

Introduction: Being a Basketball Parent

Mō te Poari o Manawātū Poitūkohu me ngā kaimahi e mihi atu ana ki a koe ki te kaupapa māngai.

On behalf of the Basketball Manawātū Board and staff we welcome you to the Representative Program.

We aim to create positive sporting experiences for children by educating and supporting the key influencers in youth sport – parents.

You provide the necessary financial, logistical – and the most critical – emotional support that allows your child to flourish in their chosen sport of basketball.

The goal is for each adult stakeholder (parents & coaches) to work together in the best interests of your child so that they can reach their highest potential. Being a parent of an aspiring athlete can be challenging, thus we hope the contents in this handbook may guide you and your child in the pursuit of positive experiences in the world of basketball.

Basketball Manawatu Key Contacts:

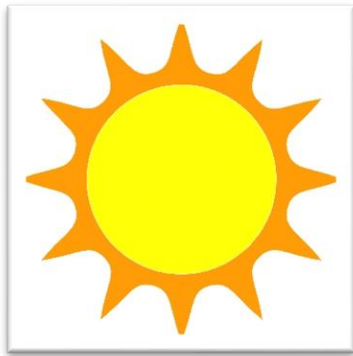
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Parent Check List:

Documents	Read	Return	Completed
Player Participation			
Zero Tolerance Sport Rage Policy			
Parent & Spectator Code of Conduct & Ethics			
Representative Fees			
Refunds			
Medical Information			
Complaints Procedure			
Disciplinary Policy			
Judicial Policy			
Child Protection Policy			
Health & Safety Policy			
Social Media Policy			
Harassment & Bullying Policy			

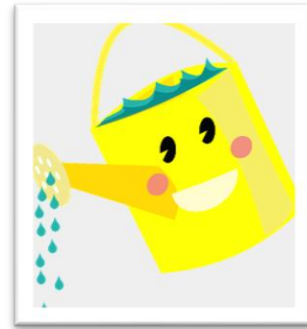
COACH – PARENT – ATHLETE

RELATIONSHIP



Coach: Teaches athletes technical skills and nurtures them holistically through the sporting environment.

Parent:
Supports the coach in sport aspect
and nurtures through the home environment.



ATHLETE

Thrives when the parents and coach are aligned in supporting and nurturing athletes.

The coach – parent – athlete relationship is like nurturing a plant. Just as a plant requires both sunlight and water to grow, an athlete requires both the coach's and parent's support to fulfil his or her basketball potential. When both the coach and parents conduct their roles effectively, the athlete has a higher chance to succeed.

The Good Sports Spine is a sense making tools to help how adults impact children’s sporting experiences. The two ‘climates’ should be seen as opposite ends of the continuum. Good Sports encourage adults to move towards the Climate of Development.

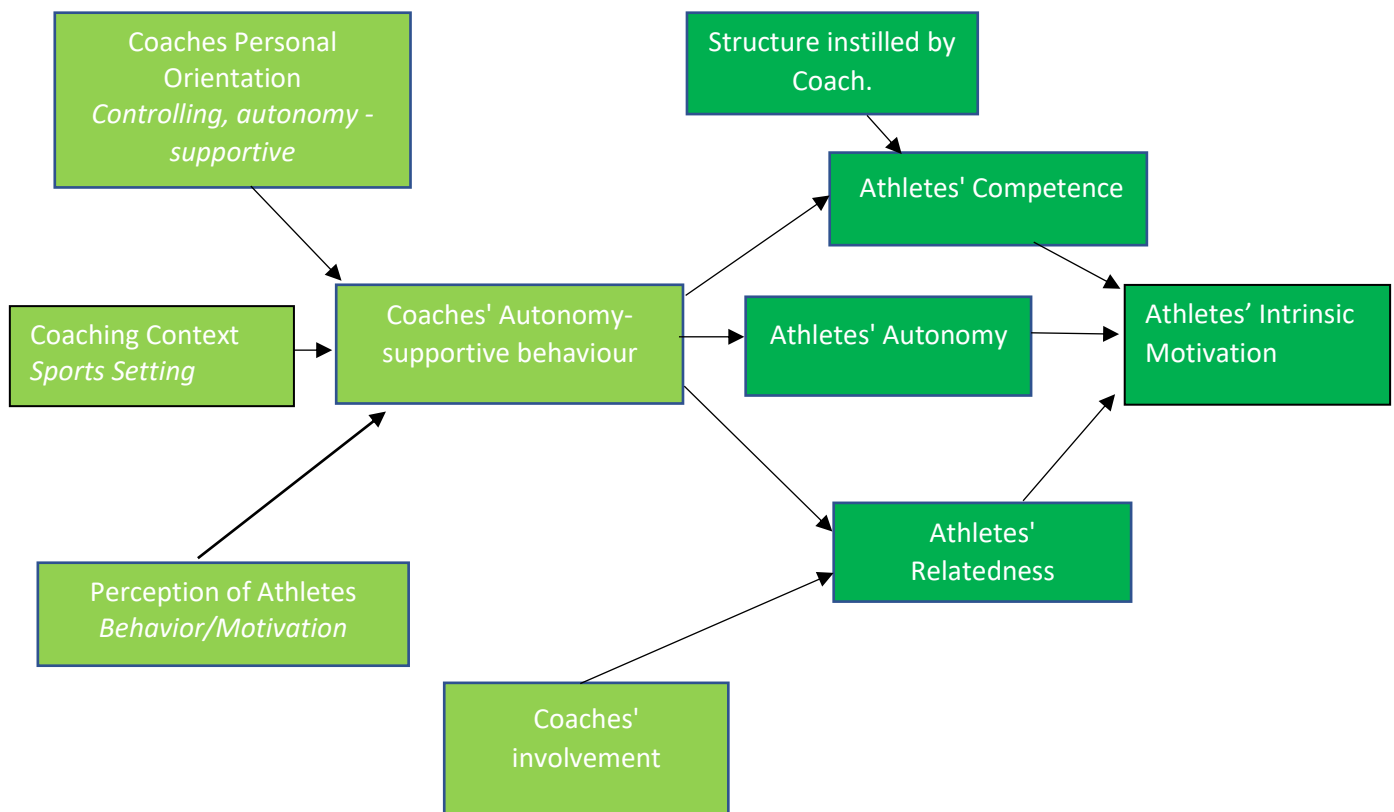


Relationships:

Coach –Athlete Relationship

All coaches want to help their athletes to achieve their highest sporting potential. To do so, it is ideal for athletes to have intrinsic motivation. This form of motivation means that athletes are participating in their sport for the simple reason of enjoyment. This leads to positive effects in athletes and better sports performance.

