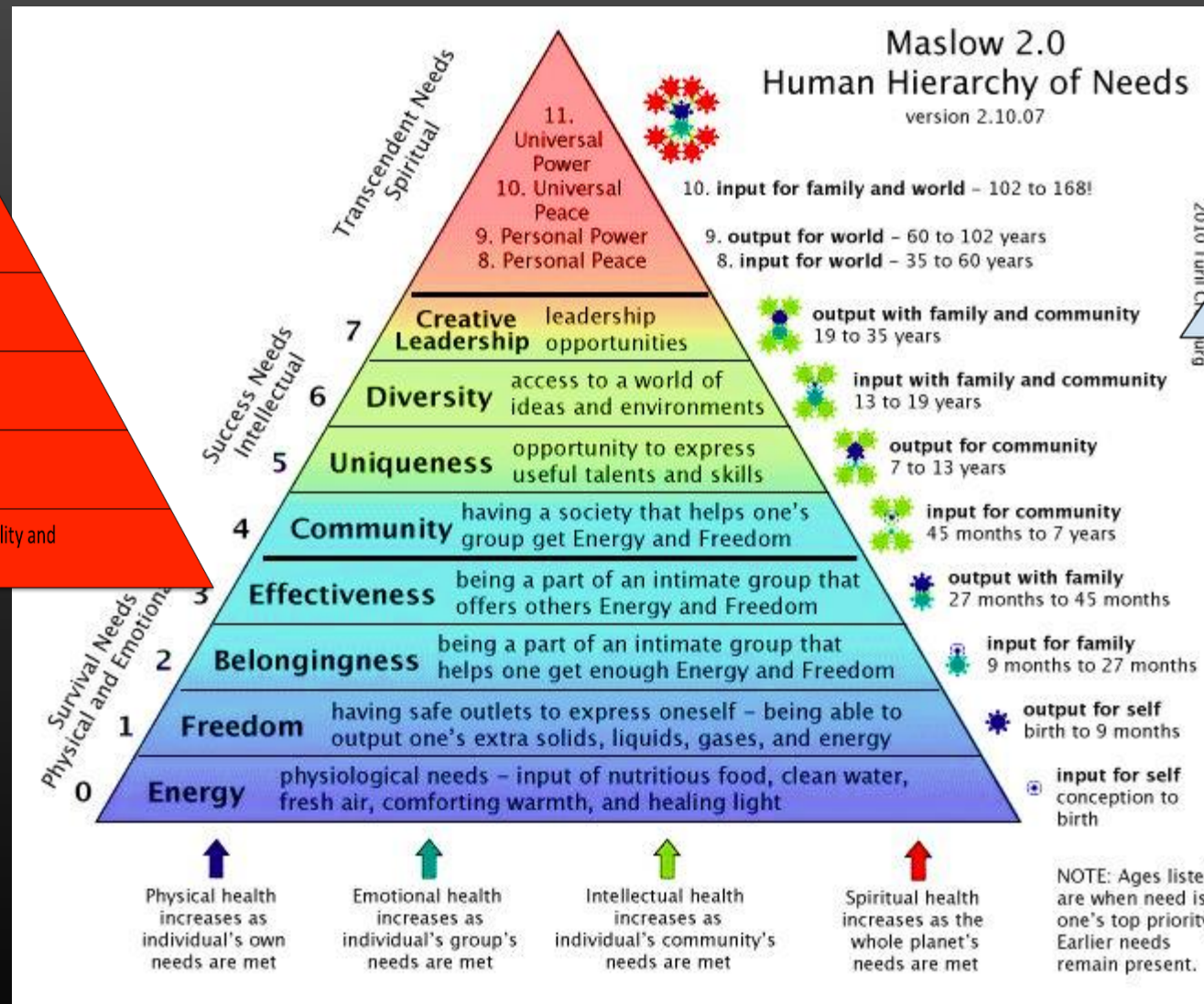




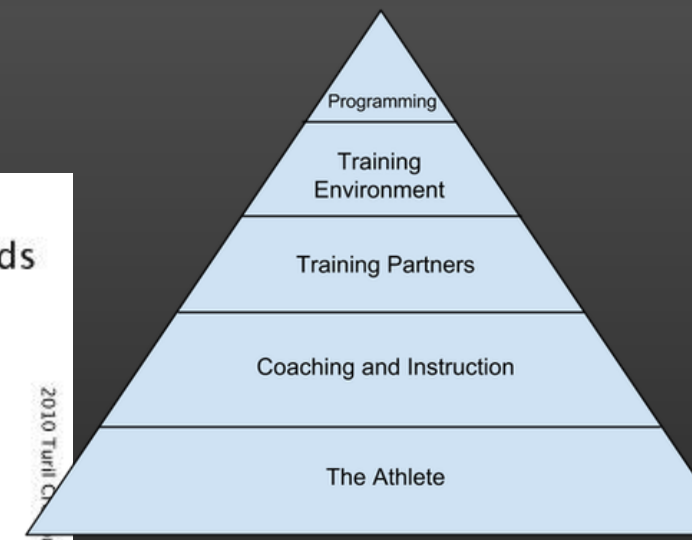
Achieving Connection



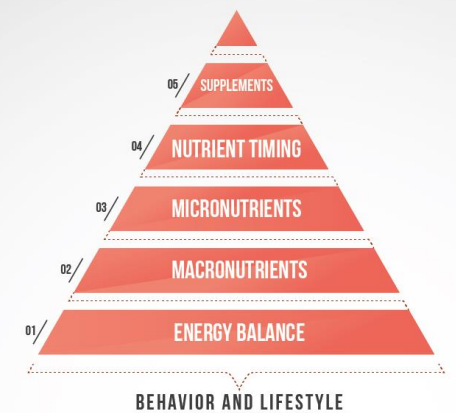
Vermeil



Maslow



MUSCLE & STRENGTH NUTRITION PYRAMID



BY ERIC HELMS

MUSCLEANDSTRENGTHPYRAMIDS.COM

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The Motivational Framework for Culturally Responsive Teaching

- Routines & rituals
- Respectful learning & interactions
- Students are comfortable.
- Teacher treats all students respectfully & fairly.
- Students' lives, languages, and cultures represented.



- Clear criteria for success.
- Grading policies are fair to all.
- Performances & demonstrations with real world connections.
- Students' perspective in assessment multiple ways to reach standards.

- Classes taught w experiences, con interests.
- Students make cl to learning that i experiences, val strengths
- Students are able their opinions

- Active participi challenging we
- Questions that f facts and encou different points
- Teacher builds students know.
- Teacher respect encourages high

Culturally Responsive Teaching (CRT)

- Adaptability
- Stress tolerance
- Control
- Self-motivation
- Self-fulfillment

Self-Management

- Demonstrate and practice:
- Resilience in the face of obstacles
 - Regulating one's emotions
 - Compassion for self and others
 - Perseverance
 - Pause between stimulus and response
 - Healthy boundaries
 - Setting and monitoring personal and academic goals

Culturally Responsive Teaching (CRT)

- Empathy
- Inclusiveness
- Perceptiveness
- Resourcefulness
- Diversity

Social Awareness

- Demonstrate and practice:
- Empathy
 - Awareness of strengths in self and others
 - Cultural competence
 - Appropriate use of humor
 - Recognizing family, school and community resources
 - Perspective taking
 - Reflective listening



Relationship Skills

- Demonstrate and practice:
- Building relationships with diverse individuals and groups
 - Listening and communication skills

Culturally Responsive Teaching (CRT)

- Connection
- Encouragement
- Cooperation
- Discretion

Self-Awareness

Identify:

- Feelings and needs
- Strengths in self, community and culture
- Relationship between feelings, thoughts and behaviors
- Judgments and biases
- Level of optimism

Culturally Responsive Teaching (CRT)

