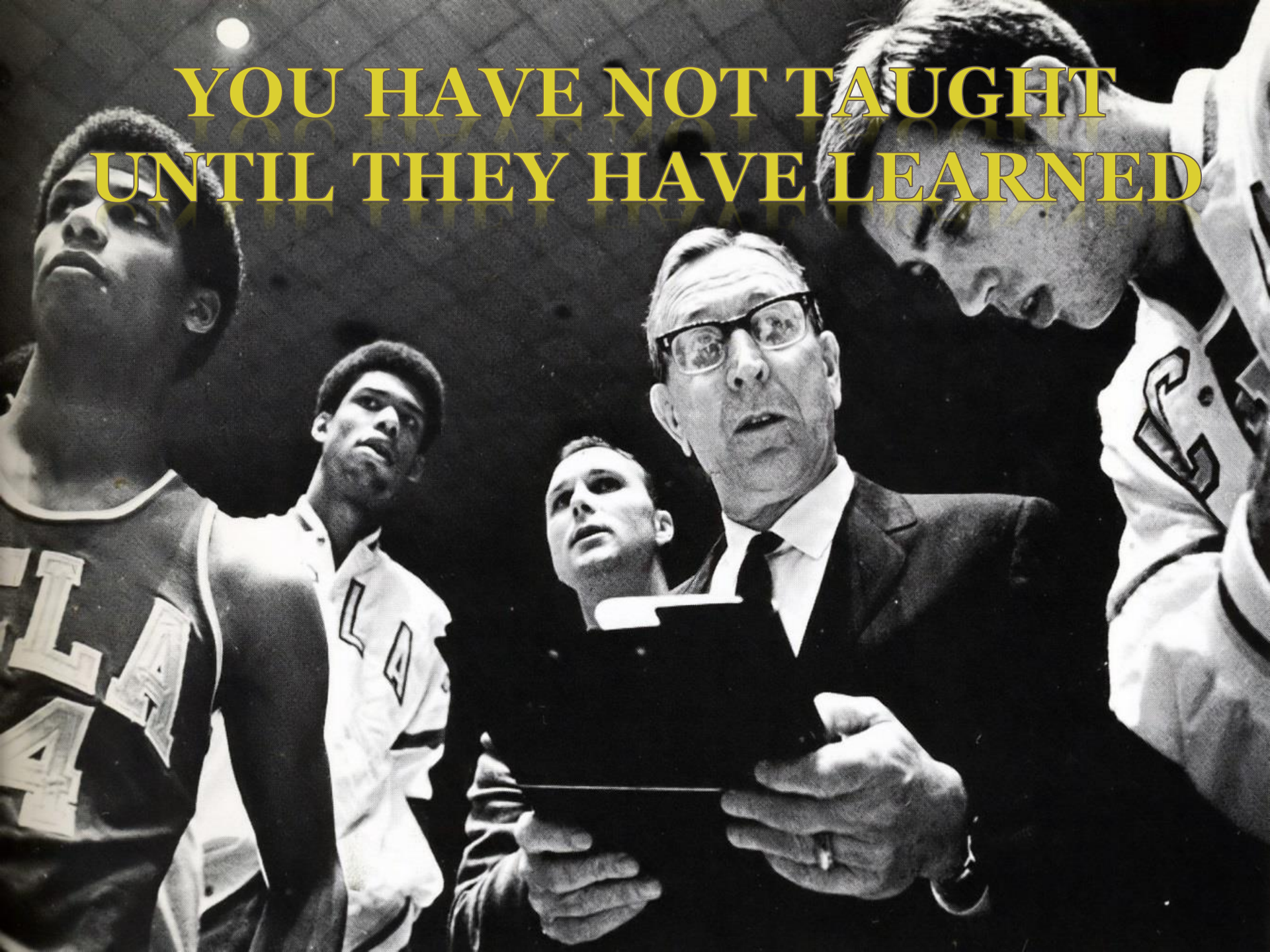


**YOU HAVE NOT TAUGHT
UNTIL THEY HAVE LEARNED**



My Coaching Timeline



2008
Velocity
Sports
Performance
Coach Intern

2011 Enrolled
in Masters
Program and
Began UCLA
Internship

2012 Long
Beach Wilson
Football
Strength
Coach



2009 – 2010
Personal
Trainer and
Football
Coach

2012 Athletes'
Performance
Intern and
Completed
MS

2012 –
Present Head
Performance
Coach
Velocity
Sports
Performance
Redondo
Beach, CA