Several factors have an impact on athletes' intrinsic motivation, and one of these is the influence of the coach.



(Figure 2: Coaches' Impact on Motivation. Adapted by Mageau and Vallerand (2003))

Parent – Athlete Relationship

Every parent wants their child to succeed, be it in sports or studies.

Every parent has a different parenting style which is associated with a different set of characteristics. Parenting styles have been associated with a broad range of social and behavioral outcomes throughout childhood and adolescence. Knowing what your parenting style will help you understand the kind of climate you create for your child which can in turn impact on their sport. Please note that every parent-child relationship is different, and no one fits neatly into one single parent style.

A moderate level of parental involvement is encouraged as it allows your child to experience their sport positively.

Parenting Styles	Consequences
<p>AUTHORITARIAN</p> <ul style="list-style-type: none"> • High demandingness/control • Low acceptance/responsiveness • Discourage open communication 	<p>Greater levels of anxiety & maturity in children Antisocial behavior (such as bullying)</p>
<p>AUTHORITATIVE</p> <ul style="list-style-type: none"> • Assertive: Not restrictive • Responsive • Open communication • Trust, encouragement of psychological autonomy 	<p>Generally, more confident Socially competent & higher achieving</p>
<p>PERMISSIVE</p> <ul style="list-style-type: none"> • Higher acceptance • Higher responsiveness • Non-demanding • Lack parental control 	<p>Higher levels of impulsivity & aggression Lower levels of social responsibility</p>
<p>UNINVOLVED</p> <ul style="list-style-type: none"> • High acceptance • High unresponsiveness • Non-demanding • Lack of parental control 	<p>Poor social & emotional development overall</p>

(Figure 3: Characteristics & Consequences of Parenting Styles. Adapted from Baumrind (1991))

<p>Under Involved Parents: Lack of attendance at basketball events Minimal financial investment (equipment) Limited assistance with transport Minimal communication with coaches regarding participation or skill development</p> <p>Moderately Involved Parents: Firm parental direction, with enough flexibility for the child/tamaiti/rangatahi to make decisions on their own. Interested in feedback from the coaches. Support their child financially without being excessive. Support the Association and are generally able to leave their child's skill development to the coaches.</p> <p>Over Involved Parents: Have a need that is satisfied through their child's participation. Excessive attendance during training, attempts to "coach". Emphasize winning not willing to look at improved performance. Communicate disapproval often.</p>

(Figure 4: Involvement of Parents. Adapted from Hellstedt (1987))

Coach – Parent Relationship

The expectations and values of parents and coaches can affect how a young person experiences their sport. A positive coach-parent relationship will ensure the child has the best chance to develop optimally in sport.

Communication PARENTS should expect from COACHES	Communication COACHES should expect from their PARENTS
Coach’s background and philosophy	Notification that their child is ill or injured
Expectations and requirements (attendance, dress, conduct, etc.)	Advance notice if your child will miss training or competition
Injury procedures	Clarifying questions about the team procedures and time commitments.
Performance of an athlete	Appropriate concerns expressed directly to the coach
Disciplinary consequences that may result in your child being unable to compete.	
COMMUNICATION and EXPECTATIONS	

Appropriate	NOT Appropriate
The treatment of your child mentally and physically	Playing time, team strategy, play calling and other team athletes
Ways to help your child improve and develop	Right before, during and after training/competitions = emotional times
Concerns about your child’s behavior, injury, academic or discipline problems	For optimal resolution and objective analysis, it could be best to speak to coaches at other times than the ones stated above.
Appropriate issues be discussed with coaches	

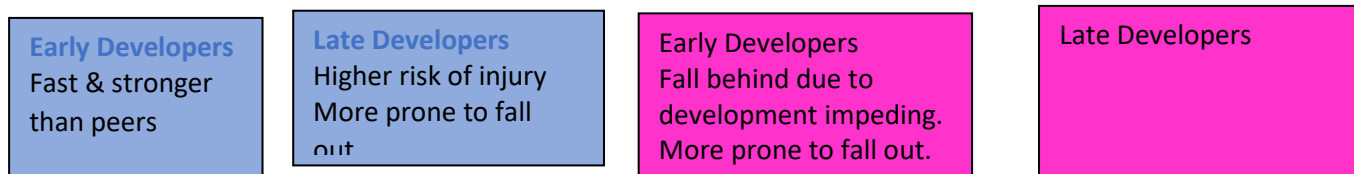
Youth to Elite Transition

To prepare our child for elite levels, it is important to help them understand the increasing demands as they advance. In the same way, being aware of these changes can help you understand and support your child better.

Growth and Maturation (Physical)

There are stages of maturation – physical development.

Pre- Maturation:



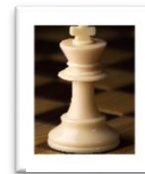
During Maturation:



Higher risk of injury as bones start growing first.

