



COOL, CALM, & COLLECTED: HELPING PLAYERS SELF REGULATE



LEARNING OBJECTIVES

1

Develop an understanding of self-regulation.

2

Be able to identify ideas for regulating emotions.

3

Be able to help support players with self-regulation.



Your Important Role

- **Positive Role Models**
 - Children need supportive adults in their lives
 - Opportunity to help children develop skills that will help them thrive!
 - Being a part of life long memories!





Self regulation is having the ability to...

- Manage your emotions and behavior in proportion to the situation
- Resist highly emotional reactions to upsetting stimuli
- Calm yourself down when you get upset
- Adjust to a change in expectations



Why is self-regulation important for kids to develop?

Self-regulation skills help kids develop:

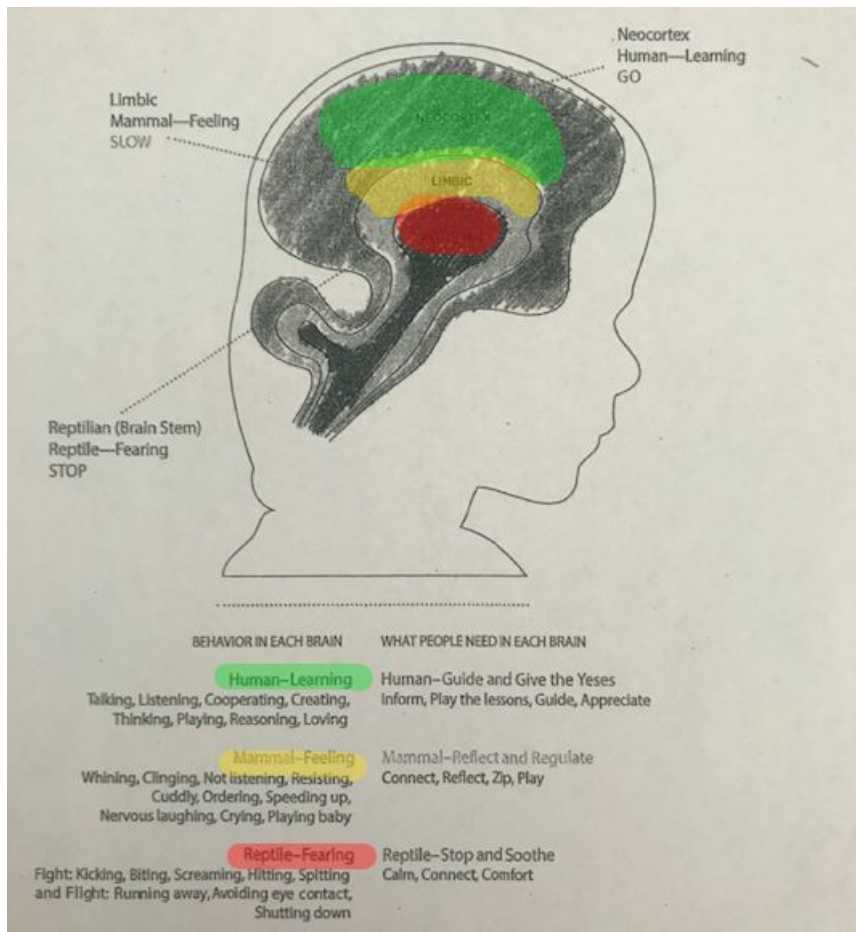
- Better relationships and communication skills
- Greater performance and success
- Higher levels of resilience
- Grow up to be adults who can self-regulate



What can make self-regulation challenging for kids...

- Biological factors such as temperament and Learning Disabilities/ADHD
- Trauma or high stress environments
- Lack of basic needs: being tired, sick, or hungry





