

COACHING STRATEGIES FOR THE CHALLENGING SWIMMER



COACH JACQUELINE O'HAGAN, SOL AQUATICS
SAN DIEGO IMPERIAL SWIMMING

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ABOUT ME



- COMPETITIVE SWIMMER FOR 16 YEARS
- COACHING FOR 17 YEARS
 - HEAD COACH AT DALAND SWIM SCHOOL IN THOUSAND OAKS, CA
 - HEAD AGE GROUP COACH FOR AQUAZOT SWIM CLUB IRVINE, CA
 - PRE-COMPETITION DIRECTOR AT MISSION VIEJO NADADORES IN MISSION VIEJO, CA
 - COACH AT SOL AQUATICS IN CHULA VISTA, CA
- ACADEMIC
 - GRADUATED FROM UNIVERSITY OF CALIFORNIA, IRVINE WITH A BA IN COGNITIVE NEUROSCIENCE
 - CURRENT DOCTORAL STUDENT IN CLINICAL PSYCHOLOGY AT ALLIANT INTERNATIONAL UNIVERSITY
- 8 YEARS OF COGNITIVE BEHAVIORAL TRAINING (CBT) FOR CHILDREN WITH ADHD AND AUTISM AT THE CHILD DEVELOPMENT SCHOOL AT UCI

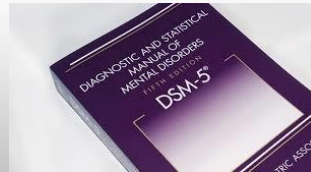
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GOALS FOR THE COURSE

- RECOGNIZE SIGNS OF AUTISM AND ADHD
- CREATE AND UTILIZE BEHAVIOR PROGRAMS FOR SWIMMERS
- HOW TO TALK TO PARENTS ABOUT THE PROGRAM
- REINFORCEMENT
- REACHING THE END GOAL AND PHASING OUT

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DIAGNOSTIC STATISTICAL MANUAL-5TH EDITION



- FIRST PUBLISHED IN 1965
- UPDATED EVERY FEW YEARS
 - CURRENTLY ON EDITION 5
- OFFICIAL BOOK OF DIAGNOSTIC FOR PSYCHIATRIST AND PSYCHOLOGISTS IN THE US
- PUT TOGETHER BY EMPIRICAL EVIDENCE AND A PANEL OF EXPERTS IN THE FIELD

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AUTISM SPECTRUM DISORDER (ASD)

- DSM-V OFFICIAL DIAGNOSIS:
 - **CRITERION A:** PERSISTENT DEFICITS IN SOCIAL COMMUNICATION AND SOCIAL INTERACTIONS ACROSS MULTIPLE CONTEXTS SUCH AS:
 - DEFICITS IN SOCIAL-EMOTIONAL RECIPROCITY AKA BACK AND FORTH CONVERSATION OR FAILURE TO INITIATE OR RESPONSE TO SOCIAL INTERACTIONS
 - DEFICITS IN NONVERBAL COMMUNICATION SUCH AS POOR EYE COMMUNICATION, INABILITY TO UNDERSTAND BODY LANGUAGE, AND LACK OF FACIAL EXPRESSIONS
 - DEFICITS IN DEVELOPING, MAINTAINING, AND UNDERSTANDING RELATIONSHIPS THAT CAN RANGE FROM DIFFICULTY ADJUSTING BEHAVIOR TO SUIT VARIOUS SOCIAL CONSTRUCTS TO DIFFICULTY WITH IMAGINATIVE PLAY OR MAKING FRIENDS

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AUTISM SPECTRUM DISORDER (ASD) CONTINUED...