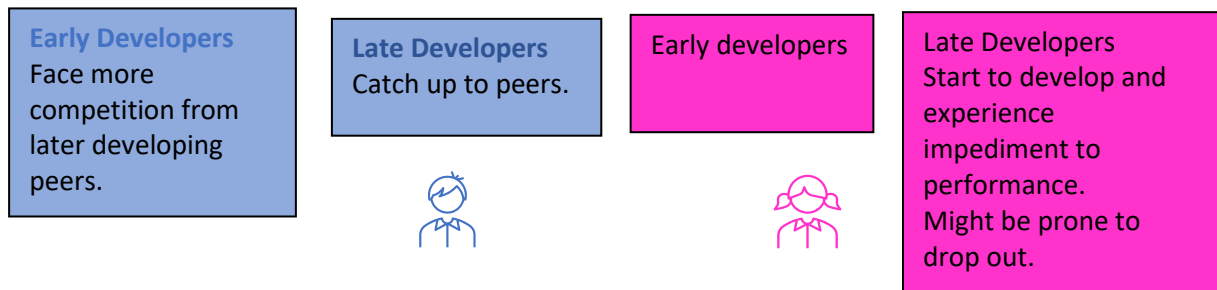


Coordination issues due to athletes growing physically faster than perception.



Better able to **understand strategy and game plans.**


Post Maturation:



(Figure 5: Stages of maturation and implications)

Growth and Maturation (Cognitive)


As well as physical growth, understanding information will change. We now must be mindful of how we talk to our children, and how they will understand what we and their coaches tell them. Instructions will have to be given progressively and as your child starts to comprehend information, we can get them to see how it can be applied in various contexts to basketball or any other sport.

Evaluation		<i>Judge or recognize the importance of things</i>
Synthesis		<i>Ability to put parts together to form a new whole</i>
Analysis		<i>Ability to breakdown something into parts so that it can be understood</i>
Application		<i>Ability to use learned information in a situation</i>
Comprehension		<i>Understand and grasp the meaning of information</i>
Knowledge		<i>Recall/recognize information</i>

(Figure 6: Cognitive Domain of Learning. Adapted from Bloom, Engelhart, Frust, Hill and Krthwohl (1956))

Growth and Maturation (Affective)

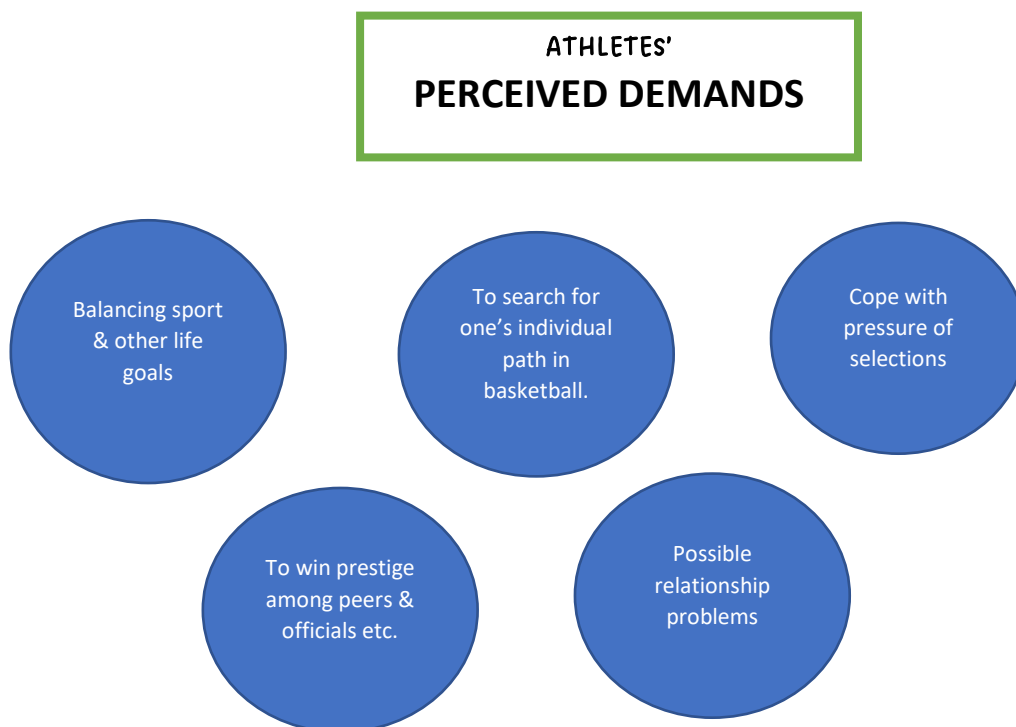
Our child grows affectively as well. They start to progress from observing and responding to developing their own value system. We can help them by modeling values for our child to observe. We progress this on by getting them to express those values and finally help them formulate values through their experiences within sport.

Characterisation		Acting in accordance with the values you have internalised
Organisation		Putting together different values or information and relating them to currently held beliefs
Valuing		Able to see the value of something and express it
Responding		Being aware of stimulus and responding to it
Receiving		Paying attention, being aware of certain ideas/material or phenomena