- Recognition
- Influence
- Groundedness
- Self-confidence
- Optimism

Responsible Decision-Making

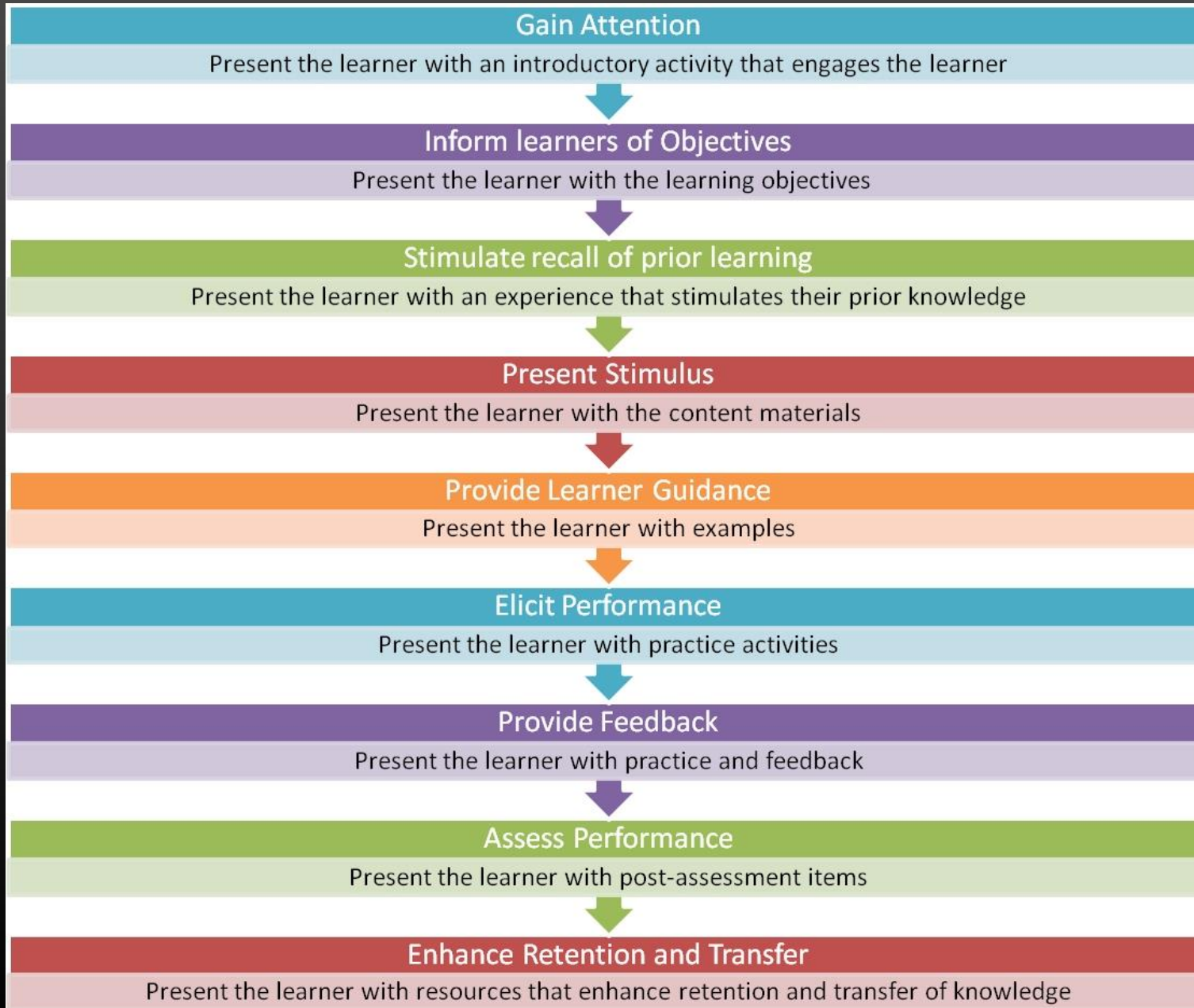
- Demonstrate and practice:
- Considering the well-being of self and others
 - Recognizing one's responsibility to behave ethically
 - Basing decisions on safety, social and ethical considerations
 - Evaluating realistic consequences of various actions
 - Making constructive, safe choices about self, relationships, and school

Culturally Responsive Teaching (CRT)

