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coach

April 2014
ncacoach.org

**Spring Coaching
Articles**

**Return to Learn
Guidelines**

**Hail to Winter
Champions**

**NHSACA Award
Finalists & Hall of Fame
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**BELLEVUE WEST
CAPTURES
SPORTSMANSHIP
AWARDS**

Governor Heineman Presents Class A
Girls Basketball Trophy



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APRIL 2014

Steve Wieseler, Wynot Girls' Basketball Head Coach, gives instructions to his team during the class D2 Championship game at Pinnacle Bank Arena. The Blue Devils went on to defeat Sterling 53-38. Coach Wieseler will coach the Blue squad in the 2014 NCA All-Star Game on July 21. – NCA Photo



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Matt Bruggeman, Gretna, looks on during the Class B State Championships. Bruggeman led the Dragons to a 4th place team finish and qualified for the State Dual Championships. – Callam Sports Photography

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APRIL 2014

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UPCOMING EVENTS

- April 27** NCA Board of Directors Meeting, NSAA/NCA Building
- May 14-20** State Soccer Sportsmanship Awards, Creighton University
- May 23-24** State Track Hospitality, Omaha Burke High School
- June 14-18** NHSACA National Conference, Jackson Hole, WY
- July 20** NCA Annual Awards Banquet, Great Hall – Old Train Station – Haymarket, Lincoln
- July 21** NCA Golf Tournament, Highlands, Lincoln
- July 21** NCA All-Star Boys' & Girls' Basketball Games, Lincoln North Star High School
- July 22-24** NCA Multi-Sport Clinic, Lincoln North Star High School
- July 22** NCA All-Star Volleyball Match, Lincoln North Star High School
- July 23** NCA All-Star Softball Doubleheader, UNL's Bowlin Stadium

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OFFICE HOURS

Monday - Friday
8:30 a.m. - 4:00 p.m.



“THE GAME PLAN”

WORDS FROM DARIN BOYSEN, NCA EXECUTIVE DIRECTOR:



The Nebraska Coaches Association in partnership with the National High School Athletic Coaches Association (NHSACA) announced 13 Nebraska finalists for the 2014 National High School Coach of the Year as well as two coaches that will be included as members of the NHSACA Hall of Fame Class of 2014. The Nebraska honorees will be recognized at the NHSACA National Conference in Jackson Hole, Wyoming June 14-18. Events such as these bring a great deal of pride to the NCA – dedicated, professional Nebraska coaches receiving career honors in a national spotlight.

When you stop to think that Nebraska has an incredible 13 National Coach of the Year finalists, the message rings loud and clear – the coaching caliber in the state of Nebraska continues to be considered as one of the nation’s best throughout all sports. After being nominated by the NCA, the NHSACA evaluates each coach’s tenure, varsity record, professional high school athletic service, championships at the conference, district and state levels along with high school coaching honors. The 13 coaches will represent Nebraska and the NHSACA Region 6 for this prestigious career coaching honor. Region 6 also includes the states of Colorado, South Dakota, North Dakota and Minnesota. Eight coaches from across the country are named finalists.

Nebraska finalists for the NHSACA National Coach of the Year include: Athletic Director: Rocky Ruhl, Wayne, Boys’ Basketball: Doug Goltz, Falls City Sacred Heart, Boys’ Cross Country: Shane Fruit, Ogallala, Girls’ Cross Country: Vince Zavala, Grand Island CC & Northwest, Golf: Mimi Ramsbottom, Elkhorn South, Soccer: Jeff Hoham, Lincoln East, Softball: Steve Kerkman, Millard South, Swimming: Doug Krecklow, Omaha Westside, Tennis: Kimberly Gradoville, Omaha Westside, Boys’ Track & Field: Roger Mathiesen, Kearney, Girls’ Track & Field: Janet Tooley, Columbus Scotus, Volleyball: Jake Moore, Lincoln Pius X and Wrestling: Brad Hildebrandt, Omaha Skutt Catholic. A list of all national finalists can be found at: <http://www.nhsaca.org/index.php/recognition>

The NHSACA National Conference will also enshrine the National High School Coaches Hall of Fame Class of 2014. Nebraska is fortunate to have two legendary coaches included in Ken Cook, Freeman and Jack Guggenmos, Waverly & Aurora.

The NCA is proud to help recognize Nebraska coaches not only within the NCA award programs, but at the regional and national levels. Congratulations to each coach, their staff, school and community. Further information about the NHSACA National Conference can be found on pages 28-29 of this publication.