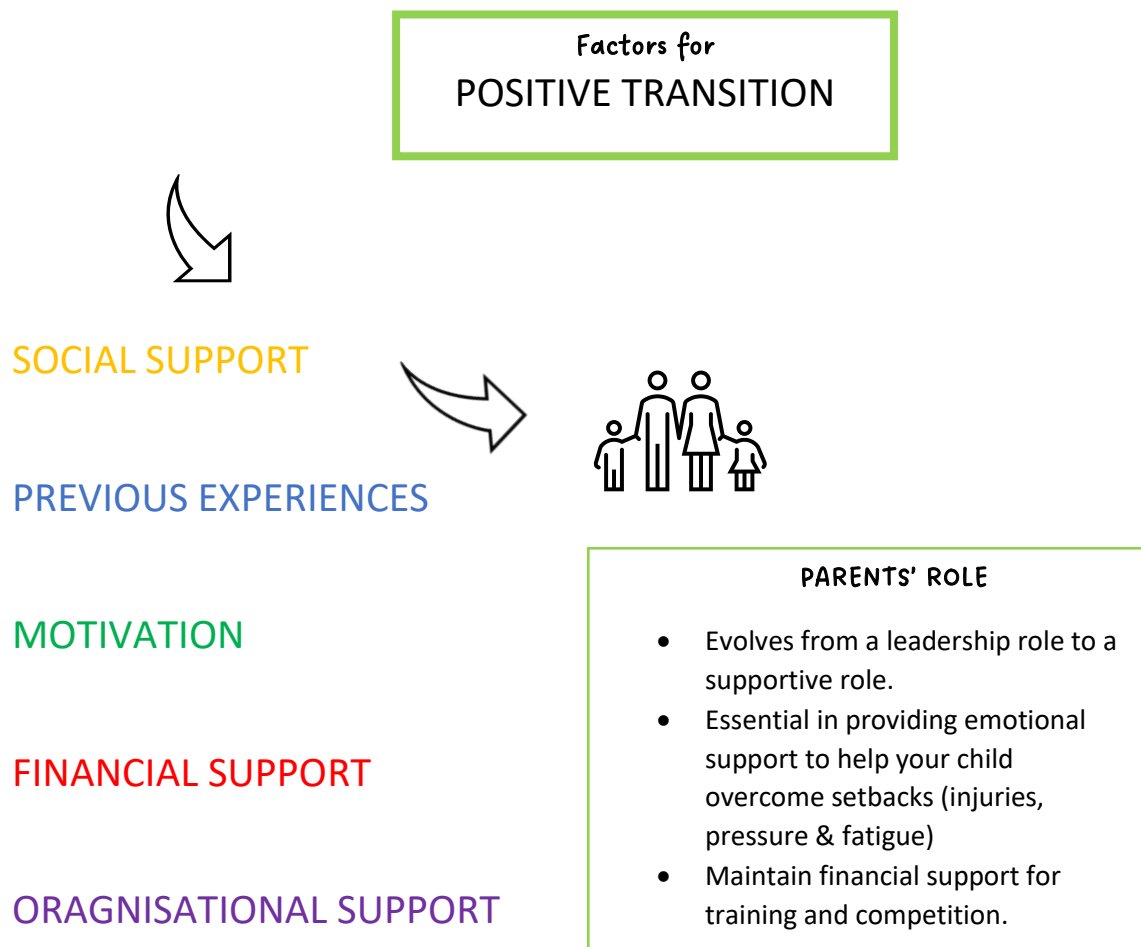
(Figure 7: Affective domain of Learning. Adapted from Bloom, Engelhart, Furst, Hill and Krathwohl (1956))

Demands

With transition comes change, and with change comes stress and uncertainty. Your child/tamaiti/rangatahi may struggle with a whole new set of behaviours associated with increased intensity, hard work and commitment necessary with the transition. Transitions normally come with a set of specific demands the athletes have to cope with in order to successfully continue in their sports. The support received from coaches, other athletes and whanau is important during the transition from youth to elite.

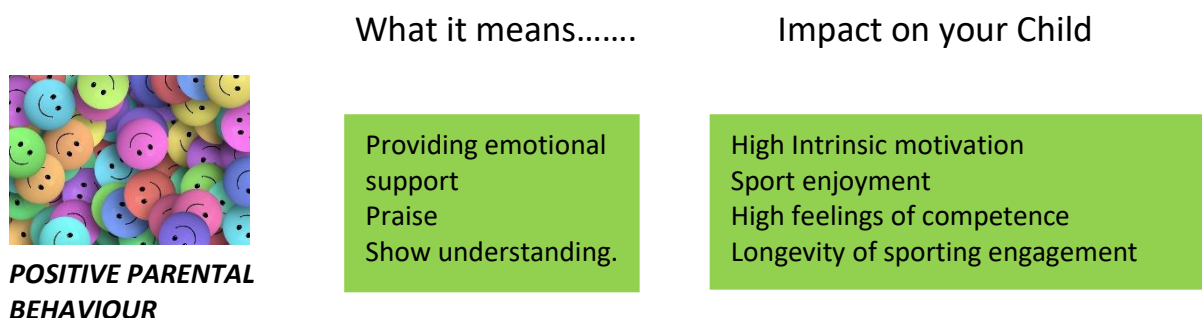


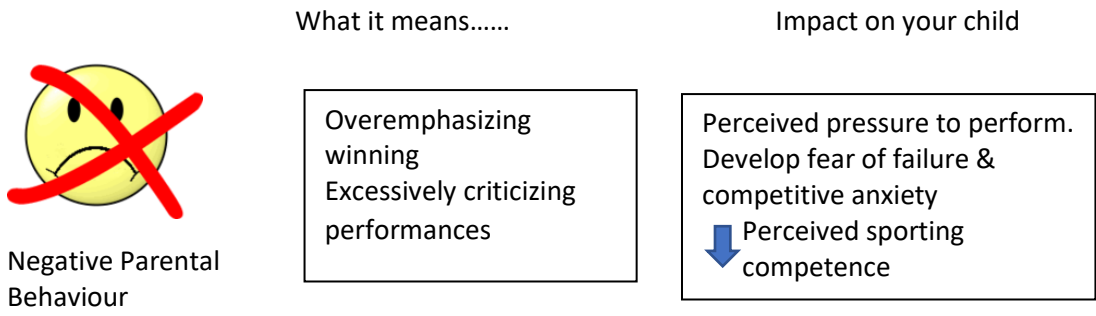
Impact of Parents on Youth Athletes



(Figure 8: Parents' Role in Positive Transition from Youth to Elite. Adapted from Hollings, Mallett and Hume (2014))

