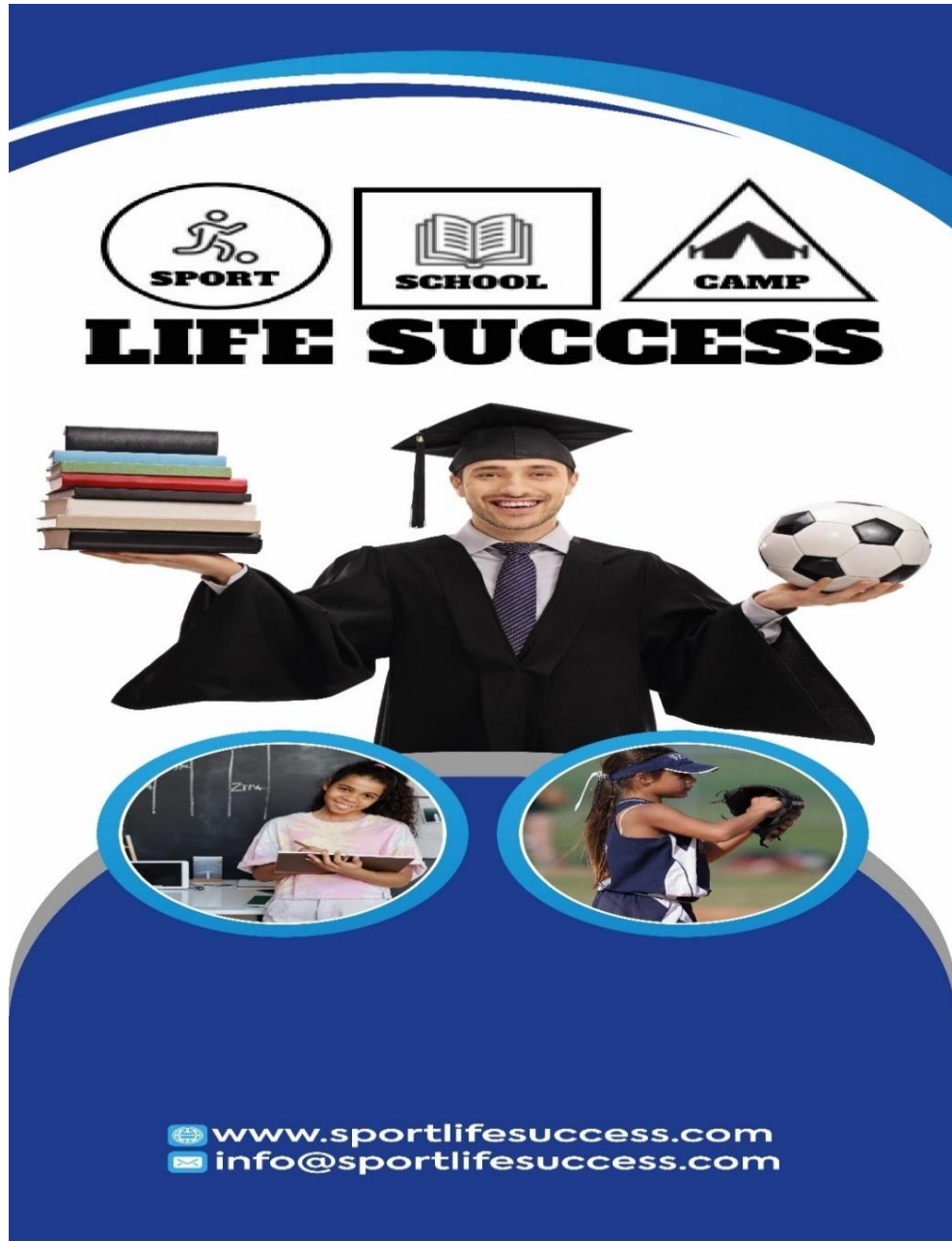


Sport * School * Camp * Life * Success Approach



Empowering Coaches and Teachers:

By Unleashing the Potential of Positive Reinforcement to Increase Enhanced Self-Esteem, Self- Assurance, Positive Mental Health, Positive Behaviours and the Physical and Academic Achievement of Their Students and Athletes.

SPORT SCHOOL CAMP LIFE SUCCESS (SSCLS) STUDY ABSTRACT

The Sport School Camp Life Success (SSCLS) protocol and methodology was designed to assist teachers, coaches and camp counsellors achieve better results with their students, players and campers, while decreasing their levels of situational stress in each of their coaching, teaching and counselling environments.

The study looks at the significant problems facing schools including teacher retention, student engagement/behaviour/suspension/exclusion; student problems of engagement, attendance, academic results and areas of resilience. It also looks at the coaches' problems of teams finding success and improvement which is not on the scoreboard, motivating players, retaining players, and improving players who aren't challenged by their peers. The study uncovers athlete problems of enjoyment, positive mental health, and achieving to their personal potential.

Using both specific case study examples and extensive academic research underpinning the processes and methodology of the SSCLS protocol, this paper demonstrates how it is possible to address and make positive gains in the areas of all these issues. The SSCLS protocol revolves around a completely positively reinforced process and breakdown of physical action or control (where the student/player demonstrates a self-control) to achieve the desired actions that the teacher, coach, camp counsellor is looking toward achieving.

The problems facing teachers, students, coaches and athletes are supported by evidence and further unpacked and exposed in this paper. Extensive academic evidence underpinning how the SSCLS protocol works to address these problems follows, along with case studies and best practices methodology.

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Introduction to Sport School Camp Life Success Protocol

The Sport School Life Success strategy uses only positive reinforcement to change the lives of coaches, athletes, teachers, students, campers and camp counsellors. It really is like an unbelievably magic tonic for both the children who experience it, and the teachers and coaches who guide them and communicate through it. All of your students and athletes will experience improved self-esteem, happiness, and achievement. They'll want to be on your sports team, and in your classroom. They'll relate their feelings of achievement to you as a teacher or coach. Your students will learn and advance in whatever area you are working with them, and every day you inspire feelings of success. The relationships between teachers and students, coaches and players will become overwhelmingly positive. SSCLS applies an entirely positive approach and caters to every individual within a group setting. It not only teaches behaviour, as programmes like PBL (Positive Behaviour for Learning) do, but it also makes kids *WANT TO CHANGE THEIR BEHAVIOUR AND LEARN*. This is why, in particular, it is such a vital tool for disengaged and challenging youngsters.

The SSCLS procedure was developed out of necessity and desperation by a teacher and sports coach who had a group of students on whom many people in society had given up, written off, and had every reason to fail. It had to work on a zero-dollar budget, in any sport that could be played, and in any classroom with any type of curriculum being taught. The focus-children varied in talent-strength, and the program was designed to prevent time-poor volunteer coaches and frequently overburdened teachers from giving up any more of their very precious free time. As a sports coach and as a teacher, I have never had a personal experience where the SSCLS protocol has not worked with both students and athletes, and that extends all the way through to working with the most disengaged students within society.

I encourage you to examine the SSCS protocol methodology, as well as the lengthy and contemporary research and case studies that underpins its model, included in this document. SSCLS has the power to alter the perspectives of your students and athletes, their goals, and their capacity and direction in life for success.