- Prudence
- Respectfulness
- Integrity
- Accountability
- Contemplation

Social-Emotional Learning Skills & Culturally Responsive Teaching

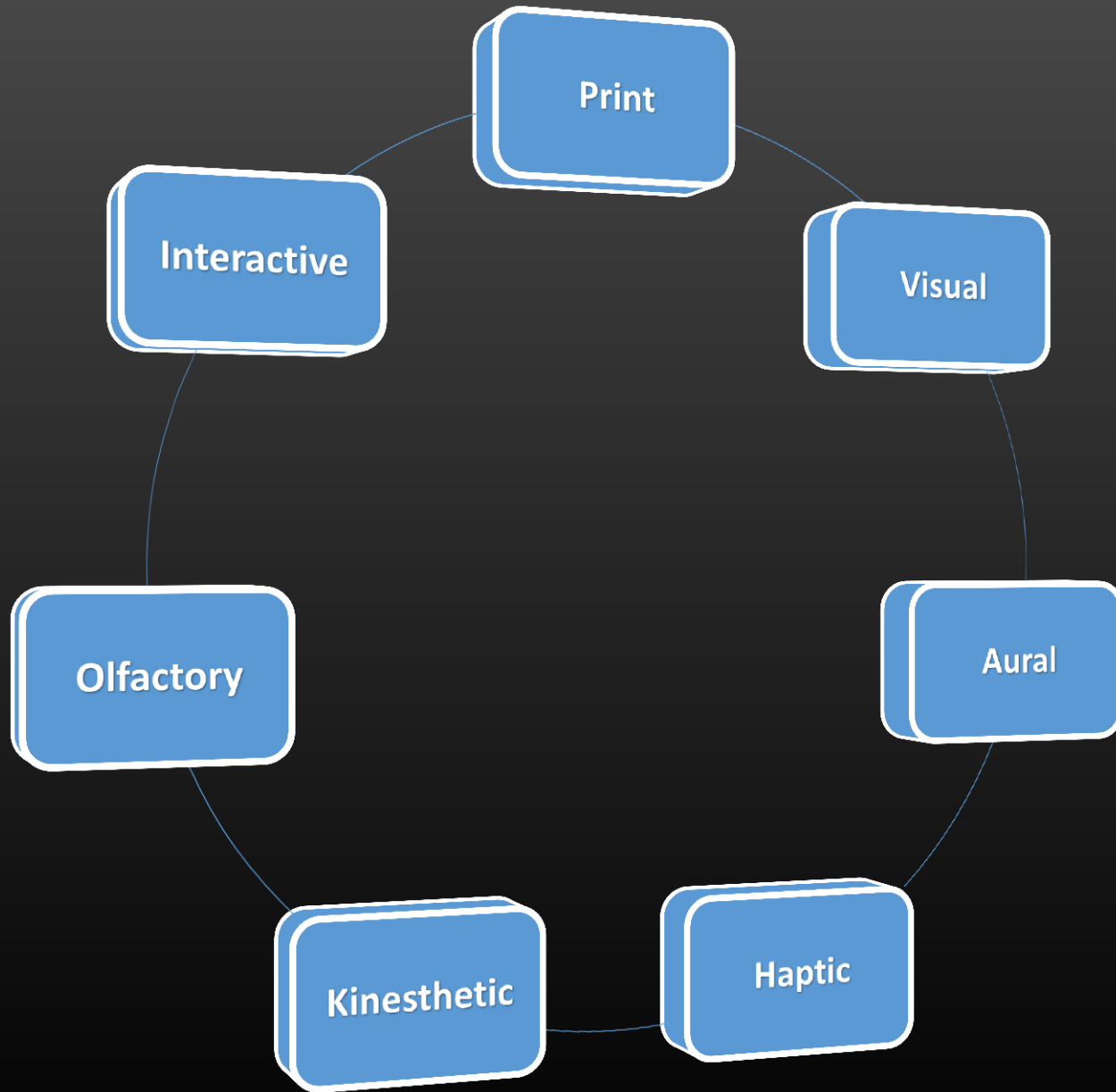
Nine Events of Instruction



Five Categories of Learning



<http://gagnelearningtheorist.blogspot.com/>



<http://www.learningstyles.org/styles/index.html>

“Whereas it was once believed that the human brain was a relatively stable organ which matured along a genetically-predetermined course, the past decade of neuroscientific research has introduced the radically different view that the human brain is in fact a dynamic system whose development is greatly influenced by the *experiences, environments, and sensory stimulation of each individual.*”

John McClain Watson, 2004



Paradigms Distorted v Balanced

Unwind: 7 Principles For
A Stress Free Life

Dr. Michael Olpin & Sam
Bracken

“people who believe events are contingent on unknown or uncontrollable causes seem to be debilitated by obstacles or failures. They are more upset and show greater involuntary stress reactions.” 1

“fear of losing is a faulty paradigm...the most important factors in our lives, competition is meaningless.”
*Stuart Scott

“the biggest impact stress has on you professionally is that it causes your motivation to lag.” 2

“putting yourself into another’s place and truly understanding what that person thinks and feels. Seek first to understand, then be understood.”

Tranquil

Know your Total Stress load, over loading will only decrease effectiveness, confidence, health and ultimately motivation.

You cannot learn when already arrived at your next point of being “right”.

