

# COACHING NOTES FROM COACHING CULTURE



## EPISODE 116 HELPING PLAYERS IN THE STRESSFUL AND EMOTIONAL MOMENTS WITH MEGAN BARTLETT OF WEALLCOACH.COM

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### We Coach

- Work with coaches to help them become more brain aware, with a special focus on coaches in underserved communities.

“The answer to too much stress is not no stress.”

When it becomes a challenge is when it is overwhelming and they lose a sense of control.

The answer to every question about the brain is that it's a little more complicated than that.

Understanding the brain is important to realize some player's reaction is not within their control, it is a skill that must be developed. If you can understand what is going on with the stress response you can have more empathy.

“It's not that they won't, it's sometimes they can't.” -Daniel J. Siegel

We need to develop these skills through patterned repetitive actions.

Work with Athletes to Help them Identify their Own Triggers

### **A Disregulated Adult will Never Regulate a Child**

Our response is one of the most critical parts of the experience: predictable, consistent, and it cannot be disproportionate to the circumstance.

We can't use higher level coaches as models for youth coaches in sports.

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## Key Strategies

Anticipate Stressors and Recognize

Pre-Game Safety Message- We will make mistakes, things will not go our way all the time, just remember- WHO DO WE WANT TO BE IN THOSE MOMENTS!

Resets: Not just the free-throw line. When can we center ourselves.

Use 3rd Party Examples: Use movie clips or clips from other players and how they responded. Slowly walk them through expectations of how they should respond.

Normalize Mistakes: Admit your mistakes and be open to feedback from your players.

Name It to Tame It: Just naming the emotions you are feeling in the moment helps to relax the limbic system.

Connect and Redirect: Letting them know you see their are frustrated or struggling. They need to feel seen and heard. It helps to calm the limbic system so they can start to overcome the stress and take the next step.

Regulate- Relate- Reason: You cannot reason without regulation and relating.

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