GOAL AND PURPOSE OF THE SPORT SCHOOL CAMP LIFE SUCCESS **(SSCLS PROTOCOL)**

The purpose of this methodology is to achieve the following outcomes:

1. For teachers and coaches to achieve better outcomes for their players and students both on the field/in the classroom and in life.
2. For teachers to spend less time managing negative behaviours and more time teaching.
3. For teachers to have better relationships with both students and their families.
4. For teachers to be less stressed and enjoy the classroom environment more.
5. To increase teachers' levels of individual student feedback and positive acknowledgement
6. For students to enjoy their class environment more and want to be at school.
7. For students to perceive their teachers as believing in them and supporting them.
8. For students to receive more personal recognition for the things that they do correctly and that are valued and integral to being positive members of society.
9. For students to miss less school related to forced absences and chosen absences by the student due to disengagement.
10. For students to improve at their chosen activity.
11. For students to have higher school retention.
12. For students to produce more positive and desired social behaviours.
13. For students to have less involvement in both juvenile and adult incarceration.
14. For families, students, teachers and the school to have more positive working relationships and communication.
15. For coaches to retain players within the club/sport from season to season.
16. For coaches to improve the players physical game performances.
17. For coaches to gain increased satisfaction from player/team improvement rather than scoreboard satisfaction which contains uncontrollable variables.
18. For coaches to give more individual recognition of players.
19. For players to enjoy their game more - win, lose or draw.
20. For players to improve their physical game play performances.
21. For players to learn, feel and achieve success on a consistent basis.

CURRENT CLASSROOM AND SPORTS FIELD PROBLEMS AFFECTING PARTICIPATION AND OPPORTUNITIES IN SOCIETY

TEACHER PROBLEMS

These may include: stress, burn out, retention, wellbeing, and quality of teaching.

The teaching profession has come under a lot of scrutiny in recent years all across the world. Many educators are feeling exhausted, stressed, with a lot of them abandoning the profession for less demanding employment. This is putting further pressure on the remaining teachers and, unsurprisingly, affecting how many children learn.

According to a Gallup Report from 2014, 46% of U.S teachers reported very high daily stress levels during the school year. (Gallup, 2014). This percentage had not improved during the following eight years as Gallup followed up with a poll, conducted in June 2022, where teachers were found to have the greatest burnout rate of any occupation in the United States. The poll recorded more than four out of every ten teachers stated that they feel exhausted "always" or "very often" whilst conducting their jobs. (Marken & Agrawal, 2022). Internationally, the results for educators are much the same with a survey of Swiss teachers who instruct fifth and ninth grade children, stating that one-third of them felt very stressed (Kunz Heim et al., 2014, as cited in Wettstein et al., 2021).

The Wall Street Journal has also reported that between February 2020 and May 2022, over 300,000 American mainstream school teachers and personnel departed the profession (Dill, 2022). In addition, a 2021 study of 2400 members of the American Federation of Teachers indicated that 71% of respondents were unsatisfied with their jobs, with 40% planning to quit within the following two years. (Cineas, 2022).

We have to ask ourselves: what is the cause for so many educators wanting to leave their profession? Teachers mention classroom disruptions were their primary reason for career exiting, which seem to be affecting their health and well-being. (Ingersoll, 2001; Herzog et al., 2005; as cited in Wettstein et al., 2021). "When compared to other professions, teachers report higher levels of stress and psychosomatic illnesses." Teacher stress has far-reaching implications for their health, student motivation, and the economy. (Wettstein et al., 2021). Evers et al., (2004, as cited in Wettstein et al., 2021) believes that when students notice their teachers' unsettled demeanour, they feel less value towards their education and will in turn conduct themselves poorly, adding to further stresses on the teacher's classroom management pedagogy.

Additional consequences of burnout can lead to teachers reduced engagement and effort towards lesson planning. Educators work less efficiently, may become increasingly emotional, and cognitively distant from their tasks. They may become more critical of students' performances and less likely to encourage them. (Klusmann et al., 2016, as cited in

Wettstein et al., 2021). As a result, students may feel less competent and less motivated, affecting their academic achievements negatively.

As can be seen, managing the stress that teachers experience as a result of classroom behaviours is essential to looking after our current educational workforce. This in turn, ensures that our students have the best opportunities for educational success and future career achievements.

STUDENT PROBLEMS

These may include: disengagement, lacking self-esteem, poor social behaviours, mediocre educational results, inadequate school & sport attendance, and positive validation/social acceptance coming from unhealthy environments.

For a very long time, schools all around the world have struggled with how to best educate, take care of, and develop their pupils. When schools are unable to accommodate a student's level of behaviour and engagement, they must take the drastic negative steps of suspending and/or expelling the student. This is known as *Forced Absenteeism*.

Schools in Queensland, Australia, suspended children 83,000 times in 2021 alone. 22,786 girls and 60,307 boys. (Read, 2022). While in the United States, approximately 3 million K–12 students are suspended, with over a staggering 100,000 children being expelled from school each year. (U.S. Department of Education, 2021). One of the leading risk factors of students being suspended or expelled is unexplained absences from school in the preceding year and years of school. Unexplained absences often demonstrate a disengagement by both the student and their family from the education system. According to an Education Queensland (2010) Insights Report, it found that students with high levels of unexplained or unauthorized absences were four times more likely to face behavioural disciplinary action resulting in suspension or expulsion in the following 12-month period.

Apart from a significant increase in behavioural issues, there has been a plethora of studies which demonstrate that students with frequently unexplained or behavioural absences often lead to poor academic achievements, including low levels in literacy and numeracy knowledge. Bridgeland et al. (2006, as cited in Education Queensland, 2010) believes it also gives reduced opportunities for students to engage with educational resources like programs, technology, teachers and tutors, who impact on a students' academic attainment. Disengagement from an educational environment, whether through a lack of motivation, absenteeism, or poor grades, has a self-explanatory increased likelihood of early school departure without graduating at senior year levels. Studies of early school leavers reveal that not graduating is often merely the culminating act of a long withdrawal process from school, resulting in fewer qualifications, a higher risk of involvement in youth substance abuse, criminal activities, and a lower life expectancy.

The students themselves identified a number of reasons for disengaging from school including poor relationships with teachers, educational instruction not matching their expectations, and teachers being disorganized, authoritarian and uncaring. (White, 2009; Duckworth & DeJong, 1989; Roderick et al., 1997; Moffett, 1999; DEEWR, 2006; as cited in Education Queensland, 2010). A dislike for the culture of the school, and the curriculum was also a significant factor, as some school programs were seen as being too easy or irrelevant to the student's future needs. Some students also stated that they felt unsafe, bullied and anxious at school, revealing that they would rather deal with the consequences of being truant, then having to attend school itself.

SOCIETY PROBLEMS

These may include: lower wages, increased poverty, higher levels of incarceration, increase in poor health conditions, and increased pressure on tax payers and community members.

Education facilities in many countries recognize that social problems, which appear in various sections of the community, have a direct correlation relating to how they executed their role in each individual child's education in that region. Education Queensland's Insight Report (2010) has found that student absences and disengagement from school has widely influenced children's likelihood of future long-term unemployment, increased possibility of poverty, criminal activity (Harlow, 2003) and lower levels of health and life expectancy.