- **CRITERION B:** RESTRICTIVE PATTERNS OF BEHAVIOR, INTERESTS, OR ACTIVITIES:
 - STEREOTYPED OR REPETITIVE MOVEMENTS, USE OF OBJECTS OR SPEECH SUCH AS REPEATING PHRASES, LINING UP TOYS.
 - INSISTENCE ON SAMENESS, INFLEXIBLE ADHERENCE TO ROUTINES, OR RITUALIZED PATTERN OF VERBAL OR NONVERBAL BEHAVIOR
 - HIGHLY RESTRICTIVE, FIXATED INTERESTS THAT ARE ABNORMAL IN INTENSITY OR FOCUS
 - HYPER- OR HYPOREACTIVITY TO SENSORY INPUT OR UNUSUAL INTEREST IN SENSORY ASPECTS OF THE ENVIRONMENT (I.E. TASTE, TOUCH, SOUNDS)

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WHAT DOES ASD LOOK LIKE FOR ME AS A COACH?

- **IT DOES NOT AFFECT INTELLIGENCE**
- POOR EYE CONTACT
- EGOCENTRIC
- EASILY OVER STIMULATED
 - MIGHT PUT EARS IN THE WATER TO MUFFLE NOISES
 - TOO MANY PEOPLE ON DECK
- RIGID THINKING AND QUICK TO FRUSTRATION
 - MIGHT QUICK TO MELTDOWN
- CANNOT ADAPT TO CHANGE AND MIGHT HAVE A MELTDOWN
 - FOR EXAMPLE MOVING POOLS OR LANES
- DIFFICULTY MAKING FRIENDS, VERY SURFACE LEVEL FRIENDSHIPS

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ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

- ACCORDING TO THE DSM-5:
 - **NOTE: THE SYMPTOMS ARE NOT SOLELY A MANIFESTATION OF OPPOSITIONAL BEHAVIOR, DEFIANCE, HOSTILITY, OR FAILURE TO UNDERSTAND TASKS OR INSTRUCTIONS.**
- **CRITERION A INATTENTION:**
 - OFTEN FAILS TO GIVE CLOSE ATTENTION TO DETAILS AND MAKES CARELESS MISTAKES IN SCHOOLWORK OR OTHER ACTIVITIES
 - OFTEN HAS DIFFICULTY SUSTAINING ATTENTION IN TASKS OR PLAY ACTIVITIES
 - OFTEN DOES NOT SEEM TO LISTEN WHEN SPOKEN DIRECTLY TO
 - OFTEN DOESN'T FOLLOW THROUGH ON INSTRUCTIONS AND FAILS TO FINISH SCHOOLWORK, CHORES
 - CAN OFTEN START THEM BUT HAS DIFFICULTY FINISHING
 - OFTEN HAS DIFFICULTY ORGANIZING TASKS AND ACTIVITIES
 - OFTEN AVOIDS, DISLIKES OR IS RELUCTANT TO ENGAGE IN TASKS THAT REQUIRE SUSTAINED MENTAL EFFORT

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ADHD DIAGNOSIS CONTINUED...

- **CRITERION A CONTINUED:**
 - OFTEN LOSES THINGS NECESSARY FOR TASKS OR ACTIVITIES
 - OFTEN DISTRACTED BY EXTRANEOUS STIMULI
 - IS OFTEN FORGETFUL IN DAILY ACTIVITIES
- **CRITERION B HYPERACTIVITY AND IMPULSIVITY:**
 - OFTEN FIDGETS WITH OR TAPS HANDS OR FEET AND SQUIRMS IN SEAT
 - OFTEN LEAVES SEAT IN SITUATIONS WHEN REMAINING IN SEAT IS EXPECTED
 - OFTEN RUNS ABOUT OR CLIMBS IN SITUATIONS WHERE IT IS INAPPROPRIATE
 - OFTEN UNABLE TO PLAY OR ENGAGE IN LEISURE ACTIVITIES QUIETLY
 - OFTEN IS IS "ON THE GO" ACTING IF "DRIVEN BY A MOTOR"
 - OFTEN TALKS EXCESSIVELY, BLURTS OUT AN ANSWER BEFORE COMPLETED
 - DIFFICULTY WAITING THEIR TURN
 - OFTEN INTERRUPTS OR INTRUDES ON OTHERS

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ADHD DIAGNOSIS CONTINUED...

- THEY CAN BE DIAGNOSED AS:
 - ATTENTION DEFICIT
 - HYPERACTIVE
 - OR BOTH
- IN BOYS: SEE ALL SORTS OF SYMPTOMS
- IN GIRLS, MOSTLY INATTENTIVE
- SYMPTOMS OCCUR BEFORE THE AGE OF 12

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WHAT DOES ADHD LOOK LIKE TO ME AS A COACH?