“The quality of a person’s life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.”- Vince Lombardi



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Keeping Kids Excited For Track & Field

Bryan Solomon – Thayer Central



I feel very privileged to be asked to write an article for the *Nebraska Coach* magazine about coaching track & field. Track & Field isn't a glory sport. You don't get to break a tackle and run for an 80 yard touchdown, make an ace block, or steal the basketball and go down the court for a dunk. Our mission for the track & field program is to provide each athlete the opportunity to reach his or her full potential by both developing athletic speed, endurance, and strength and fostering high self-esteem, personal accountability, self-discipline, goal setting, and goal achievement. But in developing these skills we have to make it fun for the kids to be a part of the program and ultimately having fun while they compete.

Team Unity

When track & field season rolls around, we are getting athletes that have been part of different teams from the winter or maybe this is their first sport of the school year. Our job is to create one team, competing together to perform at a high level. Track & Field is unique because there are so many different groups. You have throwers, jumpers, sprinters, and distance runners. You also have some athletes that cross over between events and become part of more than one group. Our job is to create a sense of belonging to all of the members of the track team and create a unity across the team.

Theme

Each year we develop a theme for our track & field team. Last year we used the *Energy Bus*, a book by Jon Gordon, as our theme. Each athlete and coach has been on a bus before. We all know that a bus takes us to our destination. For us to work towards our individual and our team goals, we only needed to have positive energy. As the book stated, "No Energy Vampires." The negative energy that a coach or athlete gives will suck the energy out of the team.



When a team theme is given, everyone can identify with that theme. Throughout the season, I would open up a team meeting with a message about unity, goals, getting better, etc. before practice began. It gave them a purpose about why we are doing what we do. These messages allow them to apply the messages and theme towards track but ultimately towards their lives. It allows them to create personal goals that are important to them and allow them to see what they truly want. It allows them an opportunity to reflect on their life and understand if they are headed down a positive or negative path.

Bluepoint Chart

Throughout the years, Thayer Central has been using a Bluepoint Chart as a second way for athletes to letter in track & field. Most track & field programs letter their athletes by meet points accumulated. Sometimes it is difficult for athletes to attain the number of meet points to letter. If an athlete accumulates 15 Bluepoints throughout the year, they will also letter.

The Bluepoint Chart started back in the 60's with Coach Randall Smith at Hebron High School. He took a chart similar to one that was used by former Nebraska coach Frank Sevine. It was a chart that was developed, that gave athletes points based on their performances throughout the year. The Bluepoint Chart, that we use, has been expanded into a 25 point chart. Ten Points represents the average 6th place at conference over the past 10 years. Sixteen Points represents the average 1st place at conference over the past 10 years. Twenty-five Points represents the state record for an event. This chart is given to the athletes and allows them to see where they are as we get closer to our conference meet.

Throughout the season, we will have one or two Bluepoint practice days. We allow the athletes to try an event that they don't normally compete in. It is a fun day watching the runners try to throw a discus or shot put and also fun watching the throwers high jump or try the long jump or triple jump. It definitely allows the athletes to appreciate what their teammates and fosters respect for the work it takes to perform at a high level.

Celebrate as a Team

When an athlete finishes a race or event and gets their time or mark, they know if it is a "PB"(Personal Best). All of the athletes can probably tell you what their best is in an event and they are proud to know that they have earned a "PB". As a team, we celebrate individual successes. We celebrate "PB's" (Personal Bests) with PB's (Peanut Butter Cups). The day after a meet, we have our "PB" Ceremony. Each athlete is called to the front and presented their PB (Peanut Butter Cup) as a medallion. It is just another way to celebrate the individual successes as a team. Everyone has a place on the team and it is important to recognize these accomplishments.

As I told our athletes last year, "Have fun and enjoy the ride."

Courtesy Photo



How Do You Measure Success?

Sheryl Vaughn - Omaha Skutt Catholic

The true meaning of success does not collect dust on a shelf. Two teams will take home a trophy, while many others take home much more. They gain confidence, create friendships, experience life lessons, and make great memories. If we recognize our player's effort, attitude, and sportsmanship, we encourage them to believe in the battle, and not the results. The results are not always in our control.

Tennis imitates life in many ways: We set goals, learn teamwork, improve skills, and make friends. We are challenged to quickly problem solve and manage our emotions. These characteristics will be beneficial throughout a young person's life.

Practices should be productive, interesting, and fun. We need to encourage *each* player to reach *their* full potential. It is crucial to understand how each player and how they react under stress for the most valuable changeover talks. Will they need an encouragement talk, a strategy talk, or a reassuring talk?

We may draw knowledge from our parenting skills. We can find teachable moments in positive and negative situations. Reinforcing good behavior in every player creates team awareness that good behavior is appreciated and negative is unacceptable. Bad behavior must be looked at with some questions of why he or she feels the need to act in that way. Discipline of bad behavior is done in a more private setting to talk about how bad behavior affects them and the team. Humiliation does not solve the problem.