Paradigms Distorted v Balanced

What you
control

Mission
Statement

2-3 Goals

Win-win

Active
listener/
noticer

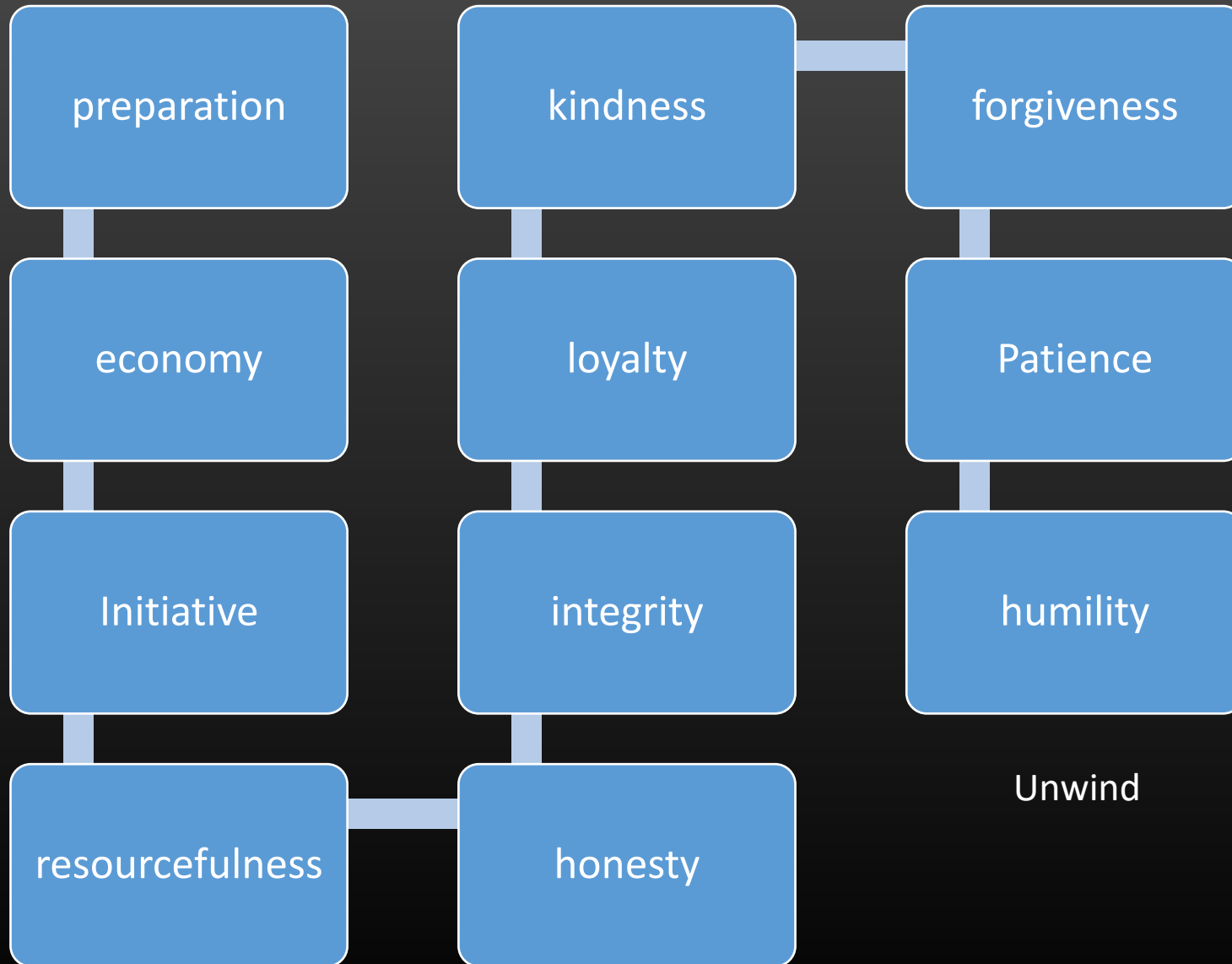
Brain-trust/
group
solutions

Sleep hygiene/
mediation

Unwind: 7
Principles
For A Stress
Free Life

Dr. Michael
Olpin &
Sam
Bracken

True Principles: Moral Homeostasis

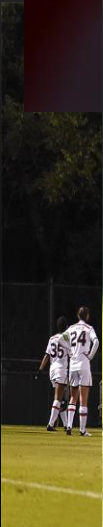
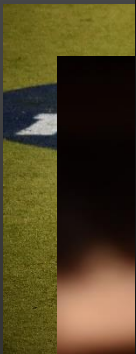


“Being able to identify, understand, use, and manage our emotions in a positive way, we are able to communicate more effectively, relieve stress, overcome more challenges, empathize with those around us, and defuse potential conflicts. EQ allows us to understand and recognize what the people around us are experiencing. This process is mainly a nonverbal one that influences how we connect with people and informs our thinking on how to handle certain situations.” 4

Meguhstrong







Admin: CoachMePlus | https://auburn.coachmeplus.com/admin/vi_athlete_management

CoachMePlus

Home

COACHMEPLUS

Create Athlete

Search...

Women's Soccer

Group Dashboard

Starters

Group Dashboard

Alspach, Hannah

Batson, Avery

Clarke, Kiana

Dodson, Kristen

Folds, Bri

Gerken, Haley

Gutsche, Karli

Leek, Ellie

Ramsier, Brooke

Ramsier, Casie

Schell, Courtney

Solaru, Sam

Troutman, Taylor

Bench

Keepers

Rookies

Return to Competition

Staff

Women's Basketball

Men's Basketball

Search

Jersey #

Checkin Weight

Checkout Weight

Questionnaire Sum

Weight Change Percent

Polar Load

Polar Avg HR

Polar Load - Yesterday

Polar Load - This Week

Academic Status

Nutrition Status

Session Duration 1

Session Duration 2

| | | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 50 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 34 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 40 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 13 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 2 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 15 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 23 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 10 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| H.M. | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 22 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 25 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 35 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |
| 44 | - | - | - | - | - | - | - | - | - | 📄 | 🍏 | - | - |