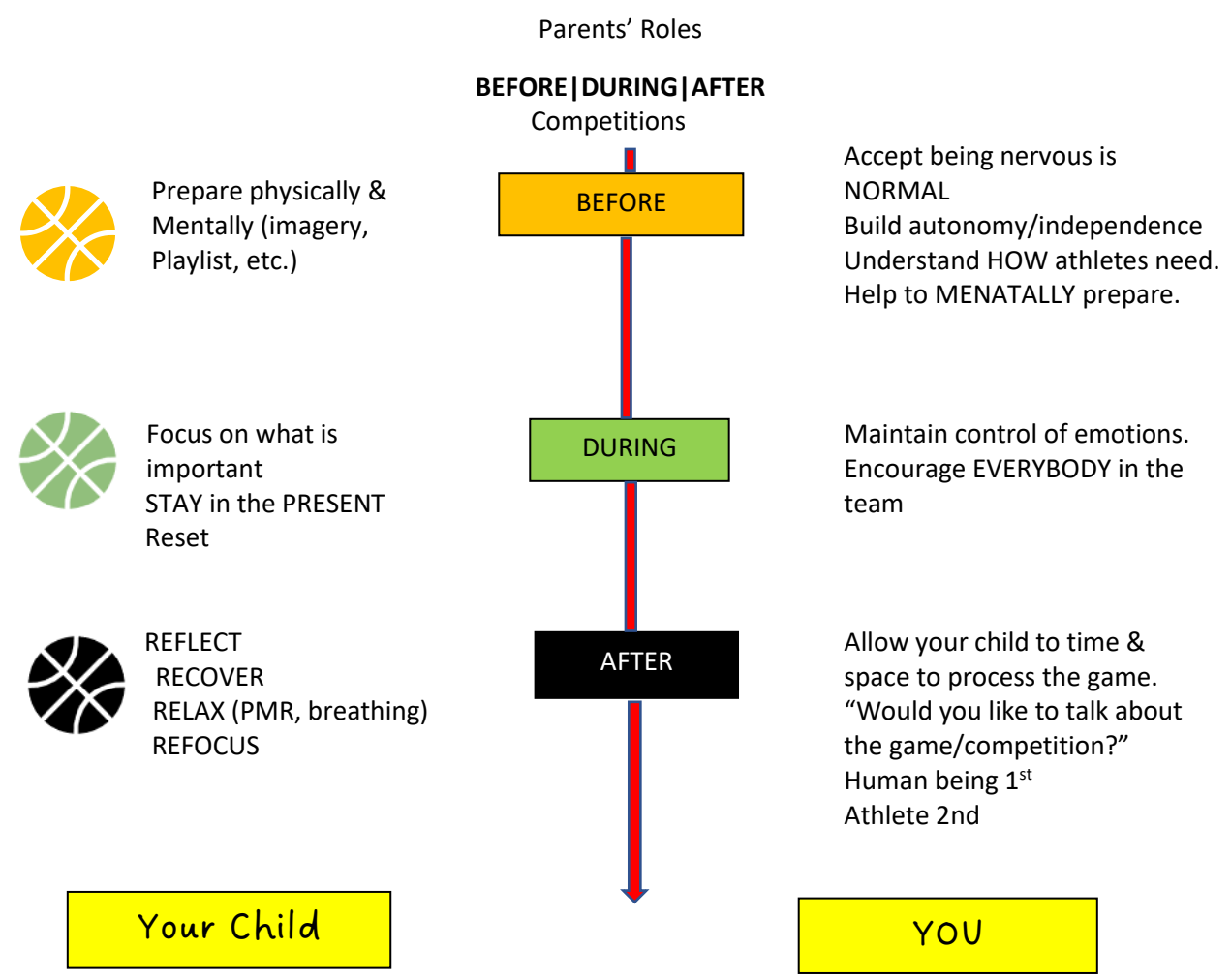
Youth athletes have their own set of routines and tasks followed before, during and after competitions. This is where your behaviours and actions as a parent can have a significant impact on your child.





(Figure 9: Parental Behaviour. Adapted from Elliott and Drummond (2016))

Impact of Parents on Youth Athletes



BEFORE:

Accept that your child being nervous is normal: Who isn't? This is a natural part of preparing for a game/competition. Notice it but do not focus on it. Let them ride the buzz and energy that it gives.

Build autonomy/independence: As much as it is important to remind them and make sure they have packed what they need for their competition, it is also important to let them be independent and do not do everything for them! Doing too much for them could hinder their growth.

Understand HOW your child needs help to MENTALLY prepare: Every youth athlete is different. Some want to be left alone with their ear pods and others may want social and parental support to give them an extra boost. It's about recognizing and being aware of what works and does not work for them.

DURING:

Maintain control of emotions: It is important to be aware of what you are feeling and how you display them. Think of your child and the team – your behaviour could distract your child.

Encourage EVERYBODY in the team: It is important for team dynamics that everybody is encouraged, including those whose parents are not there to support them.

AFTER:

Allow your child time and space to process the game regardless of the outcome: Parents who debrief with their child after competition about performance can unwittingly upset them and worsen negative feelings. Pick your time and place.

"Would you like to talk about the competition": If you need to talk about the game, wait a few hours and then ask then whether they would like to talk about the competition. Sometimes the child may approach you and start talking about the game. Be patient.

Human first, Athlete second: Remind your child that their worth as a person is not linked to their abilities as an athlete and making mistakes are a normal part of sports and life. Try and learn from them.



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EVERY YOUTH ATHLETE IS DIFFERENT!