It is a privilege to play on a high school team. All players need to realize they have a responsibility in representing their school 24/7 all year round. One player can tarnish a team's reputation, and it takes a team to clean it up. When we encourage teammates to support the teaching of what is expected, we may avoid a bad situation.

We build player/coach relationships from support, trust, and truth. Long after they graduate, many players will recall and appreciate the difficult moments that made them stronger.

We all know tennis is a fun game, but if we do not keep it in perspective, it becomes an unpleasant experience. The source of imbalance may occur from the player, parents, or coaches. This imbalance should be avoided without exceptions. The players observe and learn from how coaches address difficult situations, or ignore them.

Each year brings a new team, with new challenges. Whatever you did last year, may not work this year. If you just go through the motions, so will the players. Embrace the privilege to coach and share your love of tennis. You get two months to make dreams happen...Pretty cool job!

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Utilizing the Talent You Have!

Jason Cullison – Norris



Square Peg Round Holes Equals No Production!

It is important for all high school coaches, regardless of the sport, to recognize that square pegs do not fit into round holes. I learned this lesson early in my career as I expected my players to adapt to my system and philosophies. Don't get me wrong, I have very strong principles of how I want my players to compete – with tremendous effort and with a great attitude. It is also very important that our players understand the game of baseball and have good baseball fundamentals. But, when I talk about square pegs and round holes, we do believe that our coaches will adapt the strategy to the strength of the players and not the players adapting to a system.

Let's face it, in high school coaches are dealt the hand they receive! In order to maximize the team's success we believe it is important to play to everyone's strengths. We certainly work hard to develop our players entire skill set, but at the end of the day, our goals are to make our kids better people, develop them for life after high school, have some fun, and win baseball games.

Use What Your Athletes Bring to the Plate!

In my 20 plus years coaching I have seen so many coaches with the "It's my way or the highway" philosophy. That has never really worked for me or our program as so many kids do not reach their potential. We like to see what the athlete brings to the plate skill wise and then utilize it. Coaches need to focus on what the athletes do great, not what they are deficient at. For example we have had seasons where we are very aggressive on the base paths and need to manufacture runs with more of a "small ball game". More recently, we have played for the big inning and allowed our players to be more aggressive early the count. Also, I look at a game and know I am playing twelve kids almost every game. How, you ask? Well, I have my starting nine then I will usually have a DH, a courtesy runner, and an offensive/defensive substitution.

Get Everyone Involved!

Another key for us is creating a community within our program. So many coaches talk about the family atmosphere, but our coaching staff really embraces it. I know a lot of coaches do not want parents around the players and the program but we take the opposite approach. We want everyone from mom and dad to brothers or sisters to our players to believe in everything we are doing. We believe our players are more committed if the entire family feels part of the program. We do this many different ways throughout the entire year. I know some coaches run from this, but our baseball community has embraced it and it works for us.

As the great Casey Stengel once stated, "Finding good players is easy. Getting them to play as a team is another story." We empower our players and expect them to hold each other accountable. The same approach is taken with our coaching staff it is important that coaches, players, and parents are all on the same page. Brotherhood is a word mentioned time and time again in our program. When you understand what that word means you understand Norris Baseball!

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Creating an Effective Warm Up

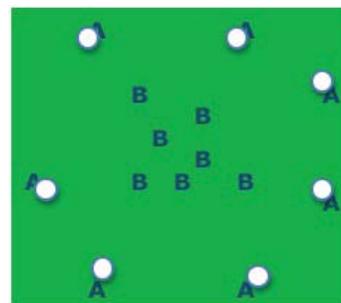
Jeff Hoham - Lincoln East

Let's say, most soccer teams train for 1 (minimum) -2 hours (maximum), the focus needs to be on keeping things moving in a organized, meaningful and positive manner. For example, maybe you would like to work on your team's passing skills and possession of the ball, but also want to get your players properly warmed up...use the following simple drill.

Box Warm Up:

This allows all players to get lots of touches on the ball and short, quick, accurate passes during warm up.

- Preparation:
 - For this box warm up drill, just set up a box 20 by 20 yards.
 - Have half of your players (A) spread around the outside with a ball.
 - Have other half of your players (B) in the middle without a ball.
- Execution:
 - Players B move around the middle area then show for ball, by running towards AND calling for the ball from an A player.
 - Player A passes to player B, who performs desired skill, and passes back to A.
 - Player A should ALWAYS be on their toes ready to make a pass.
 - Player B should have a little burst of acceleration as coming towards a pass(to gain space vs a defender in a game).
 - Pace should be medium-high tempo so 45 seconds to 60 seconds then switch, B to outside, A inside. You can do this several times.
- Quality:
 - Passes should be high quality and accurate.
 - Players in the middle should use a change of pace to go towards the ball.
 - Players on outside should always be on their toes prepared.
- Progression
 - As the difficulty increases, the quality should remain high.
 - All balls should remain in the grid at all times, no errand passes.
 - Remember, to praise when appropriate.
 - Build on the skills, for example 1st time for each group 2 touch.
 - Then 1 touch only.
 - Next, turn with 1st touch and pass to different outside player.
 - Then 1st touch is a pass to a 2nd inside player who then passes the ball to the outside player.
 - Add a defender, player inside must have a change of pace to gain space to get the ball and use good ball control to keep possession.
- Total time estimated:
 - 7-10 minutes



