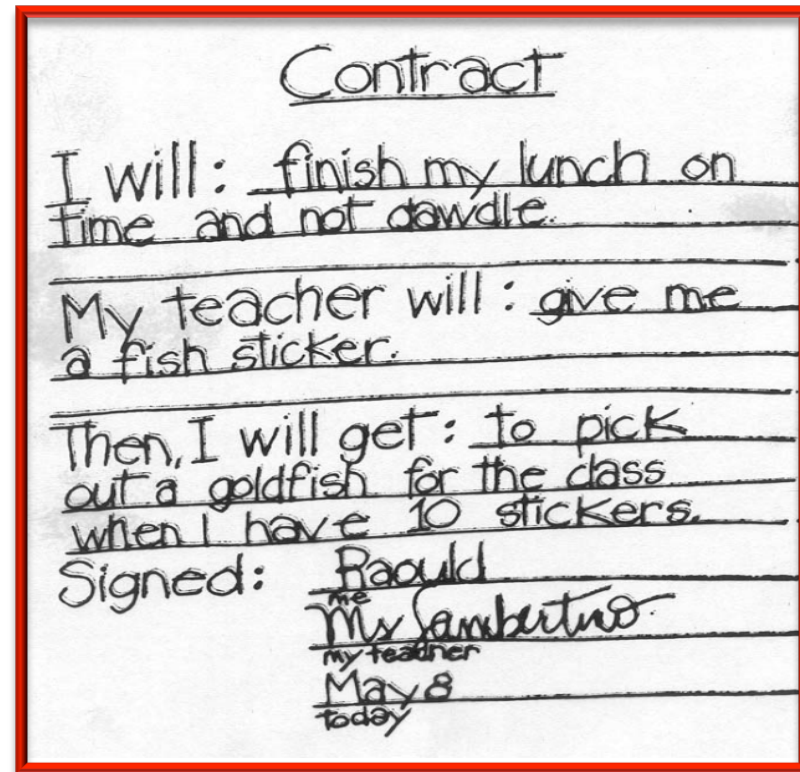
Strategy #4: Develop a System for Responding to Problem Behaviour

Guidelines

- ▶ Develop a hierarchy of consequences
- ▶ Make sure that everyone is aware of the consequences
- ▶ Be consistent/fair/safe
- ▶ Return to the game/training as soon as possible

Responding To Problem Behaviours

- Communicate calmly
- Use visual cues
- Use verbal correction
- Give reminders
- Use Selective Ignoring
- Time out (with think sheet)
- Behaviour Contracts



Strategy # 5

Develop a Code of Conduct

Key points on developing a code of conduct

- ▶ all stakeholders should contribute and take responsibility to ensure a positive sporting environment –involve students
- ▶ Codes of conduct should closely link to the organisation's/sport's disciplinary procedures

Code of Conduct

Include:

1. Expectations
2. Consequences for inappropriate behaviour
3. Positive reinforcement for appropriate behaviour



Strategy # 6

Model the Appropriate Behaviour

**Behaviour is learnt.
Being careful to observe and model the
expectations is a powerful way to
support positive behaviour.**

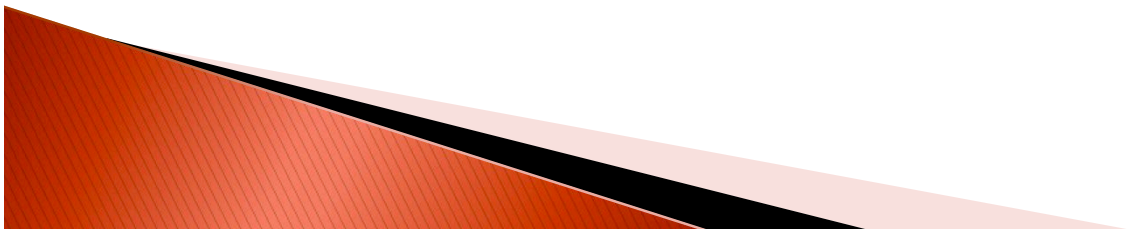
Poem “Footballers Learn what they Live”

Strategy # 8

Involve Parents

How can we involve parents more effectively?

- ▶ Encourage parents to come to games
- ▶ Encourage them to use their skills to assist the team
- ▶ Educate parents about
 - ✓ appropriate behaviour at games
 - ✓ their responsibilities – make children available on time for practice and games, provide a healthy diet



Practice

Scenarios

Show how you can use positive behaviour management to support positive behaviour in the following situations.

Summary

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Consider discipline, respect & fair play for the game.