The following data reveals a person's ability to succeed financially in society linked with the level of education obtained by that person whilst at school.

EDUCATION LEVEL	AVERAGE INCOME
Less than 9th grade	\$26,293
9th to 12th grade, no diploma	\$27,987
High school graduate (includes equivalency)	\$39,976
Some college, no degree	\$48,555
Associate's degree	\$51,161
Bachelor's degree	\$80,478
Bachelor's degree or more	\$91,892
Master's degree	\$98,268
Professional degree	\$151,348
Doctoral degree	\$141,178

(Data source: U.S. Census 2020, as cited in Chang 2022)

The lower the level of education, the more significant the difference between the level of average economic opportunity. Lack of economic opportunity and success can also be directly measured in the average life expectancies and health of US citizens. The top 1 percent of high-income earners of American men and women can expect to live an extra 15 years and 10 years on average respectively, compared to their compatriots at the bottom end of the financial scale. Between the years 2000 and 2014 there was no improvement in the life expectancy of the most financially challenged U.S citizens, while the life expectancy for the wealthiest had rose three more years. (Chetty, et al., 2016).

A lack of high school education is financially disabling to society, as those who are school-disengaged, and hence may enter unsavoury paths, can find themselves incarcerated.

Harlow (2003) discovered that the U.S Department of Justice' Bureau of Statistics Special Report was the most informative data recorded regarding inmate educational levels. The report found that 59% of America's federal prison inmates did not complete high school and 75% of America's state prison inmates are high school dropouts.

In 2020 there were approximately 2.2 million people incarcerated in the United States, at a cost of over \$300 billion to the economy, including providing police support to regions. The cost on society is believed to be far greater than this amount – close to \$1.2 trillion – which involves lost earnings of those imprisoned, poor health conditions, and the impact to the families of the detained. (Hayes, 2020). As we look internationally towards Australia's justice system, in the state of New South Wales, a Budget Estimates Committee detailed that it was spending an average of just under AUD\$714,000 per year/per child in juvenile detention. (Budgets Estimates Hearing NSW, 2022, as cited in The Greens, 2022). With these internationally recognised statistics, the education and engagement of youth, is an expense we can ill afford to be tight-fisted with.

COACH PROBLEMS

These may include: coach-player relationships, motivation, and activity performance.

Coaching is widely recognized as much more than an understanding of fundamentals of a game and the physical skills which go with it. Successful coaches motivate, communicate, and manage multiple personalities, to achieve a team goal. The ability of the coach to do this is arguably even more important than the physical skillset an athlete will learn.

Evidence supports the highly assumed notion that the quality of the coach-athlete relationship is of vital importance to long term successful positive performance-related and well-being outcomes. Davis (2019), believes this includes sport and relationship satisfaction, motivation, team cohesion, collective efficacy, well-being indicators, and physical and cognitive performance. The role of a coach is of utmost importance when you consider what is required of them. They need to perform a balancing act. One which encourages, instructs and motivates their mentee, while growing and maintaining a positive strong relationship. One slip and this balance can easily dissolve, resulting in negative outcomes associated with poor quality coach-athlete relationships, including interpersonal conflict and athlete burnout (Davis 2019).

This is why there are numerous examples throughout history of championship winning coaches being replaced despite having impressive records. Australian cricket coach Justin Langer guided the national team to a world championship and then failed to have his contract renewed. Sascha Bajin lead Naomi Osaka to a grand slam title but parted ways directly after. Marian Vajda coached Novak Djokovic to a record 20 grand slam titles, more than double the grand slam titles of any other tennis coach and he was also sacked. Paul Green took Australian National Rugby League side, the North Queensland Cowboys, to the Grand Final in 2017, and had already won a Grand Final in 2015. The Cowboys had the majority of original players from the Grand Finals, however struggled dramatically in following seasons, not making finals contention at all. The one commonality with all the coaches listed apart from winning championships, was that their players stopped responding to them and did not feel, or demonstrate, they could produce the same results or efforts going forward.

ATHLETE PROBLEMS

These include: lack of enjoyment, differing priorities to coaches, shortage of achievement, absence of recognition, and sport withdrawal.

The most watched television program every 4 years is inevitably the FIFA World Cup. Across the United States, United Kingdom, India, Canada, New Zealand, France and Australia, nearly every year, the sports events are the top-rated televised content. Sports at their elitest levels draw the most attention and dreams from adults whose enthusiasm, sense of occasion and importance they bestowed on the participants. This attractive, that is witnessed by our children, inspires them to want that adulation, recognition, love and respect, that adults afford these players.

However, we are seeing that our children, instead of chasing the dream and enjoying the sport, give up those games that they loved, and more alarmingly they are still quite young when they quit. The National Alliance for Youth Sports (NAYS) in the United States have found that of the 40 million youths who participate in organized sports each year, 70% will drop out before the age of 13. (Miner, 2016).

Kids Having Fun

Kids just want to play and have fun. Fun is the primary reason children identified that they enjoyed participating in sports teams. (Witt & Danji, 2018). A study conducted at George Washington University by researcher Amanda Visek et al. (2014) surveyed children regarding what made sport enjoyable. The following are the results of that survey, listed most to least popular answers.

1. The child wanted to try their best
2. The coach treats the child with respect
3. The child was getting playing time
4. The team was playing well together
5. The team members were getting along
6. The child was exercising and being active.

Surprisingly, one of the least most important aspects of playing sport was “winning”, which ranked 48th, playing in tournaments rated at 63rd place, and receiving specialty training from coaches to practise was 66th place. It was also recorded that earning trophies came in at 67th placing, revealing that children would prefer to engage with their peers, rather than be rewarded for their efforts.

When Kids Stop Having Fun

Kids are dropping out of sport because they are not having fun, and not having fun is directly associated with adults, whom are not even playing the games with the children. Parents, coaches or bystanders should be there to support and guide them. According to a

study by Kelley and Carchia (2013), 38% of girls and 39% of boys suggest that lack of fun is the biggest reason for dropping out of sports. While a study by the Josephine Institute found that 90% of children would rather *play* on a losing team than *sit on the bench* on a winning team (Sullivan, 2015). Other significant factors which take the fun out of sports include inflexible practice routines, strict rules and guidelines in the sport itself or from the organizers (Strube & Strand, 2016).

Anxiety and nervousness, due to excessive criticism, can also be a leading factor in loss of enjoyment by many children who play sports. Children can experience undue criticism and pressure from parents and coaches to perform their best; win every game, compete so they can earn honours and recognition, and perhaps compete for college scholarships or professional opportunities. In these situations, children may enjoy the game less and suffer anxiety due to the fear of making mistakes and may feel disrespected in terms of being appreciated for their abilities, as opposed to the mistakes they make (Rotella, Hanson, & Coop, 1991 as cited in Witt & Dangi, 2018). In turn, this can lead to feelings of inadequacy and self-doubt (i.e., I'm not good enough) which could carry over into other life situations (Witt & Dangi, 2018)

Why have we lost the fun?

