

POSITIVE BEHAVIOR GUIDANCE PREVENTION

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Many coaches dwell on behavioral challenges without thinking about the context for that behavior and how they can proactively coach in a way that reinforces positive actions and responses.

90% of behavior guidance is about supporting positive behavior. Use the four key elements of supporting positive behavior by doing things "RITE."

DO THINGS "RITE" →

- ✓ Build positive **Relationships**
- ✓ Provide clear **Instructions**
- ✓ **Transition** from one activity to the next smoothly
- ✓ **Engage** players with fun and appropriately challenging activities

RELATIONSHIPS →

Goal = Players feel: I am cared for.

TACTICS

- ✓ Build relationships with each player
 - Learn names quickly
 - Get to know each player as an individual
 - Use informal pre- and post-practice time to connect
 - Give specific, positive, and constructive feedback
 - Play with them, laugh and smile
- ✓ Help youth build relationships with each other
 - Use energizers, icebreakers, and games
 - Have time for personal check-ins (e.g., thumb check-ins)
 - Include relationship questions in your debriefing (e.g., "Who saw someone else trying hard? Who saw someone else improve?")
 - Use unifying team rituals (e.g., counting out loud when stretching, team cheers)
 - Teach players how to give positive and constructive feedback to each other
 - React quickly to prevent put-downs, bullying, or cliques
 - Know when to get out of the way and let kids play with each other



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INSTRUCTIONS



Goal = Players feel: "I know what I am supposed to be doing."

TACTICS

- ✓ Give clear, easy-to-follow instructions
- ✓ Make sure instructions are short and to the point
- ✓ Give only 1-2 instructions at a time
- ✓ Ask players to repeat back instructions as a whole group where appropriate (e.g., "Which group, group one or group two, is going to sprint to the cone first?")
- ✓ Ask players if they have any questions
- ✓ Use visual demonstrations
- ✓ Establish clear and collaborative codes so players know "this is how we do things here"

TRANSITIONS



Goal = Players feel: "I am engaged at all times."

TACTICS

- ✓ Use energizers, icebreakers, and games
- ✓ Use attention getters instead of yelling for players' attention
- ✓ Use games and activities as "fillers" (e.g., when players will be finishing a task at different times, have players juggle the soccer ball while other teammates finish)
- ✓ Have a clear, ritualized way that you begin practice (e.g., when players arrive at baseball practice, they always throw and catch with a teammate until the coach [circles the team up](#) to start)
- ✓ Have a clear ritualized way that you end practice (e.g., close with a team cheer)

ENGAGING



Goal = Players feel: "I am having fun, learning, and enjoying practice."

TACTICS

- ✓ [Introduce new and appropriately challenging activities](#) that keep players feeling like they are learning and improving
- ✓ Vary practice activities so players are not doing the same thing all the time
- ✓ Design drills so players are not standing in long lines waiting their turn
- ✓ Give your team a choice sometimes (e.g., give the team three different shooting drills and let them pick which one they want to do)
- ✓ Create opportunities for players to be leaders (e.g., warm-up leaders, equipment helpers)