Courtesy Photo



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Fundamentals, Simplifying the Swing & Keeping It Understandable

Mike Klein – Scottsbluff



Golf is fun! Learning to play golf can be extremely frustrating for a period of time. Here at Scottsbluff High School we have a system that we believe takes some of the pain out of learning while speeding up the process. Our system is based on three points: focus on fundamentals, simplify the swing, and keep information understandable.

There are two types of freshman that enter our program at Scottsbluff. There are always a few that have played golf long before their freshman year. However, the majority of freshman that come into our program are pure beginners. Our goal is to turn both of these groups into outstanding players. We start our process with fundamentals.

Solid fundamentals are a must for beginners. We start with grip, posture, ball position and alignment. The good news here is you can take as much time as needed to get these correct before the golf swings starts in motion. We work on all of these at once so the player starts to learn a routine. Once these come together it's on to the swing mechanics.

There are five positions we would like the golf club to pass through during the swing. The five positions are the take away; position at the top of the swing; the first move off the top of the swing; the leaning-off the

club through impact; and finally the finish. Starting with the takeaway we work on them in sequence. This is the time consuming part of learning or improving your game. V1 Video equipment is used in the off season to reinforce the feel of the club when it is in the right position. The video equipment has proved to be a valuable shortcut to improvement.

There is generally a significant improvement between each player's freshman and sophomore seasons provided they have put in the time required while working on the steps. Golf becomes fun when the players can not only hit the ball, but it does what they expect. At this point we start teaching the finer points of the game such as a basic chip and run shot and a lofted pitch shot. As their short games improve so does their scoring.

As a coach that has played golf at the highest of levels, I have picked up valuable lesson points. One of the most important lessons I have learned is to not overload the kids with information that they are not ready for nor capable of performing. Something as simple as, "Please try to keep the ball below the hole," is insignificant information if the player does not understand where "below the hole" is on each hole. So we encourage questions and ask many to make certain coach and players are on the same thought. At Scottsbluff High School, we enjoy fun golf and get our players there by working the fundamentals, simplifying the swing and keeping it all clearly understandable. Courtesy Photo

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Cheer Coach vs. Cheer Sponsor

Christina Nevitt – Lincoln North Star

When I was five, I loved to go to my uncle's high school basketball games. I can remember sitting in the first row of the bleachers in the Gresham High School gym, cheering on the Blackbirds, waving my black and red poms. I wanted to be as close to the cheerleaders as I could be and dreamed of the day I could wear my own cheerleading uniform.

Cheerleading has changed. It's not just pom poms and school spirit anymore. It's tumbling classes, competitions, and sweating glitter. Girls no longer have to wait until high school to don cheerleading uniforms in their favorite school colors. They just have to sign up for cheer classes at one of the many club cheer gyms that have popped up all over the country.

The job of the cheer sponsor has changed too. In fact, the word "sponsor" no longer describes us. We are coaches, plain and simple. What's the difference? Cheer sponsor or cheer coach, it's all the same right? Not anymore.

When I was a high school cheerleader, I had a cheer sponsor. She took care of ordering uniforms and signing us up for camp. She let us know about upcoming events, but I never saw her. In fact, I can't even remember her name. I don't remember seeing her at games. She was never at our 6:15 a.m. practices. I saw her at tryouts, camp, and in the hall outside her classroom. She was my cheer sponsor.

I am a cheer coach. Sure, I still order uniforms and sign the teams up for summer camp, but I am also at every single practice and every single game or event where cheerleaders are present. I deal with injuries and team bonding, strategy and training, new trends and old traditions. And in true coaching form, I have an assistant to help me manage all four levels of cheer squads at North Star High School. I am safety certified by the American Association of Cheerleading Coaches and Administrators (AACCA) and work to maintain high standards for our cheerleaders, both male and female.

But that's not the end. Traditionally, a cheerleader's job was to cheer on their teams as they competed during the season. Now, in addition to cheering at games and pep rallies, cheerleaders have their own local, regional, and national competitions. My varsity team starts preparing in October for the Nebraska State Cheer and Dance Championships in February. We work practice after practice perfecting motions, making sure all moves are in sync; all for a two-minute thirty-second routine and the chance to add a trophy to the case. Other schools take it further, starting their preparations even earlier, vying for qualifying spot at Nationals in Florida.