It's not fun anymore because it's not designed to be. As children get closer to high school, the system of youth sports is geared toward meeting the needs of more competitive players and the expectations placed on them increase. Often the mentality is that most of the kids who quit at 13 years of age, are the ones who wouldn't make a varsity team or a representative team in high school anyway. Those who continue playing on a team often find it means a greater commitment of time and effort. It also means being surrounded by people who are much more focused on the game outcome result, rather than the playing of the game. This brings with it the guaranteed potential for experiencing disappointment or being the cause of it. Some of these experiences in small doses can be extremely helpful in teaching incredibly important lessons about hard work, resilience and character — but too large a dose of failure inevitably kills more dreams than it makes.

Our culture no longer supports older kids playing for the fun of it. The pressure to raise *successful* kids means that we expect them to be the best. If they're not, they're encouraged to cut their losses and focus on areas where they can excel. If a seventh-grader doesn't make a select team for soccer, she starts to wonder if maybe it's time to quit altogether, thinking that if she's not hitting that highest level, it might not be worth doing.

For the small minority of kids who are playing a sport at an elite level and loving it, the idea of quitting in middle school is probably unthinkable. But for everyone else, there are fewer

opportunities to play, a more competitive and less developmental environment in which to participate, and lots of other things competing for their time after school.

There is a clear push for kids to specialize and achieve at the highest possible level. Increasingly, kids are pressured to *find their passion* and excel in that area (be it music, arts, sports, etc.). There are certainly kids for whom this is true, but it is not the norm. For many, there is a strong argument against this trend, because the message is essentially to pick one thing and specialize in it (to the exclusion of pursuing other interests). For young athletes, early specialization can be harmful in terms of long-term injuries, and there is little research to support increases in one's overall chances of later collegiate or professional success.

As can be seen above, the adults involved in running children's sports are also the key driver in them leaving those sports they once enjoyed playing.

EVIDENCE SUPPORTING SPORTS SCHOOL CAMP LIFE SUCCESS

The Sport School Camp Life Success (SSCLS) protocol assists teachers, coaches, counsellors and parents by creating a very simple, executable, and both time and financially affordable strategy which is capable of making positive life changing differences for students, athletes and campers. SSCLS is designed to incorporate the essential positive teaching and coaching fundamentals across the areas of a growth mindset, positive reinforcement, positive relationships, motivation and engagement, self-esteem and efficacy, behaviour, gamification and activity related outcomes. All of which help prepare the best environment for a student, athlete or camper to succeed at their task, and build strength and resilience as a person.

GROWTH MINDSET

American psychologist Carol Dweck has spent her career developing and focusing on a teaching communication and development technique, which is equally applicable to coaching, which she calls the “Growth Mindset” (Hawthorne, 2021). A growth mindset sees education as a constant learning curve instead of a linear process. Growth mindset focuses on a student continually developing and refining their thinking. It empowers them to *not* focus on assessment scores, which can crush their forward thinking, rather it focuses them on turning challenges into experiences and using motivation for further growth and development. Contrasting this is students with a fixed mindset, who are fixated in the present. They struggle to accept failure, often require instant recognition, and frequently crumble in the face of challenges and adversity. (Hawthorne, 2021).

SSCLS develops a growth mindset in children across every single activity its teacher, coach or counsellor use it in. It does so by having the leader break the activity down into basic fundamentals, and builds in acknowledgment and praise for each part of the whole process. This prevents the focus being aimed at the outcome, or the child’s intelligence and talents, which can make them vulnerable. By acknowledging the effort, focus and hard work, we are rewarding the qualities which makes the student or player resilient. This is especially important as there is evidence which finds short term effort is an important determinant of student performance in high stake exams, and is relational to pressure performances in other life activities. (Metcalfe et al., 2011, as cited in Hawthorne, 2021),

Dweck discovered that a growth mindset is even more important for those struggling with an activity.

“When educators (or coaches) create a growth mindset environment, equality can happen.”

When students (athletes) engage in challenging tasks, the processes and connections in the brain begin to change, which makes them more equipped to tackle future learning. Regardless of students’ backgrounds, surrounding them with acceptance, possibility and wonder, provides them with a gateway to success. (Hawthorne 2021).

A practical example of Dweck’s growth mindset was in a case study facilitated by Fiske Elementary School. Fiske Elementary trialled Dweck’s growth mindset by focusing on increasing praise for student effort compared to praise for student academic execution. Before focusing on a growth mindset, staff were averaging two pieces of praise on effort and 15 on academic execution, and were recording average growth in the maths classes which mirrored state growth and improvement year on year. Upon using the growth mindset principles, teachers began delivering on average 16 pieces of effort praise while maintaining 15 academic execution praises per lesson. The following years’ result in maths scores saw a phenomenal 75% growth rate, far surpassing the state’s and school’s previous

50% growth rate. This was then backed up again in the second year of the trial which saw the school again demonstrate a 75% improvement growth rate, far exceeding the state average. Teaching staff put the improvement in results down to the change in communication and teaching practices in Maths of the growth mindset principles. (Mindset Works Inc., 2015).

SSCLS protocol enables teachers and coaches to identify, acknowledge and celebrate significantly more positive efforts by each student/athlete each activity or session, than what lead to the results at the Fiske school. There is no need to change teaching content, and it requires minimal further work for teachers or coaches, (in many instances they will have more time available for teaching as their students will have less behaviour issues).

POSITIVE REINFORCEMENT & SELF EFFICACY

The underlying strategy of SSCLS in its truest form, promotes positive reinforcement, including the use of encouraging language and a positive growth mindset. These strategies have been validated by many studies as a key way to changing behaviour and actions, increasing confidence and self-worth and positioning the student (or athlete) in a frame of mind which allows them to be more resilient and successful. (Gable et al., 1983; Keller et al., 2005; Myers et al., 2011, as cited in Sprouls et al., 2015).

There are four recognized forms of positive reinforcement methods. These are natural reinforcers, social reinforcers, tangible reinforcers and token reinforcers. (Nickerson, 2023). The SSCLS protocol has all 4 of these reinforcers embedded within its protocol and recommended form of delivery for students and athletes. SSCLS uses Token Reinforcers through its point system where the students/athletes in the activity are acknowledged for each positive effort or control they make. An effort being something they physically do, while a control, which is just as important, may be something they refrain from doing thus demonstrating that control of thought and process. Tangible Reinforcers come into play through the SSCLS reward system, which at its most used level, sees the student/athlete celebrated and acknowledged through the rewarding of their certificate based on the level of output they have achieved i.e. Bronze through to Platinum level. The Social Reinforcer comes through the presentation of the certificate in front of their peers and the student/athlete's parents being informed through the SSCLS app or alternative methods. The Natural Reinforcer comes into play with the better relationships between student/athlete and teacher/coach/parent etc. alongside better activity level outputs leading to increased opportunities in that field or others (Hayat et al., 2020).

A 2021 study by Dr. Chris Duncan at the University of Sydney through the use of electroencephalography (a process to record the electrical activity of the brain) found that following questioning, children's' brainwaves positively improved after being given immediate positive forward-thinking feedback, then when a child was informed they had an incorrect answer. The study found students who were given the immediate positive forward-thinking feedback were more resilient and performed better across the academic testing (Duncan, 2021, as cited in Baker, 2022). Similarly, studies undertaken by Avila et al., (2012), demonstrated that positive reinforcement and praise increased the likelihood of success across locomotor skills. Their study found athletes who received positive feedback while engaging in a target hitting activity, consistently outperformed those who did not receive any positive feedback. It also found that the positive reinforcement athletes had higher levels of satisfaction and motivation at the end of the activities than their peers.

