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Applying Behavior Management Strategies in a Sport-Coaching Context

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ABSTRACT

Sport coaching is a multifaceted profession with many responsibilities. Coaches can have a profound effect on athletes that can be both positive and negative. Coaches have the ability to motivate athletes and increase their self-esteem. Conversely, negative effects of coaching may include athlete drop-outs, injuries, and loss of confidence. Coaches need to manage the coaching environment and create positive surroundings to ensure that athletes achieve their optimum potential. Managing a coaching environment refers to how coaches establish and maintain order. This paper explores the literature on behavior management in education and sport settings and aims to contribute to sport-coaching knowledge. General coaching tips for managing athlete behavior are suggested along with examples of potential coaching strategies.

Key Words: motivation, sports coaches, athletes



Journal of Coaching Education

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A well-managed coaching environment has the capacity to provide a dynamic and engaging learning experience for athletes. However, inappropriate off-task athlete behavior can often prevent coaches from teaching and training athletes and consequently inhibit athletes from reaching their full potential. Despite the fact that athlete behavior management plays a major role in coaching young athletes (Winnick, 2005), coach education courses allocate minimal time to techniques for managing the behavior of athletes. In the past, an authoritarian approach was employed to manage athlete behaviors (Tutko & Richards, 1971), which included a militaristic style with an emphasis on punishment (e.g., 20 push-ups for not completing a drill at a high standard). According to these authors, a coach who employs this approach is often well organized and prepared, but athletes with high levels of anxiety and sensitivity may not respond well (Tutko & Richards, 1971). Consequently, this style of coaching is not seen as desirable, as it does not provide the supportive and nurturing environment that is essential for young athletes (Huber, 2013). In order to create a positive environment, it is necessary to explore other strategies to manage the coaching environment and the behavior of young athletes. Coaches sometimes struggle to maintain order, leaving little time to focus on the task of training the athletes (Fuller, Chapman, & Jolly, 2009). Coaches have the responsibility to set the stage for learning by creating a positive, exciting atmosphere that supports, cares for, and encourages the athlete's learning and performance. The objective of this paper is to explore behavior management theories supported by behavioral theorists in education settings. A range of guidelines and practical examples have been developed to provide sport coaches with strategies to manage athlete behavior.

Behavior Management in Sport Coaching

Behavior management strategies should be central to successful coaching to ensure that athletes receive high-quality coaching and the opportunity to reach their full potential. There are numerous reasons for the inappropriate behavior of athletes, and it is important that coaches minimize these behaviors and manage the coaching environment by employing a range of strategies. Despite this, limited research exists on how to manage athlete behavior in a sport context. Researchers (Fuller et al., 2009) identified the following behavior management strategies specific to the sport context: forming good relationships with athletes; allowing athletes to make choices; helping young participants to understand consequences; creating a no-blame culture; and developing trust, respect, empathy, and genuineness.

Schempp (2003) and Lavay, French, and Henderson. (2006) indicated that sport coaching requires a strong behavior management underpinning to ensure that supportive environments are created for athletes. Therefore a detailed set of guidelines is needed to help coaches create positive learning environments for their athletes. In order to manage athlete behavior effectively, it is necessary to use different strategies during each phase (warm-up, training, cool-down) of the coaching session. According to Martens (2012), establishing procedures for the different phases of the coaching process can reduce the occurrence of disruptive and inappropriate behaviors by



Journal of Coaching Education

ensuring that the athletes know what is expected of them. It is also necessary to employ a range of management strategies, including antecedent (a strategy employed to prevent inappropriate behavior from occurring), consequent (the application of penalties or rewards administered following a specific behavior), extrinsic (external to the person, such as praise), intrinsic (internal to the person, such as a feeling of satisfaction), verbal (communication via the use of language), and nonverbal (communication through the use of body language). It is our position that specific strategies for managing inappropriate athlete behavior in all phases of the training session have not been adequately addressed in the current literature.