I am a cheer coach, and I LOVE it. I love helping them work to improve their skills, to increase their confidence in front of a crowd. I try to teach them how to be good role models and represent the school both in and out of uniform. I work with them to keep the crowd positive during games and to exhibit good sportsmanship at all times. I give them feedback before, during, and after games and performances. And when competition is over, we review the video of ourselves and our competitors to see where we can improve next time.

I am not a cheer sponsor. . . . I am a cheer coach.



Courtesy Photo

nebraska coach

2014 State Cheer & Dance Champions

Class A Cheer

Non-Tumbling - Millard South
 Tumbling - Millard West
 Sideline - Millard West

Class B Cheer

Non-Tumbling - Gross Catholic
 Tumbling - Elkhorn South
 Sideline - Elkhorn South

Class C1 Cheer

Non-Tumbling - Auburn
 Sideline - Broken Bow

Class C2 Cheer

Non-Tumbling - Kimball
 Sideline - Brownell Talbot

Class D Cheer

Non-Tumbling - Meridian
 Sideline - Meridian

SPIRIT AWARD WINNERS

Class A - Millard West Cheer
 Class B - Elkhorn South
 Class C2 - Weeping Water
 C1 - Johnson County Central
 Class D - Meridian

Class A Dance

Pom - Millard North
 Jazz - Millard West
 Hip Hop - Millard North
 High Kick - Lincoln Northeast

Class B Dance

Pom - Skutt Catholic
 Jazz - Skutt Catholic
 Hip Hop - Elkhorn South
 High Kick - Scottsbluff

Class C1 Dance

Pom - Wahoo
 Jazz - Grand Island CC
 Hip Hop - Grand Island CC
 High Kick (C) - Lincoln Lutheran

Class C2 Dance

Pom - Ord
 Jazz - Lutheran High Northeast
 Hip Hop - Archbishop Bergan
 High Kick (C) - Lincoln Lutheran

Class D Dance

Pom - North Platte St. Pat's
 Jazz - Emerson-Hubbard
 Hip Hop - Emerson-Hubbard
 High Kick - North Platte St. Pat's

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RETURN TO LEARN GUIDELINES Following Concussion

Concussion injuries can directly impact a student's learning ability. Conversely, the cognitive learning process can adversely affect a student's recovery from a concussion. Therefore, concussed students may need varying levels of instructional modifications and academic accommodations during their symptom recovery, particularly early on in the acute stage (<7 days), but can extend several weeks or months.

Current concussion management guidelines recommend concussed students remain at rest, both physically and cognitively to facilitate their recovery from symptoms. Cognitive rest refers to the reduction in mentally taxing activity, i.e. analytical problem solving, mathematical equation work, focused or prolonged reading, computer use, particularly activities involving saccadic eye movements, i.e. using eyes to track objects, reading, smart board work. Playing video games, texting, watching TV, listening to music with earphones are also strongly discouraged during the symptomatic phase.

Just as concussed athletes follow a stepwise progression for "Returning To Play", a progression back

to the learning environment is equally important. A "Return To Learn" process emphasizes a collaborative team approach between school administration, school nurse, counselors, teachers, parents, and athletic staff including a school's athletic training staff when student-athletes are involved. Since concussions occurring in athletics are less prevalent than those occurring on playgrounds, during recreational activities as biking or skateboarding, accidents at home, falls, and motor vehicle accidents, a Concussion Management Team can be extremely beneficial for recovery and returning all concussed students, athletic and non-athletic, to the classroom.

School staff should be familiar with the Signs and Symptoms of concussion. Additionally, school staff should know how to monitor students knowingly having a concussion, as well as recognize those possibly having a concussion unknowingly. There is greater concern for "how long" symptoms last, more so than which ones, or how many might exist, but all 3 elements are important to the proper management of the concussed student.

What Signs To Look For After A Concussion

When students return to school after a concussion, school staff should watch for:

- Increased problems paying attention or concentrating
- Increased problems remembering or learning new information
- Longer time needed to complete tasks or assignments
- Difficulty organizing tasks, or shifting between tasks.
- Inappropriate or impulsive behavior during class
- Greater irritability
- Less ability to cope with stress
- More emotional than usual
- Difficulty handling a stimulating school environment (lights, noise, etc.)
- Physical symptoms (headache, dizziness, nausea, visual problems)

CDC Needs UP: Returning to School After Concussion: A First Step for School Professionals.