Warm Up



Dynamic Stretching



Static Stretching

What exercises to implement



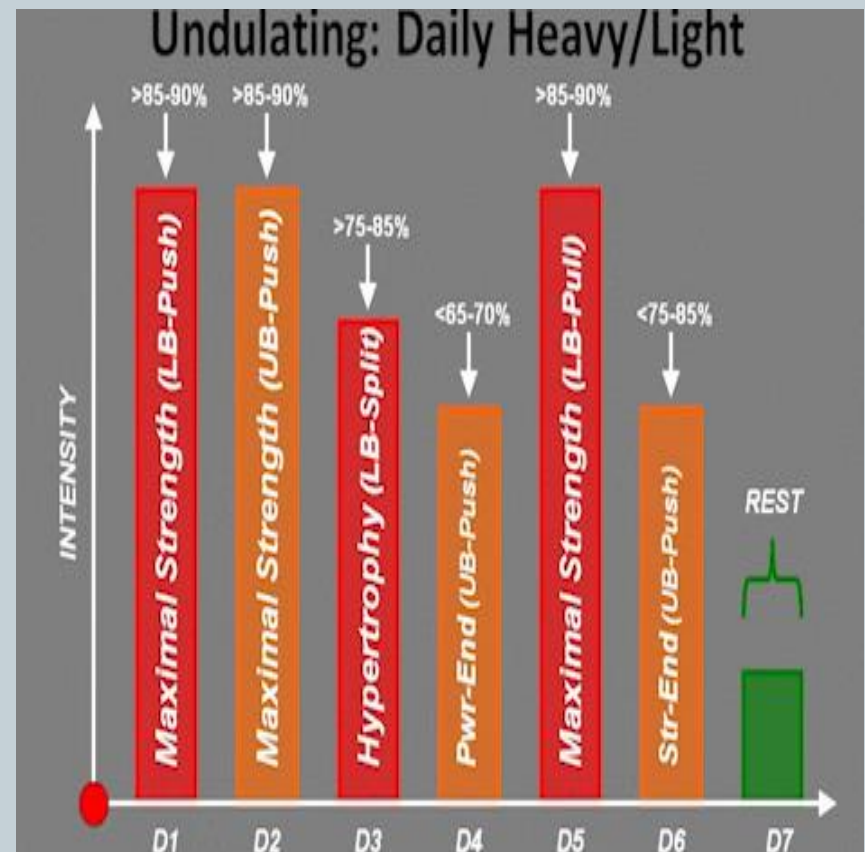
Periodization Schemes

Single Peak Microcycle Based on Intensity

Volume/Emphasis	Monday	Wednesday	Friday
High	High		
Moderate		Moderate	
Low			Low
Key	Heavy	Moderate	Light

Three Peaked Microcycle Based on Movement Category

Volume/Emphasis	Session T Monday	Session L Wednesday	Session U Friday
High/Priority	High		
Moderate/Major	Moderate	Moderate	Moderate
Low/Minor	Low	Low	Low
Key	Total Body	Lower Body	Upper Body



Assessment/Correctives



Energy System Development



The leanest, fastest, most powerful creatures on earth don't do aerobics



Become the animal you are meant to be
Sprint... Rest... Repeat...
on the only equipment designed exclusively for High Intensity Interval Training

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for HIIT products and programs

www.healthstream.com/hiit

Regeneration/Recovery



Athlete Monitoring/Data Collection



Pyramid of
Superior Coaching

Optimal
Learning

Transfer

Task Augmented

Feedback

Verbal Visual

Instruction

Block Serial Random

Practice Design

Autonomy

Competence

Relatedness

Motivation



MO•TI•VA•TION:

The reason/s one has for acting or behaving in a particular way





**"WHEN YOU WANT TO SUCCEED AS
BAD AS YOU WANT TO BREATHE,
THEN YOU'LL BE SUCCESSFUL."**

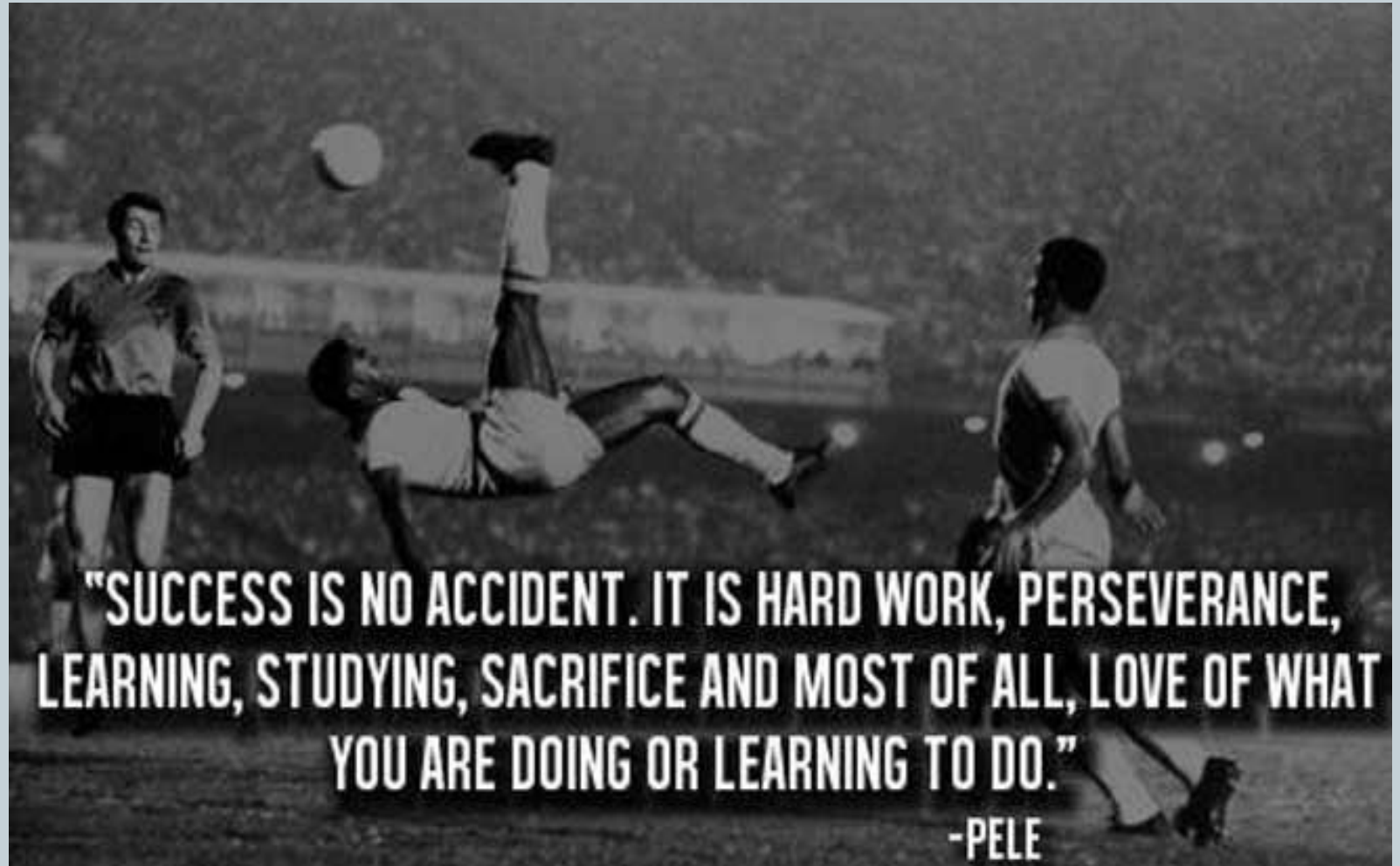
- Eric Thomas



EXERCISE

Feel the burn!!

Must come from Within



MOTIVATION



Autonomy

Competence

Relatedness

Self Determination Theory



- SDT proposes intrinsic motivation emerges with the presence of three basic psychological needs, and the environment can be manipulated by the coach to fuel people's perceptions of self-determined autonomy, competence, and relatedness.

