



PARENTS' MANUAL

Youth Sports

“Organized youth sports programs are one of the greatest resources available for instilling valuable life skills in youngsters” – *National Alliance for Youth Sports.*

“Making sure these resources are kept.
Positive, Beneficial, and FUN is our Job” –
Williston Recreation & Parks





Dear Williston Recreation Sports Parent,

Welcome to the Williston Recreation Youth Sports Program. As a sports community, we have a unique opportunity to build everlasting relationships and experiences based on caring, honesty, trust, and responsibility.

We are excited that your child has joined our sports program and you will play a key role in supporting their developmental process while promoting a safe, fun, and growth-oriented environment for all participants.

We are here to deliver, through a nurturing and emotionally secure environment, an enriching athletics experience which puts an emphasis on the importance of individual effort as part of a team where participants are challenged to grow at their own pace, embrace mistakes, develop good sportsmanship, and continually strive to develop a healthy mind and body.

The purpose of this manual is to outline and clarify the Williston Recreation Sports Program's mission, philosophy & values, the program goals, expectations, and Parents' Code of Ethics. You are responsible for the information in this manual, so please read it and make sure you understand the expectations and role of a Sports Parent.

Parents and spectators who take part in our Sports Programs are as important as the players, coaches, and officials in the programs. Everyone plays a part in the positive experience that children receive from playing sports.

If you have any questions or concerns, feel free to speak with or contact us.

Sincerely,

The Rec. Staff

YOUTH SPORTS MISSION, PHILOSOPHY & VALUES

Youth Sports Mission

To offer sports programs that provide FUN and social interaction with peers, while promoting fitness and fundamental skill development to players. In doing so, players are encouraged to participate and learn new skills, while using good sportsmanship always. How do we accomplish this?

Youth Sports Philosophy

To provide the opportunity for All children to participate in sports, in an atmosphere, which is enjoyable and will:

1. Promote self-confidence.
2. Encourage the development of character values such as teamwork, respect, responsibility, fair play, and perseverance.
3. Distribute playing time equally.
4. Enable children to try all positions of a sport.
5. Enable children to play and compete with peers of the same grade and/or age.
6. Help all children realize their personal best and potential.
7. Spell out the rules and consequences.
8. Enforce all rules and consequences fairly and consistently.
9. Enable coaches and parents to model the values they want their players to learn and display.
10. Teaching that winning and losing are only the result of a game.

Youth Sports Values

Instructing the whole child requires the involvement of the whole community.

Respect- Regard for the dignity and worth of all people (including self). Treat all people as individuals and accept human differences.

Responsibility- Being accountable for one's actions- to self and others, acknowledging duties to self and others.

Teamwork- Work and cooperate with others toward mutual goals, stress collaboration over self-interest. Embrace the values of respect and responsibility.

Fair Play- Refers to equality and the rights of individuals and underscores the importance of following the rules and principles.

Perseverance- Keep trying despite setbacks, disappointments, or opposition, and stay determined and focused on pursuing one's goals and dreams.

Youth Sports Methods

How to put values into practice and learn from them.

Respect- Care and respect for oneself (body and mind) and others- both teammates and opponents.
Do not participate in "Trash Talk" or other conduct that is likely to hurt others.

Responsibility- Strive for your personal best, both on and off the playing field.
Be dependable to your teammates, coaches, and parents.

Teamwork- Combine the diverse talents and skills of each team member to achieve a common goal.
One important measure of success is how well a team plays together.

Fair Play- Following the rules of the game.
Play fair and never cheat. Be honest with coaches and referees.
Recognize that your opponent wants the same things you do.

Perseverance- Do not worry about a bad shot or poor performance.
Learn from mistakes, move on, and look forward to the next opportunity.

YOUTH SPORTS PROGRAM GOALS

SAFETY

Nothing is more important than providing a safe playing environment for the player, both physically and emotionally.

POSITIVE COACHING

The way to coach is to build players up, not degrade them. If you want happy children and happy parents, be positive in your actions and comments.

SKILL DEVELOPMENT/ LEARNING NEW THINGS

The opportunity to learn new skills and practice already acquired ones. Each child does this at their own pace.

MEET NEW PEOPLE, MAKE NEW FRIENDS

The opportunity to meet and make new friends is important for children to broaden their boundaries beyond their neighborhoods. Recreation sports can provide youngsters with the opportunity to do this.

HAVING FUN

It is recreation. Everyone is looking for something fun to do. Children have lasting memories of fun things.