A Critical Review of Behavior Management Theories

Behavior theorists have had a strong influence on behavior management from as early as the 1930s. Specific researchers describe theoretical frameworks for encouraging and maintaining positive behavior. The following section outlines the history and development of leading behavior management theories, in chronological order from the 1930s to the present, and their influences on the development of recommendations for managing athlete behavior. As both the classroom and sport setting are considered learning environments, reference to, and modification of, classroom behavior management theories is appropriate when identifying suitable behavior management strategies in sport.

Learning from Classroom Behavior Management.

As an early prominent learning theorist during the 1930s and 1940s, B. F. Skinner emphasized how an organism learns, regardless of its inherited potential or its stage of physical or psychological development (Sprinthall & Sprinthall, 1981). Specifically, Skinner perceived learning to be a result of associations formed between stimuli and actions, or impulses to act. Simple associations would accumulate to larger groups of learned associations. Skinner believed learning was a result of conditioning, similar to an athlete responding to a whistle. With regard to the classroom, Skinner stated that rewarding students for good behavior and ignoring or punishing wrong behavior would lead students to understand how to behave in a classroom environment (Conte, 1994). Hence, behaviors that were rewarded would be repeated, while those that were not rewarded would be avoided, thus resulting in a well-behaved class. Huber (2013) refers to this concept as “the athlete in the Skinner box,” stating that it is useful to see the athlete as the “salivating athlete” (p. 143). He suggests that “the practice environment is seen as a gigantic Skinner box in which you control your athletes’ behaviors” (Huber, p. 143).

Later work conducted by Glasser in the 1950s emphasized the use of choice as the cause of behavior, appropriate or inappropriate, and thus instructed teachers to direct students towards making value judgments about their behavior (Glasser, 1998). According to Glasser’s Reality Therapy, students come to realize the importance of “good” choices in behavior by making value judgements and continue to make appropriate choices in the future. Therefore, students were taught the difference between a “good judgment” and a “bad judgment” through the use of role playing. This process is often used in classrooms to promote desired behavior and diminish



Journal of Coaching Education

undesired behavior. This strategy could be effectively transferred into a sport context by providing athletes with the relevant consequences of their choice to display either appropriate or inappropriate behavior.

Kounin (1970) extended behavior management theory to include the effects of specific behavior settings and environmental conditions on student behaviors. Kounin's theory included teacher and lesson characteristics such as "with-itness," "smoothness," "group alerting," "momentum," and "overlapping." For this purpose, "with-itness" refers to the teacher's awareness of what is occurring in the classroom; "smoothness" refers to the teacher maintaining direction of the lesson and not losing focus; "group alerting" refers to the teacher's ability to keep all students actively participating; "momentum" is the teacher maintaining a constant pace in the lesson; and "overlapping" is the ability to attend to multiple things at the same time. It is recognized that these characteristics are displayed by a teacher who understands the learning environment and is able to deal with problems as they arise. Thus "effective" management within a classroom facilitates learning. Kounin (1970) believes that teachers who are "aware" of the classroom environment are superior managers of children in the classroom. An example of Kounin's behavior management techniques within a sport context would include the coach consistently being alert in the coaching environment (e.g., acknowledging an athlete's misbehavior, planning the training activities to ensure that the equipment is readily available, physically moving around to keep athletes on task and to verify that they are exhibiting correct technique, and using smooth and timely transitions between training drills and activities).

Additional research conducted in the 1970s by Canter and Canter (2010) resulted in the development of the "assertive discipline model." The basic premise of this model is that both the teacher and the students have needs, wants, and feelings that must be met within the classroom. The model focuses on the teacher asserting that students display desired behaviors, and it provides teachers with a well-organized procedure to follow when students display undesirable behaviors. Undesirable behaviors are those exhibited by the students that disrupt the flow of the lesson or the general atmosphere of the classroom environment. Examples of such behaviors include talking out of turn and off-task behavior such as talking to other athletes while the coach is providing instruction. Alternatively, desirable behaviors include athletes waiting until the coach has completed instruction before seeking clarification to avoid distracting others and disrupting session flow.