“Knowledge alone is not enough to get desired results. You must have the more elusive ability to teach and motivate. This defines a leader; if you can't teach and you can't motivate, you can't.” – John Wooden

Autonomy



- People want to have choice and influence on their own path
- Don't want another boss, but a business partner

“if you work for someone, you punch the clock in and out and that's it. If you're working with someone, you will put in the extra hours” – John Wooden



Competence



- People want to feel that they can execute a task, even in the face of adversity, and eventually reach a level of mastery



Relatedness



- People want a social connection with a supportive group working towards the same goal



Chronicle / Lance Iversen

“They don’t care how much you know until they know how much you care.”-John Wooden

Autonomy Applied



- **Provide controlled choice as often as possible**
 - DB vs KB, Hang Clean vs Clean, Let them choose next weight, provide two fitness circuits to choose from
 - Get their input on the training process, what do they like vs what do they dislike
 - Avoid excessively controlling behavior

Competence Applied



- Create purposeful struggle in which the athlete is in the “sweet spot”
- Reinforce what they are doing right (Positive)

“Feedback is a single child, reinforce the good”

Relatedness Applied



- Group training environments create strongest opportunity for relatedness
- Implement cohesive group challenges
- Create opportunities for athlete interaction

“We rise as one, fall as one”

PRACTICE DESIGN



Practice Design



- Goal is to design an environment that is optimal for learning
- Practice Variability and Contextual Interference

Blocked Practice



- Multiple movements trained within a week and single movements trained in a blocked order within a day.
- Low contextual interference can result in auto-pilot

Serial Practice



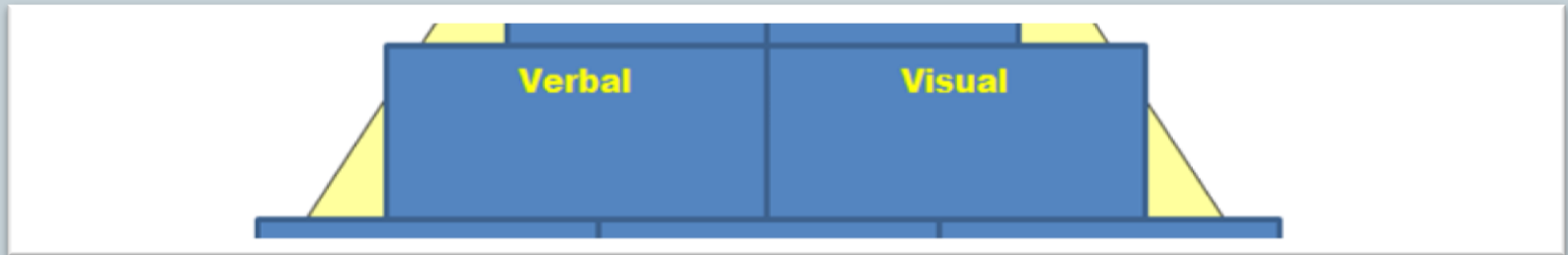
- Multiple movements trained in a pre-determined series within a session

Random Practice



- multiple movements trained or sequenced in a randomized order within a session.