- "DAYDREAMERS" AKA NOT ENGAGED
 - BEST WAY TO ENGAGE IS TO HAVE THEM REPEAT BACK WHAT YOU ASKED
 - DO NOT SAY, "DID YOU HEAR WHAT I SAID?"
- THE LOST AND FOUND CONTRIBUTOR
 - LOSES 1 FIN, KICKBOARD, SOCKS, ETC. ON DECK
 - CAN'T FIND GOGGLES, CAP, FORGOT TO PACK SUIT
- ALWAYS TALKING WHEN YOU ARE TALKING
- CONSTANTLY MOVING IN TEAM HUDDLES OR TOUCHING PEOPLE
- CONSEQUENCE OF AN IMPULSIVE BEHAVIOR, THEY OFTEN FEEL A SENSE OF GUILT OR SHAME

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STARTING A CONVERSATION

- **YOU ARE NOT ABLE TO OFFICIALLY DIAGNOSE A SWIMMER! DO NOT BRING IT UP UNLESS A PARENT DOES.**
- TALK TO YOUR FELLOW COACHES FIRST TO SEE IF THERE IS SOMETHING TO DO
 - DIFFERENT EXPLANATION
 - REWARDS
- BRING IT UP IN PRIVATE TO PARENT BUT FACE TO FACE
 - "I'M NOTICING THAT SALLY IS HAVING A HARD TIME IN PRACTICE LATELY WITH LISTENING. DO YOU HAVE ANY TIPS WHAT WORKS BEST AT HOME?"
 - "IT SEEMS LIKE HUNTER IS HAVING A HARD TIME KEEPING HIS HANDS TO HIMSELF. IS THIS HAPPENING AT SCHOOL TOO?"

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STARTING A CONVERSATION CONTINUED...

- MOST LIKELY THIS IS HAPPENING AT SCHOOL OR OTHER AREAS AS WELL
- PARENTS MAY BE AFRAID THAT THEIR SWIMMER WILL BE TREATED DIFFERENTLY OR AFRAID THAT THEY WILL BE KICKED OFF THE TEAM
 - YOU AS A COACH WANT WHAT'S BEST FOR THEIR SWIMMER
- BE AN ACTIVE LISTENER, DON'T JUMP TO CONCLUSIONS OR SOLUTIONS RIGHT AWAY
- BE SUPPORTIVE AND COLLABORATE
 - "WE CAN WORK THROUGH THIS TOGETHER!"

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ESTABLISHING THE PROGRAM

- FORM OF COGNITIVE BEHAVIOR THERAPY WITH A TOKEN ECONOMY
 - USED IN PROFESSIONAL SETTINGS AS WELL
 - IT WAS CREATED FROM A REPORT CARD FROM A LICENSED MFT THEN ADAPTED FOR SWIMMING
- IDEALLY MEANT FOR 12 AND UNDERS
- REINFORCEMENT OF DESIRED BEHAVIORS, NO PUNISHMENT
- CONSISTENCY IS KEY!
- REQUIRES FULL INVOLVEMENT FROM COACH, PARENTS AND SWIMMERS
- TANGIBLE FOR SWIMMERS
- TAKES 20 MINUTES TO CREATE AND CHANGE IF NEEDED
- AVERAGE OF 1-2 MINS ON DECK OF COACH'S ATTENTION
- PARENTS SUPPLY THE REINFORCER AT HOME, NO NEED AT PRACTICE
 - HAVE PARENTS VERBALIZE TO YOU, A PLANNED MENU OF OPTIONS THAT THE SWIMMER WANTS