Symptoms of a Concussion Indicated by the Student

Physical

- Headache
- Nausea
- Vomiting
- Balance problems
- Dizziness
- Visual problems
- Fatigue
- Sensitivity to light
- Sensitivity to noise
- Dazed or stunned

Emotional

- Irritability
- Sadness
- More emotional
- Nervousness

Cognitive

- Feeling mentally "foggy"
- Feeling slowed down
- Difficulty concentrating
- Difficulty remembering
- Forgetful of recent information or conversations
- Confused about recent events
- Answers questions slowly
- Repeats questions

Sleep Related

- Drowsiness
- Sleeping less than usual
- Sleeping more than usual
- Trouble falling asleep

General Considerations for Return to Learn Progression

In most cases, a concussion will not significantly limit a student's participation in school and usually involve temporary, informal instructional modifications and academic accommodations. The "Return to Learn" process encompasses "[Step 1 of the Return to Play Progression](#)" during the entire time one remains symptomatic. Completion of the "Return to Learn" process precedes beginning "Step 2 - Return to Play Progression".

In approximately 75% of cases, recover from symptoms occurs within 7 days, while ~90% recover from symptoms within 10 days. But nearly 15% of cases may take several weeks or months to recover from symptoms that experience Post-Concussion Syndrome, a chronic condition where symptoms persist long-term.

The school's athletic trainer or other licensed healthcare provider will help guide decisions for the Concussion Management Team about a student's need for and level of modifications and accommodations, or

adjustments, and their readiness to resume various school activities.

Symptoms are monitored at regular intervals using a Graded Symptom Scale. Symptom scale scores can remain elevated or increased by exceeding levels of physical and cognitive activity where school activity should then be reduced when symptoms increase as a result. Members of the Concussion Management Team are to help identify triggers that cause symptoms to worsen, and modify school activity accordingly. Thereafter, school activities can be gradually increased as symptoms subside or decrease.

If recovery becomes more prolonged (>3-4 weeks), there should be greater concern for a student feeling isolated or depressed, and anxiety from missed school, falling behind, and missing out on playing sports and other extracurricular activities. Additionally, a 504 Plan or an IEP may need to be considered for those having prolonged recovery extending beyond several months.

School Accommodation Options Based on Symptom Type

Concussion Symptom	Modification & Accommodation Options
Headaches	Allow to lay head down at desk Allow frequent breaks Identify triggers that cause headaches to worsen
Sensitivity to Noise (phonophobia)	No PE, band, chorus, shop; meet in library Avoid lunch room; eat in quiet setting Avoid attending athletic events, gymnasiums Allow early hall pass to class avoiding loud corridors Refrain from using cell phone, headphones/ear buds
Sensitivity to Light (photophobia)	Allow to wear sunglasses Move to area with low-lighting, dimly-lit room Avoid seating with direct sunlight from windows Avoid or minimize bright projector/computer screens
Other visual problems i.e. blurred or double-vision saccadic eye movements (tracking) near-point convergence (close-up)	Limit computer use Reduce/shorten reading assignments Record lectures, use auditory learning apps Allow for more listening & discussion vs. Reading Increase font size on computer screens Desktop work only Refrain from texting, video gaming Refrain from watching TV close-up or from a distance
Concentration or Memory (Cognitive) Problems	Place main focus on essential academic content/concepts Postpone major tests or participation in standardized testing Allow extra time for assignments, quizzes Allow extra time to complete tests, projects Reduce class assignments, homework
Sleep Difficulties	Allow late start to school Allow frequent rest breaks

Levels of Instructional Modifications & Academic Accommodations

<p>1 No School - Stay Home 3 or more IMPACT Summary Composite Scores exceed RCI *Exceedingly high Graded Symptom Scale Score; i.e. Score: >25-30</p>	<p>Discourage texting, video gaming, watching TV, cell phone use, listening to music; using head phones No homework or computer use Cognitive "shut-down" Use darkened, quiet room</p>
<p>2 Limited School Attendance (half days/part-time) Maximum Accommodations Able to tolerate up to 30 minutes mental exertion</p>	<p>Limit/partial class attendance; No PE Periodic rest breaks away from class in quiet area Allow to lay head down at desk Limit/modify academic classwork No major/standardized testing Provide extra help; Peer note taking "Clear desk", and listen Extra time for quizzes in quiet area Extra time for assignments; modify assignments Minimal or no homework</p>
<p>3 Full-Day Attendance; Limit class attendance Moderate Accommodations Able to tolerate up to 45 minutes mental exertion No more than 1 IMPACT Summary Composite Score exceeding RCI</p>	<p>No PE Limit class attendance in academically challenging classes No major/standardized testing; modified testing Rest periods in classroom as needed Extra time for assignments, quizzes as needed Limited homework, i.e. <30 minutes</p>
<p>4 Full Class Attendance Minimal Accommodations Able to tolerate up to 60 minutes mental exertion *Graded Symptom Scale Score: <10</p>	<p>No PE Increase return to normal class workload Begin working on missed work/assignments Moderate homework, i.e. <60 minutes</p>
<p>5 Full Academics No Accommodations *Graded Symptom Scale Score: 0</p>	<p>Resume normal homework assignments Identify essential Content & Assignments to make-up Develop realistic time line for completing assignments Re-evaluate weekly until assignments completed When indicated by school's athletic trainer or a licensed health care provider, start Step 2 - Return to Play Progression No PE until completion of "Return to Play Progression"</p>