The SSCLS protocol users are constantly collecting, acknowledging and celebrating positive involvements and controls across all activities. Its focus is solely on promoting the participant's positive efforts. The student/athletes desire for praise, attention and

satisfaction drives them to perform the behaviours that are meeting their needs. These are the positive behaviours we want from them. By giving the vast majority of attention to the desired behaviours and actions, we lead the students/athlete's intrinsic motivation towards those actions.

A study by Cook et al., (2017) demonstrated that students who were receiving 5 positive verbal reinforcements for every one criticism in the classroom, were engaged in significantly less behavioural issues and distractions, and were notably more engaged in overall academic learning time in the lesson. Positive feedback that specifically identifies the desired behaviour has been suggested to be exceptionally effective in promoting appropriate behaviour among school-age students. (Chalk & Bizo, 2004, as cited in Sprouls et al., 2015). SSCLS protocol guides the teacher/coach to break down exactly what actions they want to see their student/athlete performing. It requires them to be very specific. If you want a certain action or control by your student or athlete you communicate it, acknowledge it and celebrate its success using the SSCLS protocol.

Positive feedback can have a huge impact on a student's perception of themselves and can consequently influence their effort and grades. A study published in the Journal of Educational Psychology, highlighted the strong influence of emotions on both a student's motivation and self-regulated learning. (Hovington, 2018), Interestingly, the more often a student felt joy, enjoyment and pride in the academic setting, the more likely they were to take better notes, adequately plan their study time, and the greater their confidence became in their own intelligence. SSCLS promotes and guides the students and athletes to challenge and advance at their own pace, acknowledging their efforts and progress against themselves not against their peers. SSCLS develops the student's/athlete's intrinsic motivation. There is never a certain level SSCLS requires you to be at, or judge the person on, while they progress on their journey. SSCLS provides for the individual, but can do so within the group environment.

RELATIONSHIPS

SSCLS completely focuses on the building blocks of positive communication and positive relationships between teacher and student, coach and player and counsellor and camper. By focusing on, acknowledging and celebrating the positive efforts that our players and students do they associate being successful and celebrated, with you as the teacher/coach/counsellor. They are concentrating on performing more and better positive behaviours to obtain that recognition. SSCLS does not address negative behaviours or areas of improve in any form of criticism or negative sense. It does not need to. In dealing with a negative behaviour or undesirable action SSCLS does not penalize or punish the action, it instead rewards the opposite positive action. SSCLS does not punish the student for talking during class or dropping the ball in the game.

The coach or teacher using SSCLS instead acknowledges and celebrates the student being quiet during that period of time and catching the ball in the game. SSCLS facilitates and guides the positive relationship between student-teacher, coach-athlete and counsellor-camper automatically. When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). It is a similar case with coaches and their athletes, just swapping academics for physical performance. The relationship between teacher and student, coach and athlete, affects the behaviour and effort of the student and athlete, which ties directly into the performance both physically and academically of the athlete and student.

Positive student-teacher relationships promote student academic achievement, such as better grades and test scores, however, a 2021 study at the University of Missouri found positive student-teacher relationships lead to better teaching as well. This can be similarly inferred for coaches and athletes. (Bergin, 2021, as cited in Consiglio, 2022). Multiple studies suggest that coaches who invest in the development of high-quality relationships with their athletes can optimize an athletes' sports experience, performance, and wellbeing (Davis, 2013; Jowett & Felton, 2014 as cited in Appleby et al., 2018).

According to Bippus et al., (Appleby et al., 2018), athletes who engage in mutual communication with their coaches in other situations as well as during practice, training, and sports events, are more likely to consider their coaches trustworthy and reliable, because they perceive coaches as genuine or accessible. Coaches who respond positively to athletes' opinions and behaviours were also found to increase cognitive learning effects, and as a result, communication with coaches is more actively utilized. This better relationship between coach and athlete leads to better and happier personal performances by coach and athlete (Appleby et al., 2018).

RELATIONSHIPS AND BEHAVIOR

The student-teacher relationship is a crucial element in classroom behaviour levels. Teacher support enhances a teacher's relationship with a student. Specifically, teachers who support students show their care and concern for their pupils, so these students often reciprocate this concern and respect for the teacher by adhering to classroom norms. (Chiu and Chow, 2011; Longobardi et al., 2016, as cited in Lei et al., 2010). Aligned with attachment theory, positive student-teacher relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Gallagher, 2022). When teachers shout at students, blame them, or aggressively discipline them, these students often show less concern for their teachers and fewer cooperative classroom behaviours. Students with more teacher support have more positive academic emotions such as enjoyment, interest, hope, pride, or relief and less negative academic emotions, including less anxiety, shame, anger, worry, or hopelessness (Lei et al., 2010).

RELATIONSHIPS AND PERFORMANCE

Developing pedagogies which support young people's mental health and wellbeing, and improving relationships with teachers, are key motivating factors in students' engagement in their learning subject (Lamb, 2021, cited in Hawthorne, 2021). Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement. Positive student-teacher relationships can improve academic skills in students as early as middle school and as late as high school. A possible reason for the association between academic improvement and positive student-teacher relationships is students' motivation and desire to learn (Wentzel, 1998, cited in Gallagher, 2022). Motivation plays a key role in the relationship between student-teacher relationships and academic outcomes.

In general, positive student-teacher relationships are associated with positive academic and social outcomes for high school students. These positive student-teacher relationships have an even bigger affect for students in high-poverty urban schools than in students from high-income school. Schools in areas with high poverty include high rates of high school dropout, lower rates of college applications, students with low self-efficacy, and low self-confidence. (Murray & Malmgren, 2005, cited in Gallagher, 2022). One key factor which works to mitigate against the negative outcomes often associated with low-income schooling is a positive and supportive relationship with an adult, most often a teacher. Low-income students who have strong student-teacher relationships have higher academic achievement and have more positive social-emotional adjustment than their peers who do not have a positive relationship with a teacher. In sports coaches who invest in the development of high-quality relationships with their athletes can optimize an athletes' sport experience, performance, and wellbeing (Davis, 2013; Jowett & Felton, 2014 cited in Appleby 2018). The quality of coach-athlete

relationships has also been shown to minimize athletes' indices of stress responses observed in cortisol reactivity derived from demanding test conditions. Specifically, coach-athlete relationship quality may enhance cognitive functioning as well as reduce levels of acute stress responses and exhaustion.

The SSCLS protocol, through its break down, focus and celebration of positive actions and controls, actively facilitates the key components which drive positive relationships and a positive mindset.

MOTIVATION, ENGAGEMENT & GAMIFICATION

Motivation and engagement are absolutely key in getting students or athletes to learn, improve and bring out their best performances. Motivation is among the important predictors of student academic achievements, which influences the effort and time a student spends engaged in learning. (Linehan et al., 2011, cited in Dichev et al., 2017) with very similar results in physical activity and sporting engagement. The Elements in Review Research suggests that 86.2% of adolescents rate fun as the single most important element in life. (Lindstrom & Seybold, 2003, as cited in Nortvig et al., 2018).