Impact of Parents on Youth Athletes

PERCEIVED PARENTAL PRESSURE

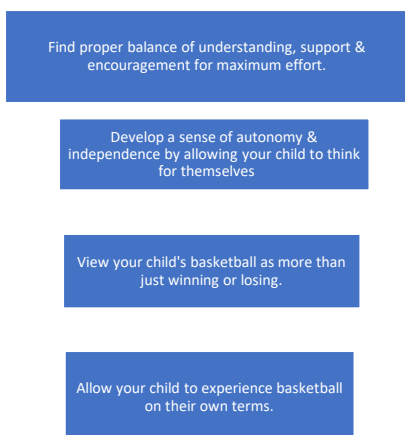


Parents' Expectations

Child's expectations

Parental pressure is the imbalance in expectations between parents and youth athletes. It is important that you understand the needs of your child. You must be able to balance the type of pressure you unwittingly apply to your child. Some parental pressure may be beneficial to your child and excessive parental pressure may have dire consequences.

POSITIVE SUPPORT



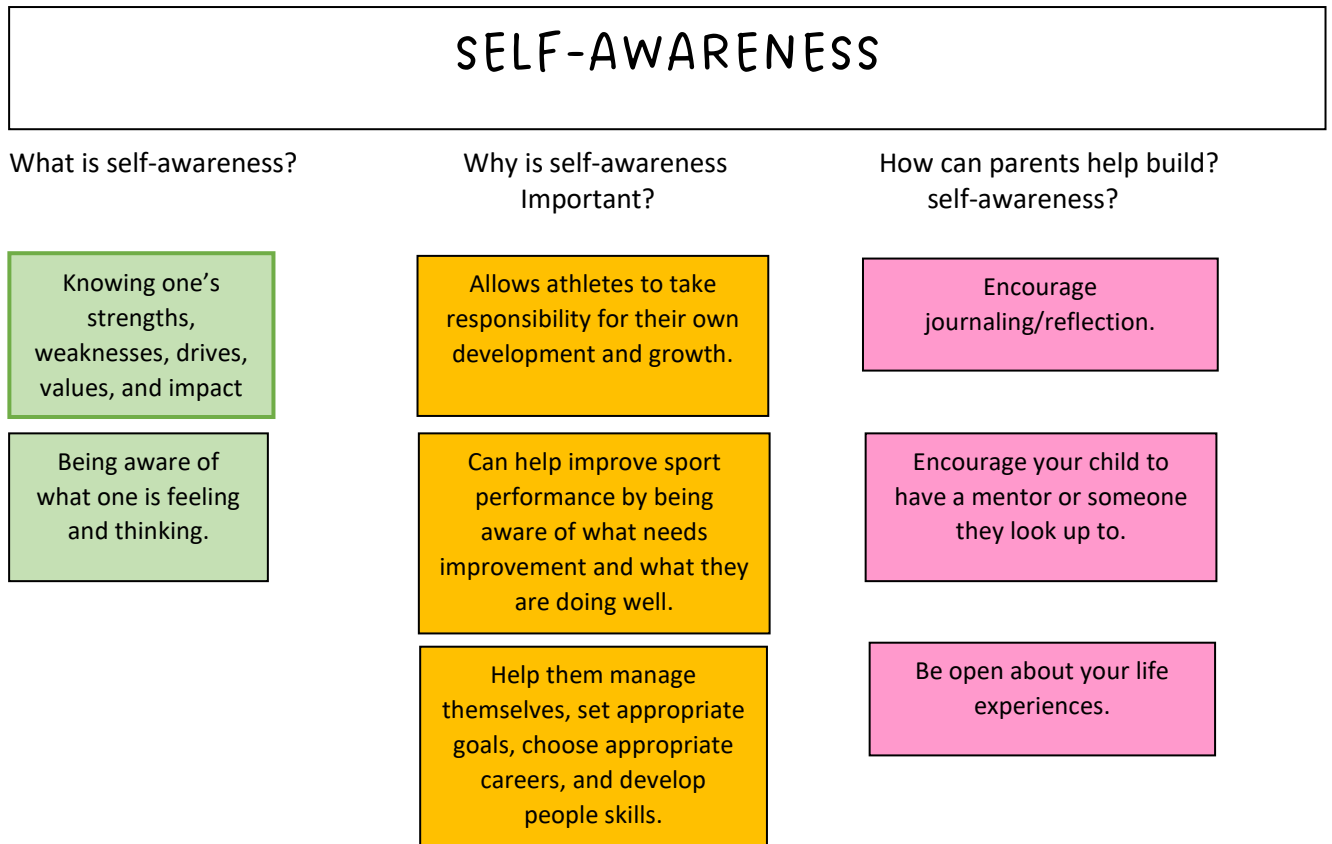
EXCESSIVE SUPPORT



(Figure 10: Parental Support and Excessive Pressure. Adapted from Stroebel (2006))

Self-Awareness

Developing self-awareness can help your child’s ability to perform. It aids your child’s practice habits, focus and confidence. Having self-awareness helps your child check blind spots and realise their strengths and weaknesses.



Sports Values

Sport is not only about medals and rankings. It is a great way for your child to build values such as integrity, responsibility, and respect. It provides an ideal setting to learn life lessons such as overcoming adversity and making decisions. Parents play an important role in instilling these values as well.