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REPORT CARDS

- PERSONALIZE THEM TO THE SWIMMER
- POSITIVE REINFORCEMENT ONLY, NO PUNISHMENT
- INTENDED TO CHANGE NEGATIVE BEHAVIORS TO POSITIVE
- IDEALLY WHEN EARNING 95% AND ABOVE, IF THERE ARE OTHER GOALS, ADAPT THE CARD
 - IF NOT, CAN TERMINATE THE PROGRAM
 - NOT INTENDED FOR LIFETIME USE
- CAN SHOW THE COACH AND SWIMMER WHERE THE PROBLEM AREAS AND TIMELINE
 - FOR EXAMPLE, MORE TALKATIVE DURING DRYLAND AND WARM-UP BUT BETTER FOR DRILLS
 - TANGIBLE EVIDENCE

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ELEMENTS OF THE REPORT CARDS

- HAVE A TABLE OF GOALS IN 15 MIN INTERVALS
 - 2-3 ONES TO WORK ON
 - 1 THAT THEY DO REALLY WELL
 - CHANCE FOR A "RESTART" EVERY 15 MIN
 - IF THEY ARE DOING POORLY, TELL THEM
 - IF THEY "TURNED IT AROUND", TELL THEM
- PLACE A DESCRIPTION OF THE GOALS
 - PREVENTS ARGUING
- SCORE TABLE
- MENU OPTIONS FOR WHEN THEY GET HOME.
 - GOLD-20 EXTRA MIN OF TV, SPECIAL DESSERT, ETC.
 - SILVER-10 MIN OF TV, CHOICE BETWEEN 2 TYPES OF DESSERT
 - BRONZE-5 MIN OF IPAD, ETC.

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INSTRUCTIONS

- RATE EVERY 15 MINUTES FOR EACH CATEGORY
- 5=EXCELLENT, 4=GREAT, 3=OK, 2=FINE, 1=NEED TO IMPROVE
- RATE ACCORDING TO SWIMMER'S BEHAVIOR AND NOT COMPARING THEM TO ANOTHER SWIMMER
- MUST FOLLOW DIRECTIONS WITHIN 5 SECONDS OF BEING TOLD
- STAYING ON TASK WITH THE GROUP INCLUDING EYE CONTACT, NOT TALKING WHEN THE COACH IS TALKING AND IGNORING KIDS THAT ARE TRYING TO DISTRACT HIM
- APPROPRIATE BEHAVIOR INCLUDES NOT SWEARING, BEING OVERLY SILLY, AND INAPPROPRIATE GESTURES
- TRYING YOUR BEST MEANS DOING DRILLS CORRECTLY, RACING WHEN TOLD AND GIVING THE BEST EFFORT
- IT HELPS TO TELL HIM THAT HE EARNED 5'S ON HIS REPORT CARD
- IF HE IS NOT EARNING POINTS IN ONE CATEGORY, REMIND HIM THAT HE NEEDS TO BE WORKING ON IT
- EACH CENTER IS A CHANCE FOR HIM TO START OVER

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TABLE

	Following Directions/Listening	Trying your Best	Keeping Body to Self
4:15-4:30	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4:30-4:45	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4:45-5:00	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5:00-6:15	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

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DESCRIPTION OF BEHAVIORS/ SCORING

Following Directions Right Away/Listening-following directions within 5 seconds right away and keeping our head above water when the coach is talking. If you don't understand something, raise your hand.

Trying Your Best-Doing your best and trying 100% all the time even if you are frustrated and tired.

Keeping Body to Self-All hands and feet must not touch other swimmers

Points Earned: _____/50

Rewards: 51-60 Points=Golden Seashell
40-50 points=Silver Seashell
39 and below=Bronze Seashell

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Andrew's Swimming in Assessment Challenge

Effort	Goal Omg Value/Score	Supply Point
5:15:30	1 2 3	1 2 3
5:30:45	1 2 3	1 2 3
5:45:00	1 2 3	1 2 3
6:00:15	1 2 3	1 2 3
Total Goal Time 15 min	1 2 3	1 2 3

Effort Doing your best and trying 100% all the time even if you are frustrated and tired.

Goal Omg Value/Score Doing a calm swim when talking to parent or coaches. Calm body with relaxed hands and face, body not turned away from the person who is talking.