A 2014 study at George Washington University found that over 90% of children identified having fun as the reason they played sport (Sullivan, 2015). When students consider an activity to be fun, they are more likely to remain engaged or engage in the activity in the future. The SSCLS protocol engages its users by turning every activity into a challenge and a game that they can play at their own pace. By presenting the activity as a game and making it game related, the students or athletes who may not be motivated by the general nature of an activity, subject or game where they are uncompetitive against others, now find themselves mentally engaged in playing and achieving. A 2007 study at the University of Wollongong, Australia, found that athletes which engaged in Training Games for Understanding TGFU (games which focus on elements or parts of a traditional game situation) found that they were more engaged, motivated and enjoyed these sessions more than just doing traditional skill training drills. This was also reinforced by anecdotal subjective feedback from coaches and trainers who also found that the athletes appeared to be more greatly engaged and enjoyed the TGFU sessions. (McKeen et al., 2007). SSCLS protocol uses the key underlying principle that video game creators use to keep over 3 billion users intrinsically engaged every year in its user engagement strategy. It allows the teacher or coach to create levels within each lesson, game or activity they are running and to gamify the actions of the activity. As students and athletes develop at their own pace during the lesson or sport, they have their progress reinforced and celebrated at each level. This is the same principle of challenge: reward: challenge: reward that video game designers use to addictively keep players coming back again and again. There is now both fun, purpose, challenge and achievability within the content you are trying to teach or the sport you are trying to improve at. SSCLS protocol also enables the teacher to include behavioural actions as part of the immersive game. Achievement motivation energizes and directs behaviour toward achievement and therefore is known to be an important determinant of academic success. (Robbins et al., 2004; Hattie, 2009; Plante et al., 2013; Wigfield et al., 2016 as cited in Steinmayr, 2019). Using the SSCLS increases the motivation for positive behaviours and positive emotional control, which is more likely to end up with better academic outcomes and also more confident teaching staff.

PERSONAL VIEW OF THE PROBLEMS

The Academic View

Current schooling systems allow many students to receive basic forms of education which will allow them to undertake further opportunities in life. However, that same system is also more than partially responsible for the disengagement, poor self-esteem and marginalization of many students every year. Each year more and more students are suspended and/or expelled and many more teachers leave the profession or have to go onto work related illness absences.

The privilege to learn to read, write and obtain an academic education throughout many stages of history, including today, in some parts of the world has been kept for the privileged and powerful members of society. Schools were originally the domain of only the society elite which allowed them to concentrate further power between themselves and the rest of society. The elite academic scholars also decided what was and was not of important value to learn, and how society would be shaped and history recorded and remembered.

The current education curriculums are written by academics who excelled at school in these specific subject areas. They have a natural bias and expectation that value is placed on this curriculum because that makes them an expert, and they can feel more valued than others, who are held in high regard in society. Education systems, including those at school, give great importance to a student's ability to remember and regurgitate content. This content is regarded by the elite part of society as essential and valued learning skills, as opposed to other skills in life. The education system also measures and labels students' abilities, as a manner of self-worth, as students who excel academically, are celebrated and offered further opportunities in life.

Current school systems are set up to provide a mass level educational opportunity for students and while doing so often label and rank them. As a means of managing society with our education system, schools and curriculums are designed so that at "age x" you should be able to do XYZ. If you cannot do that, then you are "behind" where the system deems you should be, and that label is applied. This system is in place despite educators knowing full well that different students' brains develop across different areas at different paces. The students' brain may have not developed the capacity to achieve a certain skill, yet it is not actually behind, it is right where it should be. Rather it is the need for adults and society, who choose to place a label on an ability, that they define that student as being delayed or behind schedule. Labelling the student like this, in whatever form you do so, is detrimental to the student's belief and self-esteem. Especially at such a young age where they assume that what an adult tells them is automatically true. This negative label and feeling of not being good enough has many adverse effects on the student's further engagement and belief to succeed at school, or elsewhere. For many students the biggest feedback they get

from schools, which is often supported by their family, is their two academic report cards which define if they have succeeded at school or not.

Arguably, schools' greatest self-inflicted downfall is its inability to create a space where all learners are valued, recognized, feel safe and want to come back each and every day. If students are feeling success, experiencing success and learning to succeed while being recognized and celebrated then they will want to be at school. They will also have much more positive relationships with their teachers whom they are getting this emotional success with.

PERSONAL VIEW OF THE PROBLEMS

The Sporting View

The object of sport has always been to have a winner and a loser. It focuses on a contest. Professional sports at their most elite level are purely based around this performance and draw the interest of billions of people around the planet in different forms every year. Professional sport is purely based around the winning or losing of a game.

Children's sport and amateur sport should be promoted more around the basis of having fun, making friends, learning about team work, resiliency and respect, as well as receiving the benefits of a healthy, active lifestyle. However, the focus of our younger generations' games is based around winning on a scoreboard which defines the success which is celebrated, rather than success being based around the players own performances and improvements. In this area of using sport as a tool to enhance children's self-esteem, understand teamwork and learn the knowledge of how to succeed, we as a society can achieve so much more for our children without the need of financial expense or time than what we currently spend.

SPORT/SCHOOL/CAMP LIFE SUCCESS (SSCLS) METHODOLOGY AND APPLICATION

SSCLS is a completely positive concept which works on building and celebrating success. It ranges from the most basic of levels through to the most complex of levels. It is all dependent on where the student or player is at, regarding their physical and mental developmental journey in the activity they are completing.

SSCLS has the teacher or coach break down their classroom lesson or sport into all of the physical things that they want their player or student to be doing at all times. All these positive one-step actions the child can understand, perform and control for themselves. The student or the player should always be having at least one thing, if not more, they can be doing at any time. There is never a time where there is no physical action to complete. Even sitting quietly each minute is a very important controlled physical action and it in itself can be recognized.

The teacher or coach then uses a tiered system of bronze, silver, gold, and platinum, and allocates how many positive actions or controls that they want to see from each student or child to receive the particular level of award. This scoring system, based around what the child can control becomes the focal point to them for success. The classroom lesson or the actual sporting game we are playing becomes secondary to the child's mind as they are concentrating on doing all the positive things you have asked, to earn their award and recognition.

Using this system, we recognize all the actions that the child can control and we are measuring and celebrating them each day at their own individual capability. We are removing the comparison between themselves and their opponents by having all positive praise weighted specifically on an academic activity. Some of these activities and concepts in both the classroom or sports field, children may not yet have the capacity to either understand yet, or have the emotional maturity yet to be able to concentrate long enough to learn.

Each individual child now is celebrated for what they actually do each day. They are recognized for the positive actions that they do take and control. While children will still demonstrate undesirable behaviours, teachers and coaches will notice a more focused performance as they will concentrate on earning the positive recognition over time. No matter what the game scoreboard now says, the player is working on their own goals and being celebrated for them. This allows the gradual challenged successes to occur at their own pace and works similar to how a video game does. A video game sees players work through the levels at their own pace and completing a level is its own little reward and celebration in itself. In the classroom the same formula works. Students are improving their physical classroom behaviours and study skills, while thinking about playing the game that

you are a part of. These physical skills provide a better learning environment and also less time is now being spent by trying to stop negative behaviours because students are actively wanting to produce good ones instead.