ce

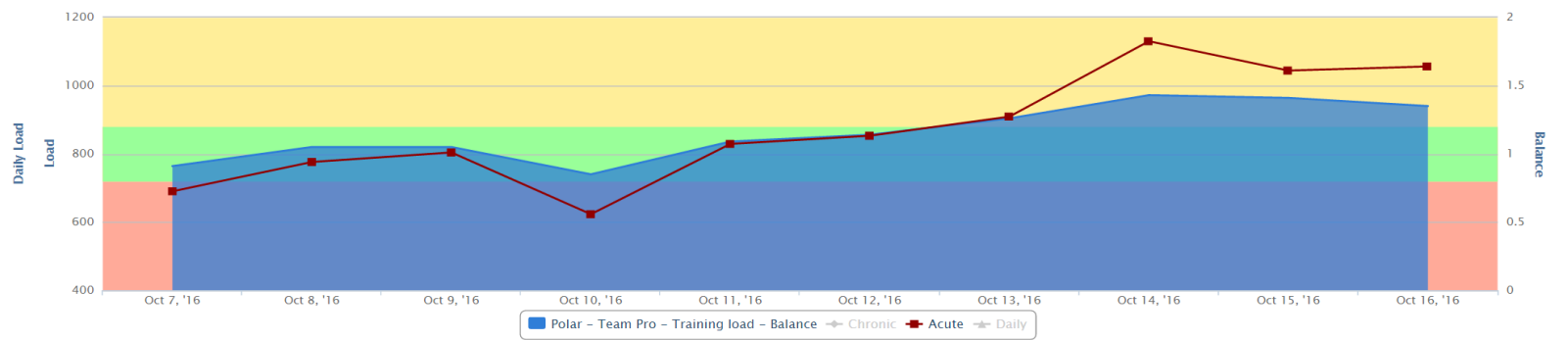
| Jersey # | RPE Lift | RPE Conditioning | Questionnaire Sum Assessment | Injury Status | Urine Specific Gravity |
|----------|----------|------------------|------------------------------|---------------|------------------------|
| 50 | - | - | - | - | - |
| 34 | - | - | - | - | - |
| 40 | - | - | - | - | - |
| 13 | - | - | - | - | - |
| 2 | - | - | - | - | - |
| 15 | - | - | - | - | - |
| 23 | - | - | - | - | - |
| 10 | - | - | - | - | - |
| H.M. | - | - | - | - | - |
| 22 | - | - | - | - | - |
| 25 | - | - | - | - | - |
| 35 | - | - | - | - | - |

Search the web and Windows

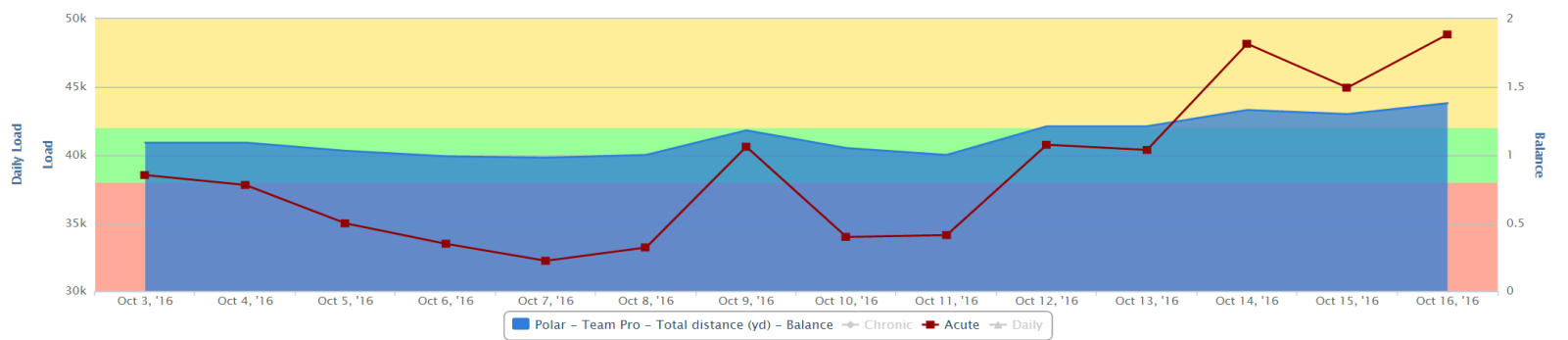
- Create Athlete
- Search...
- Women's Soccer
- Group Dashboard
- Starters
- Bench
- Group Dashboard
- Brock, Ashton
- Dunn, Kerry
- Grunder, Katie
- Holderby, Britne
- Meadows, Abby
- Montini, Gianna
- Keepers
- Rookies
- Return to Competition
- Staff
- Women's Basketball
- Men's Basketball