The Canter model uses a five-step approach for implementing discipline: recognize and remove roadblocks, practice the use of assertive response styles, learn to set limits, learn to follow through on limits, and implement a system of positive assertions (Canter & Canter, 2010). According to the Canters, the most significant roadblock to teachers is their own negative expectations of student behavior. In short, teachers expect students to behave inappropriately. Factors including the students' health, home life, and personality militate against students displaying appropriate behavior. The Canters perceive this outlook as a pessimistic expectation and believe it must be recognized as false and should be replaced with more optimistic expectations. The initial step to this approach, *recognizing and removing roadblocks*, recognizes



Journal of Coaching Education

that it is the teacher's responsibility to communicate the appropriate behavior. Within this behavior model the Canters highlighted a number of ways for teachers to overcome negative expectations (e.g., no child should be allowed to behave in a self-destructive way that violates the rights of others, including the teacher). Teachers need to accept that success in displaying desired behaviors may not be achieved by all students. Coaches may adopt similar strategies by designing positive behavior expectations and discouraging the display of inappropriate behaviors that disrupt the coach or other athletes.

The second step in the Canter model is to *practice the use of assertive response styles*. Canter and Canter (1976) identified three response-style categories when reacting to a behavior instance: assertive, hostile, and nonassertive. For this purpose, "assertive behaviors" refers to those exhibited by the teacher in which the teacher identifies the expectations clearly and follows through with them. Hostile behaviors displayed by the teacher are exhibited when the teacher uses discipline to control the students (e.g., punishing the students), rather than empower them (e.g., providing them with a choice). Finally, the teacher may implement a nonassertive approach when expectations are not clear and no apparent leadership is provided (e.g., the teacher does not provide the students with behavioral expectations). The hostile and nonassertive response styles should be eliminated, and the assertive behavior should be employed to ensure that coaches use effective behavior management techniques that will give them more control over the situation. The Canters believe this approach can be achieved if the teacher effectively sets expectations and supports his/her words with actions and consequences. Coaches can employ similar strategies within the sport environment to improve their behavior management effectiveness by outlining a set of expectations at the commencement of the season, as well as at the start of each training session or activity.

The third step in the Canter model is to *learn to set limits*. Once teachers have identified the inappropriate behaviors, they should then make them apparent to the students. After inappropriate behavior has been identified it is important to set limits and decide the consequences for being noncompliant. Students need to be clearly informed of the expected behavior and the behavior that will not be tolerated. The Canters suggested that in step four, *learning to follow through on limits*, action should be taken when students fail to follow instructions. Within the sport context, this step could include coaches making consequences for expected behavior rather than threatening athletes with punishments and not following through. Coaches should establish expectations, select appropriate consequences in advance, and practice verbal confrontations that call for follow-up action (e.g., the coach planning a dialogue to present to athletes when they act inappropriately).

The final step in the Canters' five-step approach to assertive discipline, *implementing a system of positive assertions*, highlights the importance of acknowledging children who are behaving appropriately. The Canters believe that strategies for implementing this approach include providing personal attention to the student, positive notes to the parents, special rewards and privileges, material rewards, and group rewards (Canter & Canter, 2010). This approach can be implemented in the coaching environment through similar strategies, including individual



Journal of Coaching Education

athlete attention as well as providing rewards and privileges when the athlete has exhibited an appropriate behavior or action (e.g., a fun game at the end of the training session).

The late 1970s and early 1980s saw a shift in the research on theories of behavior management, with an emphasis on extensive observations of teachers implementing behavior management strategies in a classroom environment (Jones, 2000). Extensive classroom observations led Jones to emphasize the importance of nonverbal communication. He believes that teachers are most effective when they not only communicate verbally but use body language and personal skills to limit undesirable behavior and assist students to remain on task. It is suggested that 75% of communication is body language and use of tone in the voice (Jones, 2000). Managing the learning environment can therefore be achieved through the use of gestures or signs, pausing, maintaining an assertive posture, physical proximity, eye contact, and facial expressions. Specifically, the use of gestures is seen as an explicit act of communication to direct student behavior. Physical proximity communicates to students that they have been noticed, eye contact indicates to the student that the teacher is aware of the student, and facial expressions highlight approval or disapproval. Furthermore, Jones recommended the use of nonverbal communication as a method of halting undesirable behavior and avoiding verbal reprimand. Jones's approach to using nonverbal communication as a strategy to manage athlete behavior may involve the use of hand gestures and a whistle if an athlete is acting inappropriately.