The recognition and celebration of as many small positive behaviours to begin with, ensures the student enjoys coming to school and feels successful as a student, even if they might struggle still in a particular academic area. If the student enjoys coming to school it will give them a chance to improve and catch up as their mind and body matures to achieve their goals. You have now removed a large part of disengagement from the classroom and sports field.

Recognition of the students and players should be public in front of their peers to help create that sense of achievement, mutual success and the emphasis of being part of a strong positive team or cohort. To further enhance the student's recognition of achievement, results should be sent to their families so that they are also able to celebrate and reinforce the positive message you have instigated as the teacher or coach.

Background and Case Studies of Sport School Camp Life Success (SSCLS) Protocol

Sport School Camp Life Success (SSCLS) protocol was developed by former multi-disciplinarian Sports Coach and Head of Secondary College Joe Christensen.

Background and Case Study 1 – Girls AFL – Sport and School Performance

I was initially tasked with assisting the school attendance, behaviour and self-esteem of a culturally diverse group of 12-14-year-old female students, attending an Indigenous school in North Queensland, Australia. After interviewing the students about their education goals, there was a clear response that playing sport - Australian Rules Football (AFL), would encourage their classroom attendance. Unfortunately, there was no female AFL matches available, only a predominantly male competition which they were unable to enter in. This now meant that I had to find a way for the girls to engage and experience success in an AFL competition against boys, and then try and translate that success into increased school attendance, engagement, self-esteem and improved behaviour. This involved using the SSCLS protocol to make a game the girls could grow and succeed, learn and experience success within the game of AFL.

Case Study One: Female Adolescent AFL

<u>CHALLENGES AFL</u>	<u>SSCLS PROTOCOL RESPONSES AFL</u>	<u>RESULTS AFL</u>
<ul style="list-style-type: none"> * Girls competing against boys who were more experienced, and/or developed. * Shame/ embarrassment factor * Not being able to compete on the scoreboard (Scoreboard communicating failure) * Decreased self-esteem due to “failing” on the field. 	<ul style="list-style-type: none"> * Girls being scored on their game contributions with own scoreboard focus and level system in place which could mark their progress. * Girls efforts and success in completing more game fundamentals being celebrated and acknowledged. * Aimed all game information and goals around the SSCLS process achievements and not scoreboard results. 	<ul style="list-style-type: none"> * Girls focused on doing actions they could control. * Game play rapidly improved as focus was on completing game fundamentals to score points. * Girls began to become competitive and beat boys’ teams. * Girls work output and skill level increased significantly. * Girls self-esteem and confidence rose. * Girls participation in the program increased (despite game defeat) * Increase in game and training attendance. * Happier and supportive families celebrating the child’s performance.

<u>SCHOOL CHALLENGES</u>	<u>SSCLS PROTOCOL SCHOOL RESPONSES</u>	<u>RESULTS SCHOOL</u>
<ul style="list-style-type: none"> *Low attendance *Higher level of behavioural incidents *Poor self-esteem and low expectations *Poor communication and social skills between groups leading to anti-social behaviour. *Lower level classroom engagement. 	<ul style="list-style-type: none"> *Acknowledged and celebrated effort with certificates on assembly *Class teachers gave presentation of award certificates to the students * Students present the award certificates to students in some instances. 	<ul style="list-style-type: none"> *Increased school attendance *Increased classroom engagement *Better relationships between classroom teachers and students *Decreased behavioural incidents *Increased confidence and expectations of students in life and classroom settings. *Better relationship between school and student families.

Discussion

The SSCLS protocol improved the girls AFL game performances by breaking the game down and acknowledging each individual skill and effort the girls performed. It focused on physical responses the girls could control and then, could measure improvement in and set goals which were both challenging but obtainable. The result of this saw the girls experience, feel and learn how to succeed in the game. This made them feel happier, prouder, more confident and also valued and appreciated by adults.

The SSCLS protocol in this instance improved the girls school attendance, behaviour, self-confidence and classroom engagement through attaching and integrating itself to the AFL experience. It did this by having the classroom teachers present the students awards which allowed teachers to see a positive successful side to their students and allowed the students to feel that their classroom teacher valued them. With AFL training and meetings also occurring at, or after school, it encouraged and required the girls to come to school because they were enjoying playing. Playing and succeeding at the game of AFL as a team allowed the girls to find more in common with each other across different cultures and grow stronger friendships and better communication skills. This resulted in less behaviour incidents for the students. The girls identified that they were happier and prouder at school because they were being celebrated at school and felt more successful and more comfortable there. They also felt like they were achieving their goals because they were receiving and earning certificates on assemblies.

Case study 2 - Classroom Teaching across grades and subjects

As a classroom teacher I have used the SSCLS protocol to gamify the classroom and keep the students engaged and happy within their learning environment. I have used this across a range of ages, grades and subjects. In all instances I have found that the students responded well to being able to score points and complete or control physical actions to earn those points. By giving points for each piece of positive behaviour completed, and also points for

the control of behaviour for not doing negative behaviours, my classes are overwhelmingly more controlled, focused and positive. For example, by awarding a point for the student for every minute they are on task, being quiet, not swearing or whatever focuses you have, you are keeping them focused on positive actions and acknowledging their self-control is just as important as a seen positive action of putting their hand up to ask a question. It also allows a student to move on after a mistake in less than 60 seconds so they can refocus and work on a positive future they can control rather than dwell on a negative past. By tying academic work to SSCLS I would have my students attempt more work as they would be awarded points, sometimes for trying, depending on the age group and child, and more points for getting correct answers. No matter the academic result or ability of the students, the students would enjoy and feel valued and successful in class as they improved with their learning. I found that as students grew older they would become more mature and then perform better academically as they had better classroom and study skills. This is due to the fact that they were still at school because they had never become disengaged with it. I trace this to them feeling success at school each day and being valued, which made them enjoy and want to come to school.

Case study 2 - Classroom Teaching across grades and subjects

<u>CLASSROOM CHALLENGES</u>	<u>SSLCL PROTOCOL RESPONSES</u>	<u>RESULTS</u>
*Classroom behaviour issues *Students' disengagement due to topic *Discovering successes for the students to develop their self-esteem *Learning time lost to behaviour management *Family fatigue for calling same parents regarding poor behaviour *Poor teacher-student relationship	*Gamify classroom behaviour to earn points *Proactive positive behaviour is acknowledged and builds value *Gamify content adds to students' motivation: points but content is learnt. *Focus on positive behaviour and effort recognition. *Positive behaviours and engagements are recognized each day and communicated as levels and scores to parents and students. *Students are recognized and congratulated for many positive behaviours every lesson which equal positive interactions.	*Students are proactively trying to perform positive behaviours to earn positive points. *Students are focused on making sure you witness them being good. *Significantly less time is spent on individual classroom behaviours - time spent commenting on the positive behaviours. *Increased engagement in lessons *Relationships with parents improve due to parents realising you're invested in their child's education *Better student-teacher relationship as the student enjoys you seeing and telling them the good things they have done every lesson.