EVERYONE PLAYS EQUALLY

The reason children sign up for recreation sports is to play. Everyone wants his or her chance to try and be successful. Playing in the game rewards hard work in practice.

CODE OF ETHICS

PARENTS' CODE OF ETHICS

I hereby pledge to provide positive support, care, and encouragement for my child participating in youth sports by following this NAYS Parents' Code of Ethics pledge:

- I will encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice, or other youth sports event.
- I will place the emotional and physical well-being of my child ahead of a personal desire to win.
- I will insist that my child play in a safe and healthy environment.
- I will require that my child's coach be trained in the responsibilities of being a youth sports coach and that the coach upholds the Coaches' Code of Ethics.
- I will support coaches and officials working with my child, in order to encourage a positive and enjoyable experience for all.
- I will demand a sports environment for my child that is free from drugs, tobacco, and alcohol, and will refrain from their use at all youth sports events.
- I will remember that the game is for youth - not for adults.
- I will do my very best to make youth sports fun for my child.
- I will help my child enjoy the youth sports experience by doing whatever I can, such as being a respectful fan, assisting with coaching, or providing transportation.
- I will ask my child to treat other players, coaches, fans, and officials with respect regardless of race, sex, creed, or ability.

SPECTATORS' CODE OF ETHICS

The goal of the CVRA Basketball League at all games is to provide a positive atmosphere for all children to learn and play in. As spectators, you play a vital role in helping to achieve this objective by following the code of ethics outlined below.

To satisfactorily meet these responsibilities, each spectator is expected to:

- Ensure that his/her conduct is that of a responsible adult who positively encourages all participants.
- Cheer for BOTH teams in a positive, supportive manner.
- Place the emotional and physical well-being of All players ahead of any personal desire to win.
- Maintain control of emotions, Do Not use abusive language, profanity, or gestures of ill temper, and refrain at all times from making hostile or negative remarks.
- Leave the game premises in a timely fashion if emotions are running high and you cannot control them.
- Respect the game officials and refrain from questioning their decisions or from addressing them in a loud, disrespectful, or abusive manner.
- Respect all Recreation Staff, Coaches, and Players of both teams, and other Spectators.
- Not interact in a negative fashion with fans, players, or coaches of the opposing team.
- Demonstrate appropriate gestures of sportsmanship at the conclusion of a game, win or lose.
- Realize, accept, and practice the principle that a team's reputation is built not only on its playing ability, but also on the sportsmanship, courtesy, and citizenship of its fans.

Your adherence to this code of ethics is greatly appreciated in helping to ensure a safe and enjoyable experience for everyone involved in the games.

PLAYERS' CODE OF ETHICS

I hereby pledge to be positive about my youth sports experiences and accept responsibility for my participation by following this NAYS Players' Code of Ethics pledge:

- I will encourage good sportsmanship from fellow players, coaches, officials and parents at every game and practice by demonstrating good sportsmanship.
- I will attend every practice and game that I can and will notify my coach if I cannot.
- I will expect to receive a fair and equal amount of playing time.
- I will do my very best to listen and learn from my coaches.
- I will treat my coaches, other players, officials, and fans with respect regardless of race, sex, creed, or abilities and I will expect to be treated accordingly.
- I deserve to have fun during my sports experience and will alert parents or coaches if it stops being fun.
- I deserve to play in an environment that is free from drugs, tobacco and alcohol and expect adults to refrain from their use at all youth sports events.
- I will encourage my parents to be involved with my team in some capacity because it is important to me.
- I will do my very best in school.
- I will remember that sports participation is an opportunity to learn and have fun.

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COACHS' CODE OF ETHICS

- I will place the emotional and physical well-being of my players ahead of a personal desire to win.
- I will treat each player as an individual, remembering the large range of emotional and physical development for the same age group.
- I will do my best to provide a safe playing situation for my players.
- I will do my best to organize practices that are fun and challenging for all my players.
- I will lead by example in demonstrating fair play and sportsmanship to all my players.
- I will provide a sports environment for my team that is free of drugs, tobacco, and alcohol, and I will refrain from their use at all youth sports events.
- I will be knowledgeable in the rules of each sport that I coach, and I will teach these rules to my players.
- I will use those coaching techniques appropriate for all the skills that I teach.
- I will remember that I am a youth sports coach and that the game is for children and not adults.