* Graded Symptom Scale Score ranges shown are a general guide and are not intended as objective criteria for determining stages of recovery or indication for specific instructional modifications or academic accommodations. Graded Symptom Scale Score ranges are extremely subjective and vary dramatically by individual, and also dependent on the selected Graded Symptom Scale used to derive a symptom score.

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Class D1 – Mark Anderson, Randolph

Class D2 – Mike Sjuts, Bancroft-Rosalie

GIRLS BASKETBALL

Class A – Jon Perone, Omaha Benson

Class B – Mike Herzberg, Grand Island Northwest

Class C1 – Darren Sindelar, Pierce

Class C2 – Aaron Losing, Crofton

Class D1 – Andy Imus, Friend

Class D2 – Steve Wieseler, Wynot

SWIMMING

Boys' Swimming – Tom Beck, Omaha Creighton Prep

Girls' Swimming – Robert Calegan, Lincoln Southwest

WRESTLING

Class A – Anders Christensen, Omaha North, Tournament

Class A -- Mike Schadwinkel, Grand Island, Duals

Class B – Brad Hildebrandt, Skutt Catholic*

Class C – Tahner Thiem, David City*

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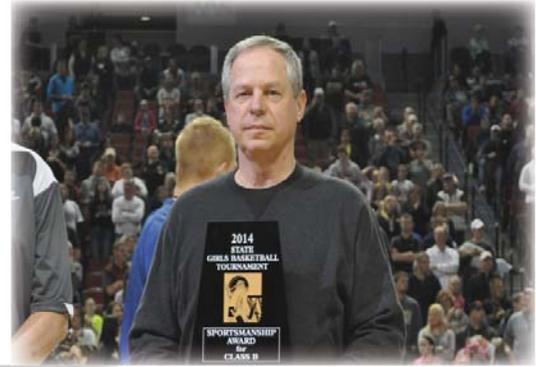
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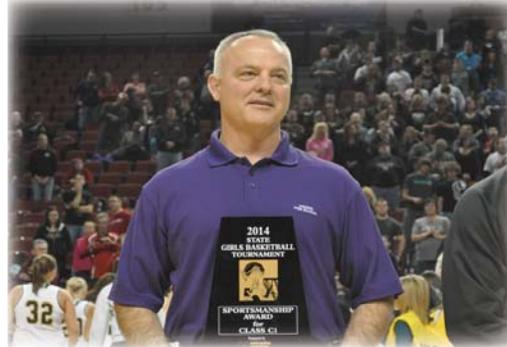
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Class C2 - Dundy County-Stratton



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Class D2 - Wynot

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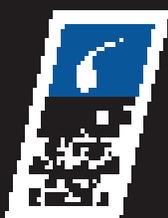
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Class B - Northwest



Class C1 - Wayne



Class C2 - Ainsworth



Class D1 - North Platte St. Patrick's



Class D2 - Spalding/Spalding Academy

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NCA Award Programs Benefit Coaches & Students

Jerry Stine Family Milestone Awards – Presented by Baden Sports: (Deadline June 1)

This program recognizes different levels of coaching achievement in both individual and team sports. The Level I, II, and III certificates will be presented at the NCA Multi-Sport Clinic in July. The Level IV winners receive a plaque presented at the NCA Award Banquet on July 22nd in Lincoln.

More information regarding the NCA Milestone Award program, including the application form can be found at: <http://www.ncacoach.org/milestone.php>. This web page also includes a newly formatted search for coaches that have achieved any level within the program.

NCA Service Awards – Presented by Nebraska National Guard: (Deadline June 1)

The NCA Coaches Association Service Award is designed to recognize and honor coaches who have achieved 25, 35, 40, 45, and 50 years of coaching service. This is a self-nominating award.

Service Award Criteria:

- NCA member for at least 10 years
- 75% of coaching and/or athletic administration must have been in Nebraska including the last 5 years

More information regarding the NCA Service Award program, including the application form can be found at: <http://www.ncacoach.org/service.php>

Nebraska Coaches Association/Country Inn & Suites Scholarship: (Deadline April 19)

This fully funded scholarship program, will award eight recipients \$1,000 after successfully completing one semester at an accredited college or university. District I & II will have two scholarships awarded within each district. Districts III – VI will have one recipient in each district.