PARENTS ROLE

Be good role models – your child watches and hears everything you do & say	Be consistent and give clear, appropriate reinforcement for desirable and undesirable actions.	Respect officials, coaches, teammates, and opponents, so that your children will do the same.	Teach your child that striving to win and admitting defeat graciously are equally important.	Get active with your child whenever you can and show support for their participation.
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(Figure 11: Parent’s role in instilling Sports Values. Adapted from NYSI (2017))

Sports Science Tips

Mental Skills

G GOAL – SETTING	Process Goal <i>Things you need to achieve your other goals</i>	Performance Goal <i>Measure your own performance</i>	Outcome Goal <i>Out of control about attaining a specific result</i>			
How can you help: Discuss training and competition goals with athletes Help incorporate their goals into your training programs						
R Relaxation	<i>Progressive Muscular Relaxation (PMR)</i> Tense muscles for 5-7s, relax them for 10-15s. Feel the difference between tension and relaxation. <i>Breathing</i> Focus on breathing – 4s in, 7s hold, 8s out					
How can you help: Incorporate PMR sessions before/after trainings Remind athletes to focus on their breathing during training/competitions						
I Imagery	 Sight	 Smell	 Touch	 Sound	 Movement	 Emotions
Internal Perspective		<i>Before competition</i> Skill refinement		External Perspective		
How can we help: Remind athletes to practise imagery before training/competitions						
T Self-Talk	Encourage <div style="background-color: #90ee90; padding: 5px;"> 1. Instructional 2. Motivational </div>		Discourage <div style="background-color: #ffcc99; padding: 5px;"> 1. Negative 2. Irrelevant </div>			

Nutrition

You need to fuel up **before training** and recover well **after training**.



Before

Fuel up & Drink Up:

Last meal should be **not more than 2 hours before**.
If “yes” you should have a light snack containing
1 – 2 servings of carbohydrates
(1 serving = 15g carbohydrates)

During

TRAINING / COMPETITION

After

RECOVER and REPLENISH

30 – 60 minutes After

Priority will be given to have some carbohydrates and protein for recovery. It is ideal if you can have a proper meal with 20g high-quality **protein** (1 serving) and adequate **carbohydrates**.

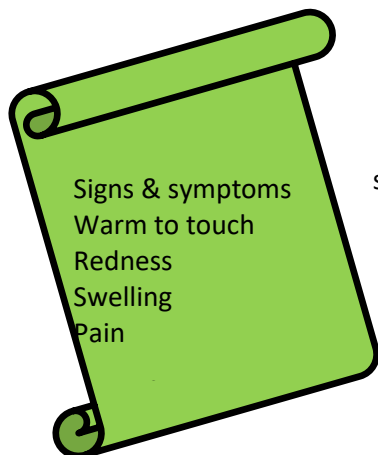
If you are unable to consume a full meal within 30 – 60 minutes, you should consume a **light snack** with at least serving of carbohydrates and ½ - 1 serving of protein.



REST

Injury Prevention

When an acute injury occurs, there are 5 distinct signs and symptoms to look out for:



If a serious injury (i.e., fracture dislocation, severe pain and/or swelling) is suspected emergency first aid should be sought.

P.O.L.I.C.E

What should you do if you are injured?

During the initial swelling period which lasts 48 hours, you can do the following to reduce swelling, pain, and eventual time to full recovery.

DO	WHY	HOW
P	PROTECTION helps to prevent Further injuries	Tools like crutches, slings, and splints. Gently range of movement of Injured areas
OL	OPTIMAL LOADING aims to promote early recovery	Stay as active as physically possible. Within pain free limits
I	ICE reduces swelling and pain	Apply ICE every 15 – 20 minutes Every 2 – 4 hours Minimum 3 cycles
C	COMPRESSION reduces swelling	Apply pressure bandage
E	ELEVATION reduces swelling	Elevate the injured area

Sleep

Teen (14 – 17 years)
Recommended: 8 – 10 hours

Young Adult (17 – 25 years)
Recommended: 7 – 9 hours

QUANTITY



Consistent Schedules
Fixed bedtime
Regular activities before bed
Limited use of technology
Night mode 60 minutes
before bed
Positive sleep environment
Quiet
Dark
Well ventilated

QUALITY



How can mum or dad help?
Discuss sleep schedule with them.
Plan activities in support of sleep schedule

Good method to reduce daytime mental and physical fatigue.

15 – 20 minutes

In early afternoon

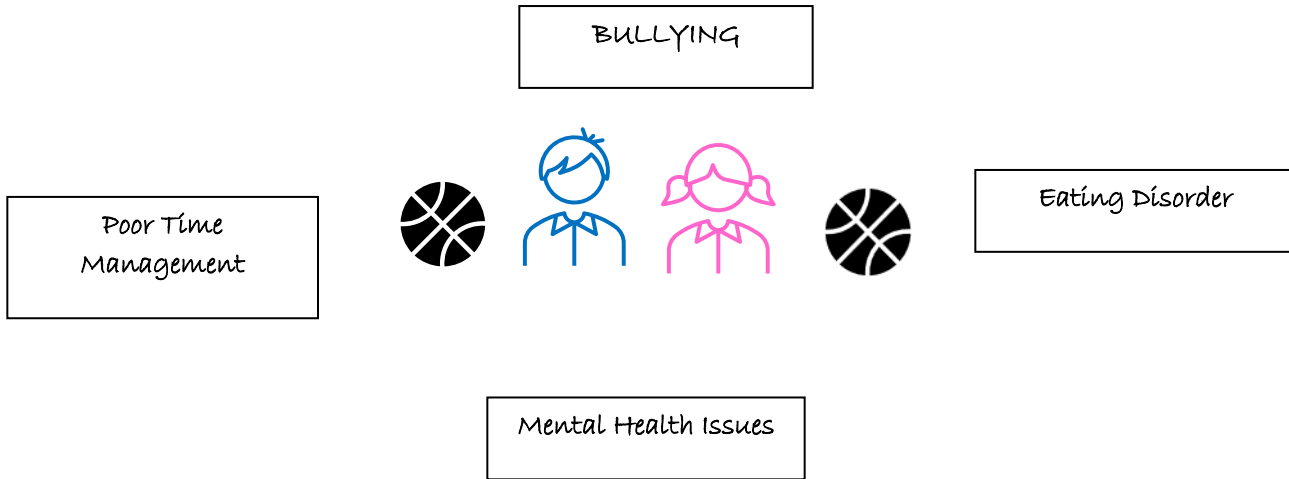
Not too close to training/competition time

Freshen up after napping.