Case Study 3 – Within both a Juvenile Detention Centre Facility Holiday Program & an at-risk school camp program

The SSCLS protocol was used in both a Juvenile Detention Centre holiday program and at an at-risk secondary school youth camp program, both of which were turned into competition formats. In both cases different class groups competed against each other to score points and also collectively as a whole organization against an unnamed fictitious camp. Both programs saw the SSCLS protocol used across all academic and sporting activities which occurred each day. The protocol focused on earning points for proactive work and social behaviours, such as positive encouragements between the youths, completing work tasks and also emotional self-regulation by refraining from swearing each minute, performing negative behaviours etc. Some physical challenges and academic games were also put in place where students could competitively try and score more points throughout the day. Ages of students were 12 years through to 18 years, both male and female across both organizations.

Case Study 3- Juvenile Detention Centre Holiday Program & at-risk school camp program

CLASSROOM CHALLENGES	SSCLS RESPONSES	RESULTS
<ul style="list-style-type: none"> *Labelled and categorized as criminals and bad students *Low expectation of themselves and their behaviour *Very high levels of behavioural issues *Mix issues between students from different community areas *Engaging students by making education fun *Financially limited budgets 	<ul style="list-style-type: none"> *Creates new labels, expectations and allows for each student to achieve successes while working through achievable challenges at their own pace. *Gave students common goals where working together furthered each other's own personal level of success *Gamified all activities across the day giving points for what we most want the students to achieve *Acknowledged and celebrated achievements of students publicly 	<ul style="list-style-type: none"> *96% of students thought the competition and program helped them make better decisions *96% of students said they had sworn less than normal (not swearing was a way of earning points and self-controlling) *96% of students said they felt their peers had been more positive around them *98% of students said they had encouraged more of their peers *98% of students said they thought the program helped them work better as part of a team *98% of students said they enjoyed the program *100% of students said they were proud of their efforts *Major behavioural incidents were less than half during the time the program was run in one venue while there were zero major behavioural incidents at the second venue. *Staff in both instances commented that they were surprised at the level of engagement and change in how the students acted across both venues

Case Study 4 – Under 10 Soccer Team

An under 10's boys soccer team playing in a local competition. The team was made up of predominantly 9-year-old bottom age players with limited experience. The team had been losing often by big scores throughout the season and were winless (even though officially there is no winner announced in this grade). The SSCLS protocol was used with the team for the last 6 weeks of the season.

Case Study 4 – Under 10 Soccer Team

TEAM CHALLENGES	SSCLS RESPONSES	RESULTS
<ul style="list-style-type: none">*Team was losing on the scoreboard every week*Parents were talking negatively about the team's performances in front of the children which then had a negative effect on how the children felt*Children were repeating what adults were saying about the team's poor performance*Children were not feeling successful and as happy as families would like to see them	<ul style="list-style-type: none">*Removed focus on scoreboard and introduced personal efforts tiered reward system*Gamifying the game of soccer based on skills and efforts required to improve*Presented players with certificates at training celebrating the positive efforts they had made and were being recognized for	<ul style="list-style-type: none">*Players enjoyment of game increased as they were celebrating and achieving personal results and success*Parents became more positive and began to speak more positively about the children's personal performances rather than focusing on the game score*Players spent more time focused on skills and efforts the coach wanted them to do rather than the scoreboard.

LIMITATIONS OF STUDIES

1. SSCLS protocol has predominantly been used so far for children and youth aged between 9 and 18 years in both school and sporting areas.
2. SSCLS has only been used by Australian based youth.
3. SSCLS has only been used in settings involving predominantly disengaged youth.
4. While using component and coaching techniques from across many teaching and coaching strategies which are used regularly in isolation, the full use of the SSCLS protocol is in its infancy and has had limited opportunities of use at this stage.

RECOMMENDATIONS OF BEST PRACTICE

SPORTING COACHES

1. Aim your goals and success criteria around the players performances and what they can physically control themselves. (Do not base goals on scores, wins etc. where you cannot control your opponents).
2. Communicate to your players what goals/efforts you want them to be doing and will be acknowledging. Always have at least one thing you want your player to be doing. This way they are able to be in the game (with or without the ball) at all times. (Coaches can elect to focus on just certain skills they want to see more of in a game and this will enhance this area – I find that better at training then at a game, however each coach has their own goals).
3. Celebrate the achievement of what your players are doing and then keep setting the bar higher by having the players move between Bronze through Platinum levels. Adjust the requirements/amount of efforts to achieve those levels. (The more efforts and involvements they are completing during an activity the better they will be physically playing the game, and it is more likely the traditional scoreboard will begin to improve).
4. YOUR BIGGEST PRAISE AND CELEBRATION IS ALWAYS ON THE EFFORTS YOUR PLAYERS CAN PHYSICALLY CONTROL. THIS WILL HELP THEM CONTINUE TO IMPROVE IN ALL LIFE AREAS AND BUILD THEIR RESILIENCE IN CHALLENGING SITUATIONS, ALLOWING THEM TO KEEP MOVING FORWARD.

TEACHERS

1. To change or improve a school culture, adopt the SSCLS protocol as a school wide strategy and/or tie it in with concepts such as Positive Behaviour for Learning (PBL), which teaches prefer behaviour, as opposed to SSCLS works on changing intrinsic behaviour.
2. Focus on all the physical behaviours you want students to perform (or refrain from). The more things you have students doing correctly, the more success they achieve. Your relationship with them will improve, as you deal with less negative behaviours. (SSCLS can also just be used to target specific behaviours – it is up to the teacher or coach to decide what they want for their classroom or team).
3. At either assembly, end of days or end of lessons, celebrate and acknowledge the positive efforts and behaviours the students have completed. Do this publicly and get students used to positive praise and attention.
4. Within a whole school setting, have senior students present certificates and congratulate the younger students for making good choices. Create the culture where your students are both learning, achieving and then taking the leadership and responsibility to give back, empowering them to be strong positive role models our society wants and needs in the future.

SPORT SCHOOL CAMP LIFE SUCCESS (SSCLS) STUDY CONCLUSION

Academic evidence from a wide-ranging number of studies from across both schools and sporting organizations have backed up the case study results highlighted within this study.

The SSCLS protocol method of positive reinforcement and communication has demonstrated success and the potential for further attainment across problems facing schools/teachers, students, coaches and athletes by increasing engagement and enjoyment in both academic, sporting and extra-curricular activities.

SSCLS protocol has demonstrated an ability to be used to both increase positive physical and academic results and make for more happy and resilient teachers, coaches, athletes and students.

About the Author

Joe Christensen has over 15 years' experience in the education sector in the areas of School Leadership, teaching and mentoring. He has been employed within the public and private systems, and worked extensively with at-risk youth. Joe has over 20 years sports coaching experience across multiple sporting codes and age groups, and also worked as a summer camp counsellor in the USA.

Today, Joe continues to lead students through difficult periods of their lives; mentoring, educating and supporting youths within an Australian Juvenile Detention Centre. His passion of sport is at the centre of his aspiration to reconnect and re-immense these students to become effective members of society.

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