Performance Training
Developing an Athletic Tool Box: Preparing our athletes to respond to athletic work

HAVE YOU EVER WATCHED AN EFFICIENT PLUMBER, MECHANIC, OR CARPENTER EXECUTE HIS/HER CRAFT? HE/SHE CAN READ A SITUATION, DETERMINE THE TOOLS NEEDED, AND EXECUTE A SEQUENCE OF STEPS TO COMPLETE THE TASK, ALMOST UNCONSCIOUSLY.

AS COACHES, WE CAN PREPARE OUR ATHLETES TO RESPOND TO ATHLETIC (AND LIFE) SITUATIONS WITH THE SAME EFFICIENCY BY GIVING THEM TOOLS TO COMPLETE THE TASK.
Introduction

- John Piper
- Sebastian Lopez
- Performance Training @ Toppenish HS
- 3 levels (Fr., Soph, Jr/Sr)
- Highly demanding - Physically, socially, mentally, emotionally, spiritually
- Rigorous – academically (EWU, CTE)
- Career exploration
Objectives

- Identify necessary skills – physical, social, mental, emotional, spiritual – within the performance environment.
- Determine what the research/experts say about these skills
- Demonstrate (example) use of the skills and research within the performance setting.
What is Performance Training?  
The Toppenish Philosophy

- Development of individual skills and attributes that contribute to greater athletic output (comprehensive approach).
- Injury prevention (efficiency of movement)
- Improve work capacity (athletic fitness)
- Improve performance through athletic skill (vs. sports skill)
- Create a positive experience, producing functioning citizens
An Athletic Tool Box

- More than just implements...also, procedures and sequenced events, deliberately practiced to produce an effective outcome.
- Can be incorporated into daily routines and procedures.
- Must be deliberately practiced
- Teach to it! (emphasize it, point it out, define it)
Athletic Tool Box consists of...

Physical Tools
  • Muscular Strength
  • Muscular Endurance
  • Speed
  • Power
  • Agility
  • Balance
  • Flexibility
  • Aerobic Endurance
  • Anaerobic Endurance

Social Tools
  • Active listening
  • Commitment
  • Social effort vs. socializing

Mental Tools
  • Deliberate Practice
  • Over prepare
  • Intensity training
  • Concentration/Focus
  • Goal Setting
  • Imagery
  • Negative Thought Stopping
  • Progressive Relaxation
  • Routines (mindset)
  • Self-talk
“People with a growth mindset...believe even geniuses have to work hard for their achievements...effort is what ignites ability and turns it into accomplishment.”

- Carol S. Dweck, Ph.D.
“There’s no learning when nobody’s listening.” It seems to me that most of us take this for granted. How many of us take steps to ensure our students are not only hearing the words uttered during our classes, but actually listening to them.”

- Isis Artze-Vega, PhD., Active listening: 7 ways to help students listen, not just hear
Physical Tools: Movement Preparation
(warm up: sets the tone for training/practice)

- **Mental tools:**
  Demand intensity of effort (performance at correct output – tunnel vision)

- **Social tools:**
  Active listening (when you talk, they listen – Period!)

- **Physical tools:**
  Increase temp., HR, Respiration rate.
  Most important: Prep the nervous system (longest to react to prep)

Example of movements
- Jump Rope (spacing) – no time for distractions
- Skips, hops, jumps (ROM, balance, rhythm)
- Jumping jacks (combination movements)
“Focus is a skill in the same way that passing a football or performing a power clean is a skill. Therefore, focus can be learned in the same way as throwing a football can be learned.”

- Brian Zuleger, MS, CSCS and Pat Ivey, ME, CSCS
“Think for a minute. When your relationship with your spouse hits a rocky patch, do you say he's to blame? If you have a bad day at work, is it because you have a "crappy boss" or your coworkers are "slackers"? If everything that happens in your life is someone else's fault, you may be teaching your teen to play the blame game.”