Research during the 1990s conducted by Rogers (1995) recognized that behavior in the classroom is influenced not only by students, but by the classroom environment. Accordingly, Rogers noted that there are primary, as well as secondary, behaviors interacting within the classroom environment. Specifically, primary behavior is the task at hand (e.g., teaching and learning in the lesson). Secondary behavior is the behavior that occurs while undertaking the primary behavior. This behavior is often the "nuisance" or low-level behavior that either detracts from or enhances the process by which the primary behavior is reached. Rogers believes that by using appropriate processes to establish rules, rights, responsibilities and routines within a learning environment, teachers can learn to ignore secondary behavior and implement effective behavior management strategies. Within a coaching context, this strategy may involve establishing routines that athletes can expect during the coaching session (e.g., all athletes contribute to the collection of equipment at the end of each training session).

These theories form a significant part of the history of behavior management research and provide a foundation upon which to develop strategies for athlete behavior management. Strategies that include preventative (antecedent) and reactive (consequent) responses, as well as making value judgements, are essential within the coaching environment. The strategies of behavioral theorists, including Jones (2000) and Rogers (1995), indicate that the use of effective body language and nonverbal communication can reinforce the established expectations and hence manage athlete behavior. When establishing rules and expectations in a coaching setting (known as antecedent strategies), both the coach and the athlete recognize and understand the behavioral boundaries, and this allows the focus to be on the development of the athlete (Canter & Canter, 1976; Jones, 2000). The strategies of Skinner (2002) and Canter and Canter (1976)



Journal of Coaching Education

that involve reinforcers and positive affirmations (which can be either intrinsic or extrinsic motivators) will create a positive atmosphere in which the athlete has positive experiences. Table 1 presents a brief overview of the behavior management strategies discussed in this section.

Table 1.
Summary of Behavior Management Strategies

Theorist	Strategy
Skinner (2002)	Rewarding students for good behavior Ignoring or punishing inappropriate behavior
Glasser (1998) Rogers (1995)	Providing choice
Kounin (1970)	With-itness Smoothness Group alerting Momentum Overlapping
Canter and Canter (2010)	Recognize and remove roadblocks Practice the use of assertive response styles Learn to set limits Learn to follow through on limits Use positive assertions
Jones (2000)	Nonverbal communication
Rogers (1995)	Establish rules, rights, responsibilities, and routines



Journal of Coaching Education

Strategies for Behavior Management in Sport Coaching

The behavior management theories that have been presented can be adapted to suit a sport- coaching context. Table 2 presents an overview of the recommended strategies. The strategies in Table 2 are listed according to the type of management approach, and they are discussed in terms of the progression of the coaching session to provide coaches with a practical set of guidelines.

The first two strategies involve setting limits and establishing rules for athletes (Canter & Canter, 2010; Jones, 2000). Both of these strategies are antecedent, verbal and, depending on the method of delivery, may have an extrinsic dimension (e.g., the athletes are motivated to follow the instructions because they have been advised that if they do so they will receive a reward) or an intrinsic dimension (e.g., the athlete is motivated to follow the instructions given by the coach for internal reasons such as inherent satisfaction and/or to be viewed as behaving appropriately). It is recommended that these two strategies be employed by sport coaches at the start of a season as well as during the warm-up phase of the coaching session to establish expectations before inappropriate behavior occurs. These strategies should also be incorporated by coaches throughout a coaching session at the commencement of a different activity or training exercise. An example of this type of strategy would involve indicating to the athletes that violence toward other athletes is not tolerated and will result in an athlete losing playing time during a game.