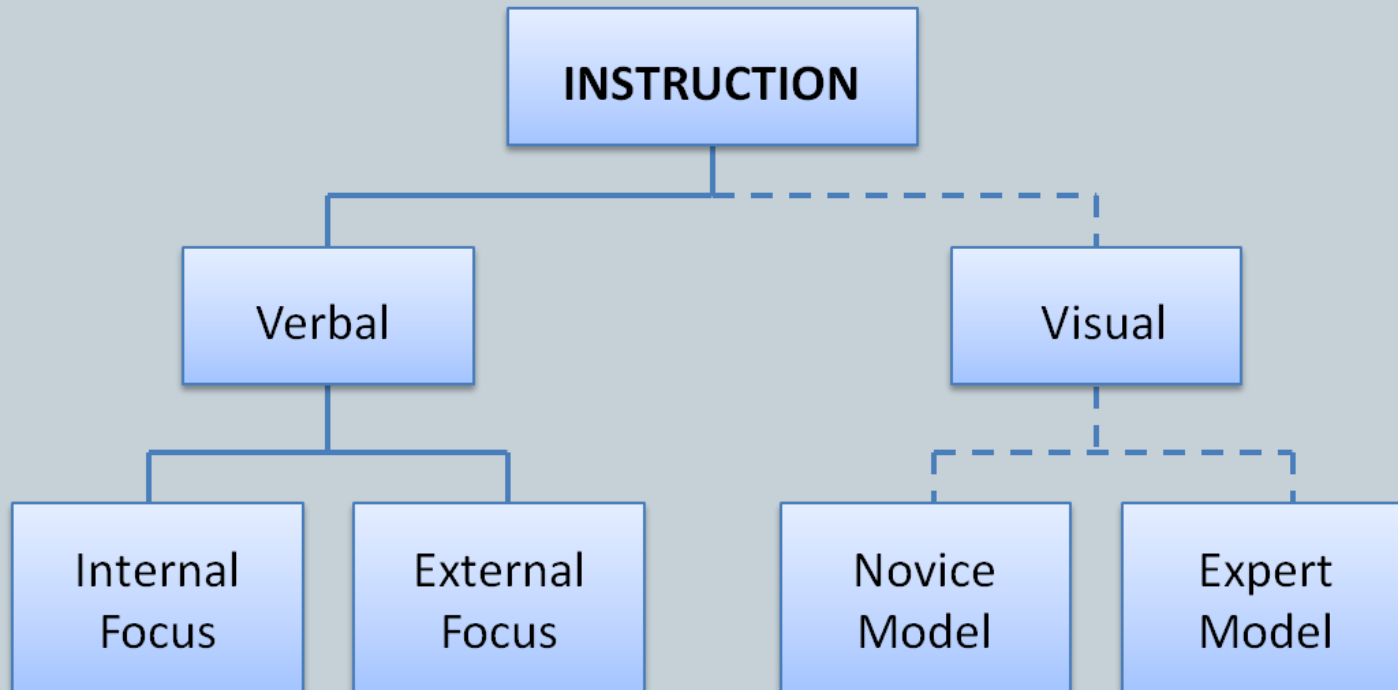
INSTRUCTION



Instruction



- Goal is to prime the motor system



Visual Instruction



- Expert Model
- Novice Model

Verbal Instruction



- **Internal Focus**
 - Body parts, focus attention somewhere between head and heel.

- **External Focus**
 - Outcome based, use environment around the body

Cuing



Goal: to immediately improve performance and transfer

Internal focus revolves around biomechanics, anatomy, but do our athletes know this language?

Why this phenomenon?



- Constrained action hypothesis

focus on internal process constrains the automatic motor processes that allow for coordination to emerge

Microchoking

Make it Stick



- When we teach skills we can put things into short term memory (working memory) or long term memory (hard drive)



3 rules of Instruction



1. Be a minimalist

say the most with absolute least, let the drill do the talking and the athlete do the walking.

2. Create context

your athletes know nothing without context

3. Make Mental Monsters

When athlete does something profound, you do something profound. Lock it in so they never forget it.

How to apply to coaching



- **Performance Cuing Formula**

Direction

Distance

Description

Weightroom: Call attention to implement

FEEDBACK



Feedback



- **Task intrinsic**
 - Visual, auditory, tactile, or proprioceptive

- **Augmented Feedback**
 - Knowledge of results (quantitative)
 - Knowledge of performance (qualitative)

Amount of Feedback



- Internal Focus: 33% feedback is better than 100% (every rep)
- External Focus: 33% and every rep are equally effective

We want to hand the keys over to the athlete not create high coach dependency

Terminal Feedback Methods



- Bandwidth feedback – feedback only given when performance reaches a limit
- Summary/Average Feedback – Only given after a certain number of trials
- Fading Feedback – more at beginning, less at end
- Self-Selective feedback

TRANSFER

A diagram of a trapezoidal structure. It features a central blue rectangular block with the text "Optimal Learning" written in yellow. This block is flanked by two yellow triangular shapes that taper towards the top. The entire structure sits on a thin blue horizontal base. The diagram is centered within a white rectangular frame.

**Optimal
Learning**

A black and white photograph showing a close-up of two men. On the left, a man with dark hair and a mustache, wearing a dark jacket with a light-colored collar, looks off to the side with a serious expression. On the right, an older man with glasses and a white shirt with a tie smiles warmly. The background is dark and out of focus, suggesting an indoor sports arena.

Our job is to create an environment where the athlete can become motivated themselves

And remember... You have not taught until they have learned