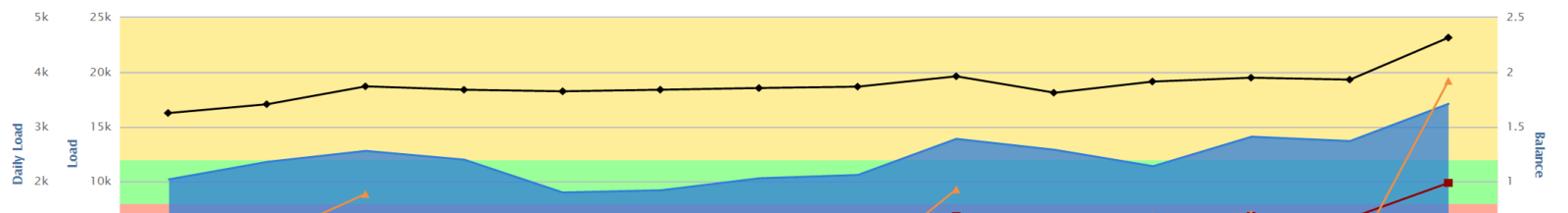
Acute v Chronic Load



TSB - Total Distance



TSB - Polar Zone 5





| Mintues played | Time in HR zone 5 (85 - 100 %) | Total distance [yd] | Total Distance (miles) | Distance / min (miles /min) | Distance / min [yd/min] | Distance in Speed zone 3 [yd] (7.52 - 9.99 mph) | Distance in Speed zone 4 [yd] (10.00 - 12.89 mph) | Distance in Speed zone 5 [yd] (12.90- mph) | HSR Sum | Training load score | Recovery time [h] | recovery time | Number of accelerations (-50.00 - -3.00 m/s ²) | Number of accelerations (-2.99 - -2.00 m/s ²) | Number of accelerations (2.00 - 2.99 m/s ²) | Number of accelerations (3.00 - 50.00 m/s ²) | COD Sum |
|----------------|--------------------------------|---------------------|------------------------|------------------------------|-------------------------|-------------------------------------------------|---------------------------------------------------|--------------------------------------------|---------|---------------------|-------------------|---------------|------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|---------|
| 87 | 1:13:59 | 12933 | 7.35 | 0.041 | 73 | 1969 | 654 | 159 | 2782 | 310 | 106.5 | 4.4 | 26 | 113 | 78 | 25 | 242 |
| 87 | 1:27:48 | 12852 | 7.30 | 0.041 | 72 | 1544 | 754 | 242 | 2540 | 430 | 180.0 | 7.5 | 22 | 85 | 76 | 15 | 198 |
| 90 | 0:42:04 | 11903 | 6.76 | 0.038 | 67 | 1369 | 475 | 176 | 2020 | 328 | 79.2 | 3.3 | 23 | 76 | 73 | 12 | 184 |
| 90 | 0:21:47 | 11844 | 6.73 | 0.038 | 66 | 1307 | 486 | 167 | 1960 | 352 | 102.0 | 4.3 | 19 | 89 | 84 | 20 | 212 |
| 86 | 0:42:48 | 15100 | 8.58 | 0.048 | 85 | 2751 | 1057 | 240 | 4048 | 330 | 88.3 | 3.7 | 28 | 113 | 76 | 16 | 233 |
| 90 | 0:32:33 | 15700 | 8.92 | 0.050 | 88 | 3131 | 1229 | 326 | 4686 | 350 | 82.0 | 3.4 | 30 | 119 | 110 | 15 | 274 |
| 81 | 1:20:12 | 13706 | 7.79 | 0.044 | 77 | 2283 | 909 | 112 | 3304 | 380 | 160.0 | 6.7 | 21 | 112 | 116 | 18 | 267 |
| 73 | 0:46:47 | 11240 | 6.39 | 0.036 | 63 | 1219 | 753 | 310 | 2282 | 276 | 59.9 | 2.5 | 49 | 87 | 100 | 14 | 250 |
| 66 | 1:20:12 | 12529 | 7.12 | 0.040 | 70 | 1970 | 816 | 178 | 2964 | 420 | 157.2 | 6.5 | 29 | 81 | 96 | 11 | 217 |
| 53 | 0:42:59 | 10360 | 5.89 | 0.033 | 58 | 1619 | 578 | 123 | 2320 | 278 | 76.2 | 3.2 | 12 | 75 | 84 | 12 | 183 |
| 80.3 | 0:55:07 | 12817 | 7.28 | 0.041 | 72 | 1916 | 771 | 203 | 2891 | 345 | 109 | 4.5 | 26 | 95 | 89 | 16 | 226 |
| 80 | 0:54:23 | 12644 | 7.18 | 0.041 | 73 | 2086 | 795 | 237 | 3118 | 342 | 119 | 5.0 | 23 | 92 | 87 | 16 | 218 |