Journal of Coaching Education

Table 2.
Recommended Behavior Management Strategies in Sport Coaching

	Strategy	Theorist	Coaching Example
1	Set limits: Clearly explain expected behavior Clearly explain behavior not tolerated Clearly explain consequences	Canter and Canter (2010)	“While waiting in line for your turn, there will be no pushing. If I see anyone pushing, you will miss your turn and be asked to go to the end of the line.”
2	Establish rules at beginning of the coaching session	Jones (2000)	At the commencement of each session, briefly state the expectations.
3	Use rule reminders during the training session	Rogers (1995)	“John, remember to keep your hands and feet to yourself, please wait your turn nicely.”
4	Follow through with expectations	Jones (2000)	“John, I asked you not to push in line and I saw you trying to push your way to the front. You will now miss a turn and have to go to the end of the line.”
5	Be prepared; plan how to address inappropriate behavior	Rogers (1995)	Coach should identify some possible inappropriate behavior that may occur and devise a plan on how to respond to the athlete.
6	Use reinforcers: Social: words Gestures Facial expressions Verbal: “okay,” “good job” Nonverbal: smile, clap, thumbs up.	Skinner (2002)	Coach reinforces positive behaviors by giving affirmations including, “well done,” clapping at the athlete’s performance, and smiling or winking at the athlete.



Journal of Coaching Education

7	Use effective body language: Effective nonverbal communication halts misbehavior and reduces verbal confrontation Gestures or signs, pausing, body carriage—assertive posture, physical proximity, eye contact, facial expressions	Jones (2000)	The coach looks at the athlete and frowns when the athlete is exhibiting inappropriate behavior.
8	Use assertive statements for controlling athlete behavior	Rogers (1995)	“Jack, I am disappointed in you for using that language. If you continue to speak like that you will be removed from the game.”
9	Use positive verbal communication for appropriate behavior	Jones (2000)	“Thanks for collecting the equipment, Cooper, I really appreciate your help.”
10	Negative reinforcement: behavior is strengthened by avoiding a negative outcome.	Skinner (2002)	Athlete waiting patiently in line for his turn ensures he will not miss a turn.
11	Provide choices	Rogers (1995)	“Jason, if you choose to not play by the rules you will be asked to leave. It’s your choice.”
12	Use rewards for good behavior: tangible, real objects used for desirable behavior	Skinner (2002)	Coaches may reward young athletes with a certificate for using manners or continually exhibiting appropriately.
13	Kind and respectful environment meets nurturing needs. If shown nurturing, athletes will show caring behaviors towards others.	Maslow (1970)	Coach should be a role model by using manners and showing respect to athletes if athletes are expected to do the same in return.

The first two strategies should be implemented throughout the coaching session, with a significant emphasis on the establishment of rules and expectations during the warm-up phase. It is recommended that the following strategies be included as general practice by the coach throughout all phases of a coaching session.



Journal of Coaching Education

Strategy 3, incorporating rule reminders, can be implemented as an antecedent or consequent strategy. When rules and expectations have been established (as per the first two strategies), it is advisable that coaches employ Rogers's (1995) "rule reminders" strategy throughout the session to refocus the athletes by revisiting the expectations. Coaches should provide rule reminders as a strategy to prevent inappropriate behavior from escalating (e.g., "Remember, no pushing in line while waiting for your turn, otherwise you will be asked to move to the end of the line").

Strategy 4, identified through the work of Jones (2000), involves following through with expectations. This approach can be used as either an antecedent or consequent strategy. It is seen as particularly important for coaches as they establish their expectations of their athletes. If rules and expectations are established and the coach neglects to follow through with the stated consequences, or the coach is not consistent when managing athlete behavior, the likelihood of athletes failing to follow directions from the coach may increase. For example, "Any athlete who intentionally kicks the ball near the lake is instructed by the coach to sit out for the remainder of the session."