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10 GUIDELINES FOR SUCCESSFUL SPORT PARENTS

1. Youth Athlete:

- a. Emphasis on the first word, not the second. Always.
- b. Here's why: research indicates the emotional part of the brain matures in the mid 20's, while physical growth typically peaks in the mid-teens. That means your child is living in a rapidly developing body and mind that may feel foreign at times.

2. Sport Parent:

- a. Emphasis on the second word, not the first. No exceptions.
- b. A sign seen at fields across the country: please remember 1. These are kids. 2. This is a game. 3. Parents should cheer for everyone. 4. The referees are human.

3. Yours are not Theirs:

- a. Your dreams are not their dreams, even if he's got your killer forehand or her 50-meter backstroke reminds you of your glory days.
- b. When the intensity at a competition is too much, consider the following tactics to "dial it back":
 - sit farther away from the competition or remove yourself from it totally.
 - Talk to other parents who are more relaxed.
 - Read the paper, check your email, grab a snack.
 - Take some deep breaths and remind yourself that these are children playing a game.

4. Win or Lose:

- a. Best question to ask after any game, win or lose: "did you have fun?" Next question: "hungry?"
- b. Some kids will want to analyze the game immediately, but many will be ready to move on or need time come down from their emotions. Pay attention to how your child responds to your interactions after a game and let that be your guide. If you want to gently address something, the best time is before the next practice.
- c. Exception: the only time you should talk competition after a game...is if your child exhibited poor sportsmanship.

5. Roles at Competition:

- a. Coach leads; athlete plays; parent cheers.
- b. The only exception: if coaches aren't modeling good sportsmanship, or if your child gets injured.

6. Lessons of Sport:

- a. The lessons of sport- teamwork, perseverance, goal setting, and hard work are universal when programs are properly run. Level of play is secondary; lessons can be learned at all levels.

7. Engage Correctly:

- a. Be engaged in the team without being in the way. Ask the coach if there's anything you can do to help. (It goes without saying: only positive comments to any child.)
- b. Specifics: shag balls, take stats if appropriate, run the scoreboard, make a snack chart, set up for games

8. Yes only 2%:

- a. 2% of athletes receive college athletic scholarships. Embrace where your child is now- instead of dreaming about what he/she likely won't receive years from now.

9. No Trash Talking:

- a. Not about the other team, not about players on your child's team, and never about the coach or your child's performance.
- b. It is much easier said than done at times, we realize, but when you talk poorly of others, you may be teaching your child to boost his view of himself by putting down others. Not a helpful lesson

10. It's just a Number:

- a. Remember that a score is a flat, single number; your child is a multidimensional, complicated being that needs constant love and support through the journey of wins and losses.

Excerpted from the "Parent Pocket guide" from TrueSport.

Do's and Don'ts for Parents of Young Athletes

Kay Porter, Ph.D.

Porter Performance Systems

Since the beginning of sport history there have been parents who were enthusiastic, shouting, supportive, critical, loving, pushing, caring, and demanding, on the sidelines or in the stands. Most of the time, this is crucial to the performance, good or bad, of the child's athletic endeavor. The following are powerful DO's and DON'Ts that will assist parents in supporting their child in the most positive and beneficial way. Coaches may be interested in giving this list to the parents of their athletes.

The DO'S

- Allow your child to be interested and want to play whatever sport he or she chooses. Provide the opportunity of many choices and support his/her choice even if it is not yours. Support your child's choice to play NO sport when he/she is the most comfortable with that option.
- Teach your child to respect his/her coach. Do this primarily by showing respect to the coach yourself. It is vital to the child's progress and performance that he or she listen to and trust the coach's advice and instructions.
- Be willing to let your child make his/her own mistakes and learn from them. When your child makes a mistake, ask what they think they could have done differently, what they learned from the experience, and if they would like any feedback (not criticism or blame) from you (such as what you saw, and what you think they might have done differently, and what you think they might have learned)....
- Be interested and supportive, light, and playful, understanding, and open-hearted. Be accepting and tolerant of your child's learning process and her/his physical abilities. Acknowledge and enjoy your child's participation and successes....even the small ones.
- Model flexibility of your own opinions. Be willing to be wrong and move off your position. Listen to the other side of the situation and let go of the need to be right or in control.

