
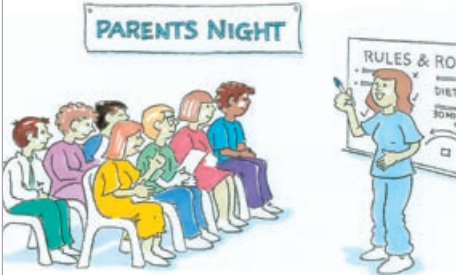




Preventing misbehaviour

Good discipline and strategies to deal with inappropriate behaviour are essential to carrying out an effective coaching program. Strategies aimed at conducting effective and safe coaching sessions go a long way to preventing misbehaviour.

Sometimes children misbehave in response to a coach's program, organisation or style. It is important for coaches to evaluate each activity session, especially if things do not seem to be working.

Adapted from *Community Coach Training Program Presenters kit* (Australian Sports Commission, 2005), *Essentials to Coaching Children course* (Office for Sport and Recreation, SA, 2005) and *Beginning Coaching Manual*, (Australian Sports Commission 2004).


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|  | <p>CREATE A TEAM ATMOSPHERE</p> <ul style="list-style-type: none"> > Get to know each child. > Listen, encourage and involve children in decision-making. > Be happy. |
|  | <p>RULES AND ROUTINES</p> <p>Clear expectations are essential. Establish them for:</p> <ul style="list-style-type: none"> > attendance > punctuality/arrival routine > behaviour. <p>Make rules (with input from children if appropriate) and explain the reason for each rule. Consequences will cover things like:</p> <ul style="list-style-type: none"> > time out > calling parents > missing training or a game. |
|  | <p>TEAM ROUTINES</p> <p>What are your expectations? For example:</p> <ul style="list-style-type: none"> > where to stand, what to do when an activity finishes and what to do with equipment when the coach is talking > responses to winning and losing > responses to opponents. <p>Be prepared to change routines. Be fair and consistent when applying rules and discipline.</p> |
|  | <p>INFORM PARENTS AND ADMINISTRATORS</p> <p>A 'no surprises' approach is best. Inform administrators and parents of expectations and rules, and the disciplinary measures you will use.</p> |

'Catch' the children doing good and ignore some of the not so good

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|  <p>TODAY YOUR JOB IS TO...</p> | <p>LOOK FOR GOOD BEHAVIOUR</p> <ul style="list-style-type: none"> > Look less for mistakes and more for good behaviour and performance. > Give children attention when they are not demanding it. > Give the team 'clowns' more responsibility and do not always acknowledge their attention-seeking behaviours. > Reward the behaviours you want children to show with praise and privileges. |
|  <p>FUN Variety ACTIVITY</p> | <p>FUN AND LOTS OF ACTIVITY</p> <p>Tips</p> <ul style="list-style-type: none"> > Effective planning. > Simple instructions. > Variety. > Maximise participation time. > Encourage skill development. > Enough equipment. > Use CHANGE IT. |
|  <p>THAT WAS THE BEST THROW YET!</p> | <p>THE PLODDERS, THE YOUNGEST AND THE SMALLEST</p> <p>Make allowances</p> <ul style="list-style-type: none"> > Praise small improvements openly. > Ask how they are feeling. > Ask their opinion on a game. > Give them small challenges. |
|  | <p>THE MORE PROFICIENT</p> <p>More proficient children will need challenging</p> <ul style="list-style-type: none"> > Use them as role models – e.g. changing partners often. > Use CHANGE IT to challenge them, e.g. they can only pass below shoulder height, score in a confined area, defend a larger area or they may be '1' in 2 v 1 activities. |

Dealing with misbehaviour

The following points give you a routine for dealing with misbehaviour. Stick to a routine and be consistent and patient – some misbehaviour may need time to correct. Try to encourage 'good' behaviour.

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|  | <p>Quietly correct</p> | <ul style="list-style-type: none"> > Do it without delay. > Non-verbal cues may be appropriate – move closer, nod, frown or stare. > Join in and partner the misbehaving child without commenting. > Divert their attention. > Ask a skill-related question, such as 'How is that serve coming along?' > Praise a good aspect of their involvement. > Ask if they are having difficulty. > Remind them privately of the group rules and appropriate behaviour. > Address the behaviour, not the character, of the child. |
| <p>STILL A PROBLEM?</p> | <p>The coach's next step ...</p> | <ul style="list-style-type: none"> > Relate the problem back to team rules. > Ask the child, 'What are you doing? Is this against the rules?' Follow with, 'What should you be doing?' |
| <p>MISBEHAVIOUR CONTINUES</p> | <p>Explain the consequences or loss of privileges</p> | <ul style="list-style-type: none"> > Be polite, calm and brief – keep a cool head. > Be specific. > Do not use punishment, blame, shame, pain or sarcasm. > Do not ignore the child. > Forgive and forget. > Withdraw the child from activity. Use a time-out away from other children but close enough to supervise. > Provide an opportunity for the child to rejoin the group if the child agrees to abide by the rules. |
| <p>REFERRAL</p> | <ul style="list-style-type: none"> > If the problem is not rectified, refer the matter to the school/service supervisor. | |
| <p>MORE TIPS</p> | <ul style="list-style-type: none"> > Discipline the individual not the whole group. > Don't use physical punishments such as push-ups or running laps. > Don't leave your group to deal with a serious discipline problem – send another child. > Don't physically handle an offending child. | |