The initial four strategies relate to rules, expectations, and consequences, providing the athletes with reminders, and ensuring that the coach follows through and remains consistent. Despite the importance of these strategies for effective behavior management, they need to be combined with recommended strategy 5, supported by the work of Rogers (1995), which involves planning how to address inappropriate behaviors. This strategy is essential because sport coaches need to prepare for inappropriate behavior before an instance arises. This antecedent strategy enables coaches to state the consequences of inappropriate behavior to the athletes when establishing boundaries and expectations and to remain in control of the situation if an incident occurs. It is strongly suggested that coaches avoid the use of physical activity as a form of punishment. As highlighted by Rosenthal et al. (2010), there are many negative consequences for using exercise as punishment, including increased injuries and increased exercise avoidance. When incorporating strategy 5, a coach would identify an unwanted behavior such as swearing or using inappropriate language during training. The consequence of this athlete using inappropriate language might be requiring him or her to remain after training and clean up the equipment shed. According to scholars in sport psychology, this is referred to as aversive punishment and is aimed at reducing the likelihood of the behavior (Smith, 2010).

Strategy 6 involves the use of reinforcers such as smiling and clapping to acknowledge appropriate behavior. Skinner (2002) recognized this as an effective method of managing athlete behavior. Implemented either verbally or nonverbally, this approach is an extrinsic motivator in which the coach communicates to the athlete in a positive manner. This is achieved in a number of ways, including the use of simple words of encouragement, gestures such as clapping, patting the athlete on the back, and giving a "thumbs up" if the athlete exhibits the desired behavior. Reinforcers can also include facial expressions such as smiling and winking if the athlete uses correct technique. Skinner's management strategy is recommended for sport coaches, as it takes



Journal of Coaching Education

little effort and provides the athlete with positive reinforcement that assists in managing athlete behavior.

Strategy 7 suggests the use of effective body language, which is classified as a consequent strategy. Jones (2000) recognized the nonverbal strategy of using effective body language as appropriate for reducing the misbehavior of athletes and minimizing verbal confrontation. Effective body language may include pausing when providing instruction to gain the attention of athletes. For example, if the athletes are not listening, the coach may adopt an assertive posture to send a message that the behavior will not be tolerated. Furthermore, if an athlete is displaying inappropriate behavior, the coach may use the approach of physical proximity by standing close to an athlete who is behaving inappropriately. Other examples of effective body language include eye contact with an athlete and facial expressions such as frowning, which would be appropriate if an athlete were speaking while the coach is providing instruction. This consequent strategy could be effective for minimizing verbal confrontations, as the athlete is alerted of the inappropriate actions before escalation has occurred and the coach is required to verbally address the issue (Jones, 2000).

Strategy 8, based on the work of Rogers (1995), suggests the use of assertive statements for controlling athlete behavior. Verbal and extrinsic in nature, this strategy is essential because it communicates that inappropriate behavior will not be tolerated. The athletic environment is one that is often saturated with emotion. Therefore, sport coaches should try to use controlled statements and try to avoid becoming overly emotional. If a situation gets out of control, and the coach feels like yelling or saying something inappropriate, then he or she should try to defuse the situation. This may be achieved by either suggesting that the athlete take a walk around the playing field, or by the coach walking away from the athlete and focusing on the other athletes. It is imperative that the coach try to remain calm and quietly assertive and to convey a confident firmness when communicating. Other athletes will take note of the situation and recognize that the coach is in control of the behavior and the coaching environment (e.g., “Tom, please stop what you are doing immediately or you will be asked to sit out for the remainder of the session”). Strategy 9 suggests the coach uses positive verbal communication for appropriate behavior. The use of consequent strategies creates positive and nurturing environments in which the athlete feels valued and a sense of belonging. This strategy may also be beneficial for managing other athletes’ behavior when athletes observe the positive feedback provided and attempt to earn similar praise from the coach. As a consequence of this extrinsic motivator, the athlete may recognize and observe the appropriate behavior, which may result in other athletes seeking the coach’s approval and striving to receive similar praise by demonstrating appropriate behavior. For example, “Alex, I really like the way you are sharing the equipment with your teammates. Keep up the good work!”