Points Earned: _____/50

Rewards: 26-30 Points=Red Pearl
21-25 points=Yellow Pearl

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Fayga's Mermaid Challenge

Following Directions/Listening	Trying your Best	Keeping Body to Self
4:15:45	1 2 3 4 5	1 2 3 4 5
4:30:45	1 2 3 4 5	1 2 3 4 5
4:45:00	1 2 3 4 5	1 2 3 4 5
5:00:15	1 2 3 4 5	1 2 3 4 5

Following Directions Right Away/Listening-following directions within 5 seconds right away and keeping our head above water when the coach is talking. If you don't understand something, raise your hand.

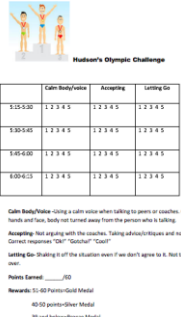
Trying Your Best-Doing your best and trying 100% all the time even if you are frustrated and tired.

Keeping Body to Self-All hands and feet must not touch other swimmers

Points Earned: _____/50

Rewards: 51-60 Points=Golden Seashell
40-50 points=Silver Seashell
39 and below=Bronze Seashell

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Madison's Olympic Challenge

Calm Body/voice	Accepting	Letting Go
5:15:30	1 2 3 4 5	1 2 3 4 5
5:30:45	1 2 3 4 5	1 2 3 4 5
5:45:00	1 2 3 4 5	1 2 3 4 5
6:00:15	1 2 3 4 5	1 2 3 4 5

Calm Body/Voice Doing a calm swim when talking to parent or coaches. Calm body with relaxed hands and face, body not turned away from the person who is talking.

Accepting Not arguing with the coaches. Telling advice/critiques and not using extra words. Coaches responses "Oh" "Excellent" "Good"

Letting Go Shaking it off the situation even if we don't agree to it. Not talking about it over and over.

Points Earned: _____/50

Rewards: 51-55 Points=Gold Medal
40-50 points=Silver Medal
39 and below=Bronze Medal

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MARBLE CHALLENGE

- NO PAPER
- PARENTS PROVIDE JAR AND MARBLES
- RANKED OVERALL PRACTICE WITH A NUMBER 0-5
- TOY OR REWARD AT 25, 50, 75 AND 100
 - EX: IN-N-OUT FOR DINNER EVERY 25, VIDEO GAME AT 100
- HOLD UP HAND DURING PRACTICE TO TELL SWIMMER HOW THEY ARE DOING
 - CAN GO UP AND DOWN
- OVERALL PERFORMANCE IN PRACTICE



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HOW TO TALK TO PARENTS ABOUT THE PROGRAM

- MEET WITH THE PARENT AND SWIMMER TO TALK ABOUT THE RULES OF THE PROGRAM OUTSIDE OF PRACTICE
- READ OFF THE REQUIREMENTS OF THE TARGET BEHAVIORS
 - "BODY TO YOURSELF MEANS THAT WE ARE NOT TOUCHING, PUSHING, GRABBING PEOPLE ON DECK OR IN THE WATER. DO YOU UNDERSTAND WHAT THAT MEANS?"
 - SOUNDS RIDICULOUS BUT LEAVES NO ROOM FOR INTERPRETATION, WE KNOW OUR SWIMMERS LOVE EXCUSES
- TELL PARENTS TO STICK WITH IT EVEN WHEN THEY ARE HAVING A ROUGH DAY
 - DO THIS AWAY FROM THE SWIMMER
- THERE IS NO PUNISHMENT IN THIS PROGRAM, NOTHING GETS TAKEN AWAY
 - THE SWIMMER GETS ADDITIONAL REWARD FOR THE BEHAVIORS
 - KIDS WILL MESS UP, THEY ARE NOT ROBOTS