- John Miller, personal accountability expert
Physical Tools: Core Training
(Train from the inside, out)

- **Mental tools**
  Concentration & focus (concentrate on a skill, focus on the elements)

- **Social tools**
  Personally accountable (your actions influence others – avoid distracting behavior)

- **Physical tools**
  Maintenance of athletic position
  Alignment of body segments
  Example: jumping off foam pad vs. hard surface
  Movements
  Core stability: Planks (front, side, prone)
  Core mobility: Walkouts; w/ reach, w/ push up
“A Cornell study quantifies what every (teacher or coach) knows about the difference between students that excel and those that languish; it’s all about who can persevere through the difficulty of a task instead of giving up.”

- Esther Cepeda, Poor children in school need a plan
“In order for students to be successful in schools, they need to learn to separate social interaction with a purpose with socializing with limited purpose.”
- Adapted from Ruby Payne, A framework for understanding poverty
Physical Tools: Speed Development
(involves posture, technique, and speed strength)

- **Mental tools:**
  Effort is visible and measurable (Fatigue limits effort. Technique and form can always be measured)

- **Social tools:**
  Partner drills (social effort vs. socializing)

- **Physical tools:**
  Posture
  (Pose running: more efficient = faster)
  Ankle hinge
  Double ankle
  Single leg pose
“It’s not about recognizing talent, whatever the hell that is. I’ve never gone out and tried to find someone who is talented. First you identify the needed fundamentals and pretty soon you find out where things are going.”

-Robert Lansdorp, tennis coach of former world number-one players Pete Sampras, Tracey Austin, Lindsay Davenport.

-(Daniel Cole, The Talent Code)
(Athletes need) to develop a teachable spirit that allows you to take correction as a complement.”

- Bruce Brown, Proactive Coaching
Physical Tools: Agility
(all components work in a synergistic manner)

- **Mental tools**
  Works for mastery (identifying and using skills in a variety of situations)

- **Social tools**
  Coachable and teachable (do things that don’t feel natural)

- **Physical tools**
  Foot quickness (boards)
  Starts & stops (square start)
  Movement patterns (closed & open)
Mental Tools: Deliberate Practice

“Deliberate practice isn’t work and it isn’t play, but it is something unto itself...Deliberate practice is characterized by...activity designed specifically to improve performance.”

- Geoff Colvin, Talent is Overrated
Successful endeavors require cooperative, respectful relationships. Respectful people examine the purpose of the relationship (social, professional, working, casual, project or task oriented) and adjust behaviors to ensure a cohesive, efficient and productive outcome.

Respectful relationships will be apparent when behaviors are conducive to task completion.

- THS Commitment Rubric
Physical Tools: Power

- **Mental tools**
  Practice deliberately

- **Social tools**
  Respectful in all situations (expect them to critique each other on technique and effort)

- **Physical tools**
  FIFA 11+ (technique, skill improvement and injury prevention)
  Most improvement in youth athletes is neural, less muscular.
  Take-off / Landing (body tall, hips low, knees over toes)
  Jump & Bump
“(High achievers in any discipline) are quite certain which activity was most important for making them better: It was practicing (learning) by themselves.”

- Geoff Colvin, Talent is Overrated
“Feedback is an objective description of a (athlete’s) performance intended to guide future performance. Unlike evaluation, which judges performance, feedback is the process of helping our (athletes) assess their performance, identify areas where they are right on target and provide them tips on what they can do in the future to improve in areas that need correcting.”

- W. Fred Miser (quoted from Robert Marzano)
Physical Tools: Recovery

- **Mental tools**
  Over preparation (Talent of overrated)

- **Social tools**
  Receptive to feedback (be willing to change/adjust behavior, both physical and social)

- **Physical tools**
  Hydration (body weight – before & after)
  6 pt rollout
  Foam roll
  Med ball
  Rolling pin
Closure

- Identify not only physical tools/skills, but also social, mental, emotional, spiritual tools/skills that are necessary for optimal performance.
- Identify the appropriate research or expertise necessary for teaching, monitoring, and adjusting.
- Create situations where each tool/skill can be deliberately practices, and eventually mastered.
Contact Information

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Ivey, Pat & Zuleger, Brian (2013) Integrating mental skills training into a strength and conditioning program. National Strength & Conditioning Association, Colorado Springs, CO.