Understanding the Brain

By Dr. Carrie Contey

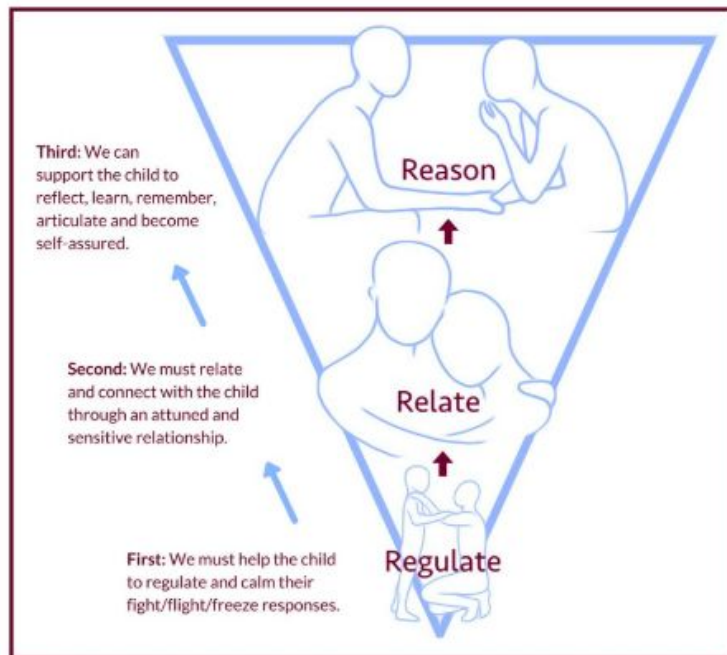
Hand Model of the Brain

Based on
Dr. Dan Siegel's work



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



Self-Regulation Ideas



Practice makes perfect.

- Practice when you feel good
- Practice when your athletes feel good
- Practice and model skills with your athletes
- Be intentional with the language you use so it becomes familiar



Four basic states of emotions:

1. Moving slow → Sick, sad, tired, bored
2. Good to go → working hard, ready to learn, calm, happy, focused
3. Agitated → Excited, silly, fidgety, worried, anxious, frustrated
4. Out of control → Mean, angry, mad, afraid, aggressive (verbally and physically)





When moving slow...

Pick up the pace by:

- Walking
- Music
- Stretching
- Yoga
- Getting a drink or snack



When good to go....

Ready to learn, encourage:

- Reason
- Problem solving
- Practice and planning





When agitated...

Calm the brain with:

- Deep breaths
- Counting to 10
- Positive self-talk
- Playing with a fidget
- Getting a drink



When out of control...

Calm the body by:

- Deep breathing
- Muscle relaxation
- Naming things you can see around you
- Taking space
- Talking to an adult
- Writing or drawing about it
- Yoga





Ideas for self-regulation:

- Breathing exercises
- Move your body
- Draw or write about emotions
- Music
- Talk to a friend
- Safe space
- Take a break
- Get a drink/snack
- Get outside
- Count to 10
- Positive self-talk
- Fidget
- Squeeze stress ball or stuffed animal
- Seek comfort
- Watching something funny





Mindfulness in Athletics

What is flow?

Flow: the Mental state in which a person performing some activity is fully focused on the task at hand and is experiencing enjoyment in the process

- Improved focused
- Improved performance
- Enjoyment and engagement in present activity





Guided Imagery

- <https://www.youtube.com/watch?v=CHzN34OByGw&list=TLPQMTcwMjIwMjHVY8vx3JLndQ&index=1>





How can coaches/volunteers help encourage self-regulation?





Coaches/Volunteers can:









- Use Active Listening
- Manage your own stress.
- Keep the end goal in mind.
- Develop realistic expectations.
- Be supportive and encouraging.
- Ensure that children's resource pool for regulation is regularly replenished. (basic needs)
- Regularly check in with players

Make time for emotion check-ins






LET'S
Check in!

Name:






How are you feeling today?

 happy  sad  sick  mad  confused  tired  loved  worried






How are you feeling about THE TOURNAMENT?

How are you feeling about HOME/FAMILY?


How are you feeling about FRIENDS?

What was your favorite part of the day?

I would like to speak to an adult about something.

yes no


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Listening Skills

Non-Verbal	Verbal
Open-Posture	Validate
Relaxed facial expression	Use a neutral tone
Maintain eye level	Summarize
Maintain focus	Check for understanding





Supporting Athletes

Listen

Provide support

Refer

- Challenges are beyond your scope
- Player is in high distress
- Behaviors are harming self or others

ACTION STEPS



1

Model and encourage use of self-regulation ideas!

2

Listen, provide support, and refer when necessary!

Thank You!



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