The DON'Ts

- Don't try to relive your youth through your child. Just because you wanted to be, or were, a hero on the football field or in gymnastics does not mean THAT sport will be your child's choice. Accept that your child may not excel in that or any sport.
- Don't blame the equipment, coach, other players, referees or even the weather if your child or the team does not do well or win. Blaming others teaches non-accountability to kids. They do not learn to look at what they could have done differently or learn from their mistakes if they learn to blame others.
- Don't push, push, push....Children who are pushed beyond their capabilities may lose their self-confidence, become resistant and resentful toward their parent, become unsure of themselves and their abilities, and may stop trying. They may also exhibit a disturbance in eating and/or sleeping habits.
- Don't expect perfection or tie your ego or image to your child's performance. Perfectionism is a very hard expectation to live up to. Laying guilt on a child because "their performance made YOU look bad," is highly destructive. Your child is NOT responsible for your ego or your reputation in the community.

Remembering this simple list may assist parents in remembering that youth sports are to be enjoyed by children as well as parents. Most children play sports because they have fun playing. When sports become work and drudgery, they lose interest and some of the joy in growing up. Remembering to be a little less serious about life helps all of us to enjoy athletic competition.

Excerpted from THE MENTAL ATHLETE (Human Kinetics, 2003)

Positive Sport Environments: How You Can Foster Them

In positive sport environments, kids feel safe and free to be themselves. They are better able to focus on training, practice, and competition. It takes the intentional and collaborative effort of coaches, athletes, administrators, and parents or guardians to build and maintain positive sport environments. One key aspect of positive sport environments is that they consider differences in kids' own social-emotional development—how they develop their sense of self, and how they interact with others. Every child develops socially and emotionally in their own way, on their own timeline. Positive sport environments consider the development and age of child athletes and foster opportunities for their growth and development.

Below are some elements common to positive sport environments. This list can help you know what to look for and how you can contribute to it.

1. Behavior expectations for athletes, coaches, and other adults are clearly and consistently communicated.
 - a. You can: Remind your child to include others when you notice a teammate being left out.
2. Athlete growth and well-being matters more than winning.
 - a. You can: Point out your child's positive plays or improvements in technique, even after a loss.
3. Adults intervene appropriately when they witness misconduct and encourage youth athletes to do so.
 - a. You can: Be direct with your child's coach if they unfairly criticize a player.
4. Coaches and administrators prioritize emotional safety and create a supportive environment.
 - a. You can: Model an empathetic mindset toward kids who face challenges, visible or invisible.
5. Everyone's physical needs are respected and met.
 - a. You can: Make sure that hydration, energy, and injury needs of all players are met by adults around the team.
6. Parents or guardians and coaches talk privately and calmly if there are concerns.
 - a. You can: Be sure that when you approach the coach, you are calm and ready to listen to their perspective.
7. Coaches set appropriate age and developmental expectations for your child and their team.
 - a. You can: Remind your child how far they've come when they feel down about their performance.
8. Adults consistently respond to and report misconduct or abuse, no matter who is involved.
 - a. You can: Familiarize yourself with steps for responding to misconduct in your organization. Be willing to take needed actions even if it means hurting the team's chances.
9. Administrators and coaches intentionally create safe and inclusive environments.
 - a. You can: Support athletes and families from marginalized communities (e.g., people with disabilities, those who are LGBTQ+, people of color, immigrants, athletes in foster care or with an incarcerated family member)

Parents and Coaches Working Together

A positive parent-coach relationship is built on trust and respect for one another's expertise and care. You each bring strengths to the equation. Your child's coach has expertise in the sport and the care it takes to develop your young athlete's skills. You have expertise in your child's personal development and well-being.

Tips for creating a positive relationship with your child's coach:

- Keep lines of communication open and clear.
- Stay engaged without overstepping boundaries.
- Reinforce team rules and expectations.
- Model good sportsmanship in practice, competition, and conversation.
- Respect the coach's responsibility to balance the needs of everyone on the team.

It is also important for you to be involved in your child's relationship with their coach. The coach-athlete relationship typically involves differences in power. That can be used to help your child learn and grow or be exploited to harm your child. Creating a healthy, professional, and positive coach-parent-athlete relationship helps moderate the power dynamics. It also can improve your child's self-esteem, performance, satisfaction with sport, and overall well-being.

The Car Ride Home: How to Talk to Your Kid After the Game

The game just ended. Your kid is walking toward the car, and you've got about 30 seconds to figure out what to say.

Do you ask how they felt about their performance? Do you point out that missed play in the second half? Do you just say nothing and turn on the radio?

Here's the truth: the car ride home can either be a chance to connect with your kid and reinforce why sports matter, or it can be the moment that makes them dread getting in the car with you after every game.

So, let's talk about how to get it right.