| 81 | 0:44:01 | 12684 | 7.21 | 0.048 | 75 | 1976 | 910 | 345 | 3231 | 296 | 92 | 3.9 | 28 | 95 | 90 | 20 | 233 |
| 76 | 0:33:59 | 12849 | 7.30 | 0.030 | 104 | 1819 | 916 | 328 | 3062 | 305 | 58 | 2.4 | 31 | 110 | 104 | 20 | 265 |
| 82 | 0:55:27 | 12541 | 7.13 | 0.041 | 71 | 2014 | 984 | 326 | 3324 | 209 | 140 | 6.0 | 31 | 104 | 96 | 20 | 251 |
| 80 | 0:57:14 | 13291 | 7.55 | 0.042 | 75 | 2157 | 933 | 296 | 3385 | 199 | 126 | 5.3 | 26 | 103 | 93 | 19 | 241 |
| 79 | 1:09:01 | 13124 | 7.46 | 0.087 | 152 | 2002 | 862 | 262 | 3126 | 397 | 88 | 4.0 | 31 | 102 | 104 | 21 | 259 |
| 80 | 0:59:38 | 12858 | 7.31 | 0.042 | 75 | 2020 | 875 | 295 | 3190 | 351 | 157 | 6.6 | 25 | 95 | 92 | 16 | 228 |
| | 1:19:37 | 13278 | 7.54 | 0.049 | 66 | 1978 | 915 | 296 | 3189 | 427 | 292 | 12.2 | 30 | 99 | 98 | 19 | 242 |
| | 1:11:52 | 12666 | 7.20 | 0.035 | 61 | 1817 | 804 | 256 | 2877 | 418 | 181 | 7.5 | 34 | 100 | 100 | 24 | 257 |
| 79 | 0:56:54 | 12935 | 7.35 | 0.050 | 91 | 1952 | 875 | 288 | 3115 | 354 | 133 | 5.60 | 28 | 99 | 96 | 19 | 242 |
| 81 | 0:59:44 | 12785 | 7.26 | 0.040 | 70 | 2019 | 879 | 278 | 3176 | 292 | 142 | 5.94 | 28 | 100 | 94 | 20 | 242 |
| 41 | 0:25:19 | 8300 | 4.72 | 0.026 | 47 | 1090 | 707 | 187 | 1984 | 221 | 26.6 | 1.1 | 16 | 67 | 68 | 11 | 162 |
| 34 | 0:36:47 | 7155 | 4.07 | 0.023 | 40 | 904 | 506 | 275 | 1685 | 285 | 78.0 | 3.3 | 13 | 48 | 54 | 15 | 130 |
| 12 | 0:15:57 | 5078 | 2.89 | 0.016 | 28 | 651 | 186 | 87 | 924 | 159 | 18.0 | 0.8 | 7 | 33 | 39 | 12 | 91 |
| 6 | 0:10:35 | 4563 | 2.59 | 0.015 | 26 | 406 | 162 | 54 | 622 | 91 | 7.5 | 0.3 | 5 | 28 | 32 | 3 | 68 |
| 2 | 0:02:13 | 3844 | 2.18 | 0.012 | 22 | 341 | 148 | 31 | 520 | 62 | 4.8 | 0.2 | 8 | 23 | 35 | 4 | 70 |
| 3 | 0:04:59 | 3876 | 2.20 | 0.012 | 22 | 287 | 80 | 52 | 419 | 102 | 9.0 | 0.4 | 9 | 22 | 22 | 4 | 57 |
| 16 | 0:15:58 | 5469 | 3.11 | 0.017 | 31 | 613 | 298 | 114 | 1026 | 153 | 24 | 1 | 10 | 37 | 42 | 8 | 96 |
| 0 | 0:09:20 | 3373 | 1.92 | 0.011 | 19 | 228 | 76 | 3 | 307 | 105 | 11.0 | 0.5 | 5 | 19 | 15 | 6 | 45 |
| 0 | 0:02:05 | 3628 | 2.06 | 0.012 | 20 | 137 | 44 | 24 | 205 | 60 | 6.2 | 0.3 | 7 | 18 | 29 | 7 | 61 |
| 0 | 0:00:12 | 3663 | 2.08 | 0.012 | 21 | 185 | 53 | 2 | 240 | 47 | 5.1 | 0.2 | 6 | 22 | 23 | 2 | 53 |

References

1. Susan Folkman, ed., *Oxford Handbook of Stress, Health, and Coping*, New York: Oxford University Press, 2010, 39.
2. Warren C. Zabloudil, *Being a Go-to-Tech*, Boca Raton, FL; Universal Publishers, 2012, 76.
3. Unwind
4. Emotional Intelligence Kevin moore