Conversely, Strategy 10 involves negative reinforcement and a consequent strategy. In negative reinforcement, a response or behavior is strengthened by removing a negative outcome. For example, listening to the instructions provided by the coach ensures that the athlete will get selected to be involved in the activity (note that the behavior of listening to the instruction was



Journal of Coaching Education

strengthened by removing the negative effect of not being included in the activity). It is recommended that coaches integrate negative reinforcement for inappropriate behavior. It is also acknowledged that negative reinforcement is an appropriate strategy for sport coaches to adopt (Huber, 2013). Skinner (2002) suggested that behavior is weakened when something of worth is removed from an athlete if inappropriate behavior is displayed.

Strategy 11 involves providing a choice when managing behavior. Rogers (1995) suggested that athletes understand that their behavior can be self-controlled when they are given appropriate behavior choices. Providing choice places responsibility on the athletes as it promotes the sense that they are in control of their own behavior. This strategy not only provides a nurturing environment for the athletes, but requires them to take responsibility. When incorporating this strategy, a coach may say, “Sam, please stop bouncing the ball while I am speaking. If you choose to continue bouncing the ball you will be removed from this area and you will miss out on the activity. It’s your choice.”

Providing rewards for appropriate behavior is the basis for strategy 12. According to Skinner (2002), behavior is affected by its consequences. Skinner’s theory of operant conditioning suggests that the process does not require repeated efforts, but is instead an immediate reaction to a familiar stimulus. Consequently, this extrinsic strategy is viewed as important for coaches when establishing their reputation and leadership status with athletes. Such reinforcers can be delivered in the form of tangible objects (e.g., a certificate for showing sportsmanship during the training session) or verbal recognition (e.g., the coach saying “Zac, you listened really well and followed the instructions perfectly. Nice job”).

The final strategy, more a general approach to coaching practice than a specific strategy, suggests that coaches should consider fostering a kind and respectful environment. It is important that the needs of athletes are met through coaching practices (Maslow, 1970). The coach can play an important role in this process by providing an environment in which the athlete feels supported and a sense of belonging. This approach plays a vital role in the behavior management of athletes. Maslow identified that people are driven by needs, and all of our choices and behaviors are based upon needs being met. Maslow identified that many instances of inappropriate behavior result directly from an individual’s needs not being met. Hence when sport coaches understand the drive in athletes to have their needs met, they can be more conscious of the approach taken in their coaching practice and have fewer instances of inappropriate behavior. An example of this may include allocating roles or duties to individual athletes to enable them to feel a sense of belonging.

Summary

The behavior management strategies and recommendations put forward in this paper are designed for use by sport coaches. The main objective of this paper was to highlight an application of behavior management theory to coaching practice and provide coaches with a set of guidelines for managing athletes during the different stages of coaching sessions. The



Journal of Coaching Education

behavior management strategies include both antecedent and consequent strategies through verbal, nonverbal, extrinsic, and intrinsic delivery techniques. These strategies are identified in the literature (Canter & Canter, 2010 ; Glasser, 1998; Jones, 2000 ; Maslow, 1970; Rogers, 1995; Skinner, 2002) as appropriate for managing behavior in a classroom setting, and have been adapted for use within a sport-coaching context.

This review provided the foundation for the authors to design a take-home resource (Appendix 1) for coaches, which highlights the 13 behavior management tips from which coaching strategies can be developed. In this paper we offered suggestions and examples of coaching strategies that are aligned with these general coaching tips. The effectiveness of any strategy will depend on the particulars of each coaching context and a coach's knowledge of his or her specific athletes and their unique learning profiles. This resource can be used to guide coaches when managing athlete behavior before, during, and after coaching sessions and can be physically carried by the coach while coaching. Designed as a brief, single page document, the resource also includes the use of animations, which provide visual representations of the strategies for ease of reference.



Journal of Coaching Education

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Journal of Coaching Education

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