Read the Room First

- Before you say anything, look at your kid. Are they buzzing with energy, or are they staring out the window in silence? Did they just have the game of their life, or did they have a rough outing?
- Not every car ride needs to be a debrief. Sometimes your kid just needs space to process what happened. Sometimes they want to talk about anything except the game. And sometimes, they just want you to acknowledge that you were there without making them relive every moment.
- The most important thing you can do is let your kid set the tone. If they want to talk, great. If they don't, respect that.
- Here's a good rule: if your kid seems closed off or upset, start with something neutral and let them take it from there.

What to Say (And What Not to Say)

If you're going to talk about the game, here are some safe, supportive ways to start the conversation:

Things that always work:

- "I loved watching you play."
- "You had great effort out there."
- "It looked like you had fun today."
- "I loved cheering you on."

Questions that open the door without pressure:

- "Did you have fun today?"
- "What was the best part of the game?"
- "Did you learn something new today?"
- "Want to grab ice cream?"

Notice what these have in common? They focus on the experience, not the outcome. They're open-ended. And they give your kid the space to talk if they want to or deflect if they don't.

Things to avoid:

- "Why didn't you pass to [teammate]?"
- "You looked tired out there. Are you getting enough sleep?"
- "If you had just done [specific play differently], you would have won."
- Leading with coaching or criticism before they've even processed the game.

Even if you're right, even if you saw something they could improve, the car ride home is usually not the time. Let them decompress first.

Create a Positive Atmosphere (No Matter What Happened)

- The car ride home sets the tone for how your kid feels about their sport. If every ride home is a critique session, they'll start dreading games. If every ride home is supportive and low-pressure, they'll keep wanting to play.
- This doesn't mean you lie and say everything was perfect when it wasn't. It means you focus on what matters: effort, attitude, and growth.
- Celebrate the small stuff. Acknowledge their hard work. Let them know you're proud of how they showed up, regardless of the final score.
- Your kid already knows if they played well or not. They don't need you to tell them. What they need is for you to remind them that their value isn't tied to their performance.

Focus on Effort, Not Outcomes

- Instead of asking, "Did you win?" try asking, "What did you do well today?"
- Instead of saying, "You should have made that play," try saying, "I saw you working hard out there."
- Shifting the focus from results to effort helps your kid develop a growth mindset. It teaches them that improvement matters more than perfection, and that showing up and trying hard is valuable even when things don't go their way.
- Ask about specific moments where they felt good about their play. Ask where they think they could improve. Let them lead the reflection instead of imposing your observations on them.

When (and how) to Give Feedback

- Sometimes your kid will ask for feedback. When that happens, give it thoughtfully.
- Be specific. Instead of "You need to work on your defense," say "I noticed you were getting beat on the dribble a few times. Want to work on lateral movement drills this week?"
- Focus on actions, not character. "You missed some passes today" is fine. "You weren't paying attention" feels like an attack.
- Offer solutions. Don't just point out what went wrong. Suggest how they can work on it.
- Ask permission first. "Do you want to talk about the game, or do you need some time?" This simple question can save you from giving unwanted feedback to a kid who's already frustrated.
- And here's the most important part: if your kid doesn't want feedback, don't force it. There will be other opportunities. Pushing when they're not ready just creates resentment.

Listen More Than You Talk

- The best thing you can do on the car ride home is listen. Let your kid talk about how they're feeling—excited, disappointed, frustrated, proud, whatever it is.
- Validate their emotions. Don't dismiss them. If your kid says, "I played terribly," don't immediately jump in with, "No you didn't!" Instead, try, "You're being pretty hard on yourself. What didn't go the way you wanted?"
- When kids feel heard, they're more likely to open up. When they feel judged or corrected, they shut down.
- Your car should be a safe space where your kid can express themselves honestly without worrying that you're going to turn it into a teaching moment or lecture.

Know When to Just Get Ice Cream

- Sometimes, the best post-game conversation is no conversation at all.
- "Want to grab ice cream?" is a perfectly acceptable way to end a tough game. It shifts the focus away from the field and reminds your kids that they're more than just an athlete.
- Some of the best car rides home involve turning on music, rolling down the windows, and just being together without rehashing every play.
- Your kid will remember those moments just as much as they'll remember the big wins. Maybe more.