NAPPING

Issues Youth Athletes Could Face



As a parent being aware of and knowing how to recognise these issues means you can engage professional help swiftly to prevent the situation from escalating and affecting the athlete's psychological development. Check your local community if help is needed.

Eating Disorder

Possible causes:

- Overvalued belief that lowers body weight will improve performance.
- Sports that emphasize appearance, weight requirements, or muscularity
- Social influences emphasize thinness, performance anxiety, and negative self-appraisal of sport achievement.

How to Spot:

- Avoidance of water or excessive intake
- Preoccupation with one's own food/other people's food.
- Ritualistic eating and/or avoidance of certain foods
- Excessive concern with body aesthetic
- Personality shifts may occur, ranging from being more withdrawn and isolated to acting excessively.

What to do:

- Seek professional help.
- Promote self-esteem.
- Set a positive example.
- Remember it is not your fault.

Poor Mental Health

Possible causes:

- Excessive training
- Inadequate recovery
- Balancing sport and studies
- Fear of failure
- Reduced social life.

How to Spot:

- Depressed mood

BASKETBALL MANAWATU GOOD SPORT PARENT

- Frustration over lack of results
- Feelings of helplessness and loss of motivation
- Withdrawal from friends, parents, and coaches

What to do:

- Seek professional help.
- Allow the child/tamaiti/rangatahi to take a break/do something they used to enjoy.
- Persist in expressing concern and willingness to listen even if they shut you out.
- Encourage relaxation exercises.

Bullying (if the athlete is being bullied)

Possible Causes:

- Low understanding of social and emotional interactions
- Low self-esteem

How to Spot:

- Physical headaches, change in appetite (relation to stress)
- Psychological – irritability, sadness, trouble sleeping.
- Behavioural – avoid social situations, poor school, and sport performance.

What to do:

- Remain clam, supportive, and reassuring – they are not to blame for their victimisation.
- Lend a listening ear; find out details about the bullying.
- Build confidence.
- Speak to a parent or team manager.
- Seek professional help.

Bullying (if the athlete is a bully)

Possible Causes:

- Have been bullied before
- Jealousy
- Lack of understanding or empathy

How to Spot:

- Observe how your child/tamaiti/rangatahi interacts with his or her teammates.
- While it may not be easy to spot if your child/tamaiti/rangatahi is a bully unless an incident has been brought to your attention, it is important to be mindful that the child may be bullying others.

What to do:

- Listen to their side of the story.
- Hold them accountable for their actions.
- Spend more time with them.
- Speak to the parent or team manager.
- Seek professional help.

Poor Time Management

Possible Causes:

- Not setting personal goals
- Failing to manage distractions (social media, video games)
- Procrastination
- Parents or the home environment

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How to Spot:

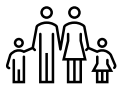
- Poor punctuality
- Poor performance in sports and school
- Lack of energy
- Impatience

What to do:

- Encourage a to-do list/prioritising.
- Encourage breaks.
- Discourage taking on too much.
- Seek professional help.

Parents Well-Being

We as parents face a range of stressors arising from your child's sport participation. These stressors can affect your behaviour towards your child, in turn affecting their sport negativity. It is important that we recognise our stressors, the effect it could have on your child, and engage in strategies to help cope with the stressors.



General Parenting Stressors

Financial stressors – providing for family: ensuring financial security.

Time Stressors – balancing families, chores, work, and personal time

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Parenting Stressors in Sport

Competitive stressors – watching your child perform, poor behaviour from opposing parents.

Time – related stressors – transporting children to training and competition.

Financial commitment



Possible Consequences of Parental Stressors

Fewer interactions with children

Controlling behaviours

Emotional exhaustion, anxiety, anger

Looking at financial cost and time as an investment that will “pay off”, adding pressure on children unknowingly.

Coping Strategies

Cognitive restructuring

Contingency planning

Coping reflection

Parental peer support



COPING STRATEGIES

Relaxation

Acknowledge that you are feeling stressed.

Consider taking time out (take a 5-minute walk)

Engage in breathing exercises.

Yoga, PMR

Example: The referee makes a bad call.

Acknowledge that you are angry.

Take timeout and go for a walk or engage in breathing exercises.

You may not want your child to see you angry at that point as it could affect their game.

Contingency Planning

Considering difficult situations

Plan how to respond to them.

Increase familiarity, sense of control.

Example: Your child gets injured and is out of training & competition for 6 months

Realise that this part & parcel of sport participation.

Plan what would you say and do in response to their injury.

Cognitive Restructuring

Acceptance of stressor

Reappraise stressor.

Focus on positives.

Example: Your child lost an important international competition that you paid a lot of money for

Accept that this has caused a financial strain and that you're upset about it.

Acknowledge your child could be just as upset and it is important to be still there for them.

View the loss as a learning experience for your child and an investment in your child's future growth as an athlete.

COPING REFLECTION

Just as we encourage the athletes to reflect on their performance and help them figure out what works and what does not, it is important that as parents you do the same kind of thing reflection.

Reflect on how well you handled a difficult situation.

Effectiveness of the coping strategies you used.

Is there anything you could have done differently next time to respond optimally.

This reflection may save you future stress and help self-regulate.

PARENTAL PEER SUPPORT

Other parents involved in sports can be another useful group to tap on for help. Parent peer support groups can provide knowledge, experience, emotional, social, or practical help to other parents who are having difficulty coping with the demands of raising a student-athlete.

BASKETBALL MANAWATU

We have an "open-door" policy and invite any parent to step through the door".

We are very aware of the competition, time-related and financial stressors that some whanau/families may encounter. Talk to us. We have been there.

We want you to:

REMEMBER TO TAKE CARE OF YOURSELF