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FEEDBACK AND REINFORCEMENT

- AFTER PRACTICE, ADD UP THE SCORES, WRITE ANY FEEDBACK ON THE CARD
 - WAIT TILL THE SWIMMER PICKS UP ALL OF THEIR STUFF AND IS READY TO LEAVE THE DECK
 - DON'T WANT THE PAPER CRAMMED IN THERE
- BE HONEST ABOUT THE DAY
 - "YOU DID INCREDIBLE! THAT FLY WAS YOUR BEST THAT I'VE SEEN!"
 - "I CAN TELL YOU HAD A ROUGH DAY TODAY. THAT'S FINE. I KNOW YOU ARE A LITTLE BUMMED. 'WHAT CAN WE DO NEXT TIME TO GET THAT 'GOLD MEDAL?'"
- BE INVESTED IN THE PROGRAM
 - "OK SO YOU GOT GOLD TODAY, WHAT ARE YOU GOING TO DO AT HOME? IN-N-OUT? I'M SO JEALOUS DUDE!"
 - EVERY ONCE IN A WHILE REWARD AT PRACTICE. HAVE THEM PICK A GAME OR RELAY
 - SHOWS YOUR OTHER SWIMMERS THAT YOU NOTICE POSITIVE BEHAVIOR CHANGES

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CHANGING IT UP

- IF THEY ARE CONSISTENTLY IN THE 95% AND ABOVE IN BEHAVIORS FOR 2 WEEKS, PICK NEW BEHAVIORS TO WORK ON
 - STILL KEEP ON THAT THEY DO WELL AND OTHERS TO WORK ON
- NOT SEEING THE SAME LEVEL OF ENGAGEMENT?
 - CHECK IN WITH PARENTS TO MAKE SURE THE REINFORCEMENTS ARE STILL WORKING
 - SOME KIDS GET TIRED OF EARNING THE SAME THING
 - WILL SEE THE PROGRAM START TO FAIL AT PRACTICE, KEEP THAT CARROT IN FRONT!
- IF THEY MASTER THE REPORT CARD, MAY SWITCH TO AN EASIER REINFORCEMENT SYSTEM LIKE THE MARBLE CHALLENGE

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TERMINATION

- PROGRAM IS NOT MEANT FOR LONG-TERM OR SENIOR GROUP
- NO MORE TARGET BEHAVIORS AND SWIMMERS ARE ABOVE 95% CONSISTENTLY WITH NO ISSUES OR CONSTANT REMINDERS
- HOPEFULLY BY THIS TIME THEY ARE SEEING OTHER BENEFITS TO THEIR ACTIONS THAT ARE BEING REINFORCED DURING PRACTICE
 - BETTER FRIENDSHIPS
 - FASTER TIMES
 - GENERALLY HAPPIER
- PROBLEMS MAY SURFACE AGAIN IF SWITCHING TO ANOTHER GROUP, DON'T BE AFRAID TO DO A TEMPORARY PROGRAM TO HELP WITH ADJUSTMENT
 - KIDS LIKE STRUCTURE AND WHAT THEY KNOW

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Boobie's Fast Fuel Gauge



- **3=Swim Practice Fuel** (half of main meal, half of fruit or veggie)
- **4=1 extra ticket** (all of main meal, half of fruit or veggie)
- **5=2 extra tickets** (all of main meal and all of fruit or veggie)
- **5+=3 extra tickets** (all of main meal, all of fruit or veggie, plus more!)

OTHER USES FOR THE PROGRAM

- EATING ISSUES
 - NOT ENOUGH FOOD
 - TOO MUCH JUNK
 - NOT ENOUGH WATER
- EFFORT
- ANYTHING INVOLVING UNWANTED BEHAVIORS
- SORRY, HASN'T BEEN TESTED ON PARENTS

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ADDITIONAL RESOURCES

- USA SWIMMING- USASWIMMING.ORG
- CHILDREN WITH CHALLENGES COURSE

AQUATICS FOR CHILDREN WITH CHALLENGES!

Interested in education to support children with special needs in your programs? The Aquatics for Children With Challenges online course and Children With Challenges Workshop are targeted to Aquatics Management personnel and Swim Coaches, providing ground-breaking training and information to help you and your staff achieve your program goals. For more information on Children With Challenges course options, or to register, for step one (Children With Challenges online course), click [here!](#) If you experience any problems with the course please email Sara at sara@swi-intl.org.

ASCA Certified Coaches Receive 15 ASCA Credits.

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YOU NEVER KNOW WHO THE NEXT GOAT WILL BE!

THANK YOU FOR YOUR TIME!

QUESTIONS??



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CONTACT INFORMATION

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