The Bottom Line

- The car ride home is a chance to connect with your child, reinforce why sports matter, and remind them that you're there to support them no matter what.
- But it's not a mandatory debrief session. It's not time to coach from the passenger seat. And it's definitely not the place to express your frustration about how the game went.
- Read your kid. Follow their lead. Focus on effort and growth. Listen more than you talk. And when in doubt, just let them know you loved watching them play.
- Because at the end of the day, that's what they'll remember: not whether you caught every mistake, but whether you made them feel supported, valued, and loved.
- So, buckle up. Turn on some music. And make the car ride home a place your kid actually wants to be.

Ian Goldberg is the CEO of Signature Media and the Editor of the largest and fastest growing sports parenting newsletter. He's been recognized as an industry expert by the National Alliance for Youth Sports, the US Olympic Committee's Truesport, and the Aspen Institute's Project Play. Ian is also a suburban NJ sports dad of two teenage daughters and has over 2,000 hours of volunteer time coaching them (which he calls the most fun form of R&D for his newsletter content). Ian and his team provide players, coaches, parents and program directors with the articles and content they need to have a great sports season. Ian has spent most of his career in digital product development and marketing and got his start at the White House where he worked for the economic advisors to two US Presidents.

CONCUSSION/BRAIN INJURY MANAGEMENT PROTOCOL

(Effective September 2018 for all activities)

The Williston Recreation and Parks Department is concerned about protecting the health and safety of participants during department-sponsored activities. Therefore, the following protocol is in effect for all activities (athletic and non-athletic) sponsored by the Williston Recreation and Parks Department.

Participant safety is the Department's primary concern. **It is expected** that everyone connected with an event- coaches, officials, program staff, and parents -- shares responsibility in identifying any child displaying the symptoms of a concussion and/or brain injury. However, while **it is not expected** that the official, coach, or staff member will determine that a concussion/brain injury has occurred, it is their responsibility to remove a child from the event, as outlined in the procedure below, if the child shows signs or symptoms listed at the bottom of this page.

The following procedure will be followed (please note steps 1-3 refer to the same day an injury or potential injury occurred, and step 4 applies the following day):

1. When a coach, official, staff member, or parent suspects a child of having a concussion/brain injury, the child will be removed from participating in the event (removed from the field or court in an athletic situation or removed from the activity in a non-athletic situation).
2. Once removed from an event, the child with a suspected concussion/brain injury may only re-enter the event after examination and with approval by one of the qualified medical professionals listed below.
3. For a child to "return to play" (RTP) on the **same day**, a *Concussion/Brain Injury Return to Play Permission Form* must be signed by the medical professional who has ruled out that a concussion occurred. A child who has been removed for suspected concussion/brain injury may not RTP on the same day without being evaluated and cleared by an appropriate medical professional. If no medical professional is present, then the child may not be RTP.
4. If the medical professional determines that the child **may not RTP that day**, the child will need to have the *Concussion/Brain Injury Return to Play Permission Form* signed by an evaluating medical professional *and* a parent signature will also be required before the child's can rejoin the team.

Qualified Medical Professional: For this policy, an approved medical professional means one of the following (who are assumed to have proper licenses and certifications and are trained in identifying and treating concussions/head injuries). If none of these medical professionals are present and a concussion/brain injury is suspected, then the child should be sent for medical treatment. *RTP must not occur for any reason until approved medical clearance is obtained.*

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|-------------------------------|-----------------------------------|--|
| 1. Licensed Physician | 3. Licensed Physician's Assistant | 5. Registered Nurse Practitioner |
| 2. Certified Athletic Trainer | 4. Registered Nurse | 6. Board Certified Sports Physical Therapist |

Signs of a Concussion:

Appears dazed or stunned	Confused about assignments or positions	Unsure of the game, forgets directions
Moves clumsily	Cannot recall events after hit or fall	Cannot recall events before hit or fall
Answers questions slowly	Shows mood, behavior, or other changes	Loses consciousness

Symptoms of a Concussion/Brain Injury:

Headache or "pressure" in the head	Nausea or vomiting	Balance problems or dizziness
Double or blurry vision	Feeling sluggish, hazy, foggy, or groggy	Sensitivity to light and/or noise
Concentration or memory problems	Not "feeling right" or "feeling down"	Confusion

Signs Observed by Coach

- Appears dazed or stunned.
- Is confused about assignment or position.
- Forgets an instruction.
- Is unsure of game, score, or opponent.
- Moves clumsily.
- Answers questions slowly
- Loses consciousness (even briefly)
- Show mood, behavior, or personality changes.
- Cannot recall events prior to hit or fall.
- Cannot recall events after hit of fall.

Symptoms Reported by Athlete

- Headache or pressure in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not feeling right or is feeling down.