More information regarding the NCA/Country Inn & Suites Scholarship including the application form can be found at: <http://www.ncacoach.org/lincolnninsuites.php>

Scholarship Criteria:

- 1) Upper 25% of class –OR- 3.75 Cumulative GPA
- 2) Must be at least a 2 year participant in 2 sports
- 3) Must have earned varsity letter in 2 sports
- 4) Must include at least one letter of recommendation from a high school coach
- 5) ACT minimum score of 24

Scholarship winners will be announced in early May.

Ed Johnson Scholarship (Deadline April 12)

The award is given to a senior boy who is a member of a high school varsity basketball team in the State of Nebraska. A medal and \$300 cash award will be presented to the recipient at the halftime of the NCA All-Star Boys' Basketball Game (July 22, 2013), and a travelling plaque will be presented to the recipient's head coach. For more information: <http://www.ncacoach.org/edjohnson.php>

Scholarship Criteria:

- Excellence in Scholarship
- Leadership
- Sportsmanship
- Loyalty
- Citizenship.
- The student athlete nominated need not be a starter on the team, but must be a senior boys' basketball player.

Coaches are encouraged to nominate a player or players who they feel would qualify for this award. When submitted, the nomination form should include any letters of recommendation from counselors, teachers, administrators, etc. that the coach feels would help with the selection of the recipient of this award. *The nominating coach must be a current NCA member.

Career Sport Specific Awards & Career Junior High/Assistant Coach Award (Committees Have Selected Finalists - Completed Forms Due March 22)

More information regarding each award can be found at: <http://www.ncacoach.org/awards.php>

- Binnie & Dutch Award (Track & Field)
- Ed Johnson (Mike Heck) Award (Basketball)
- NCA Girls Basketball Award
- Guy Mytty Award (Wrestling)
- NCA Volleyball Award
- Skip Palrang Award (Football)
- NEW: NCA Cross Country Award
- NEW: NCA Golf Award
- Jim Farrand Award (formerly Jr. High Assistant Coach of the Year Award)

Special NCA Awards (Deadline April 1)

More information regarding each award can be found at: <http://www.ncacoach.org/awards.php>

- Friends of High School Sports Award
- Media Person of the Year Award

The Nebraska Coaches Association award programs are available for member of the NCA. Some deadlines for the programs are approaching. We encourage you to explore the various award programs as a membership benefit. If you have questions visit the NCA website or contact the NCA office at (402) 434-5675.

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Additionally, Dr. Carr is the consulting sports psychologist for the Indiana Pacers (NBA) and the Indiana Fever (WNBA), and has provided consultations for the Kansas City Royals (MLB) and Arizona Cardinals (NFL), among others. Past President of Division 47 (Exercise and Sport Psychology) of the American Psychological Association, Dr. Carr was recently named as an Ad Hoc Member and first psychologist on the NCAA Competitive Safeguards and Medical Aspects of Sports Committee.

Dr. Carr served as the USA Diving National Team Sport Psychologist from 2004-2008, and was in Beijing for the 2008 Summer Olympic Games as the USA Olympic Diving Team Sport Psychologist. Dr. Carr has presented nationally and internationally on psychological issues with athletes. He has worked with Purdue University, the Ohio State University, and Washington State University over the past 20 years of practice as a psychologist with athletics.

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Check here if FIRST TIME COACH - OR - Enter # of years in coaching/administration through 2012-2013:

Coaching Assignments 2013-2014:

SPORT	HS VARSITY		HS NON-VARSITY		MIDDLE SCHOOL		YOUTH/CLUB		COLLEGE	
	Head	Asst								
Boys Cross-Country	<input type="checkbox"/>									
Girls Cross-Country	<input type="checkbox"/>									
Football	<input type="checkbox"/>									
Girls Golf	<input type="checkbox"/>									
Softball	<input type="checkbox"/>									
Boys Tennis	<input type="checkbox"/>									
Volleyball	<input type="checkbox"/>									
Boys Basketball	<input type="checkbox"/>									
Girls Basketball	<input type="checkbox"/>									
Boys Swimming	<input type="checkbox"/>									
Girls Swimming	<input type="checkbox"/>									
Wrestling	<input type="checkbox"/>									
Baseball	<input type="checkbox"/>									
Boys Golf	<input type="checkbox"/>									
Boys Soccer	<input type="checkbox"/>									
Girls Soccer	<input type="checkbox"/>									
Girls Tennis	<input type="checkbox"/>									
Boys Track and Field	<input type="checkbox"/>									
Girls Track and Field	<input type="checkbox"/>									
Cheer	<input type="checkbox"/>									
Dance	<input type="checkbox"/>									

Administrative Assignments 2013-2014: Please indicate any administrative positions you hold for 2013-2014 for this high school.

- Athletic Director Assistant Athletic Director Activities Director Principal Assistant Principal Superintendent
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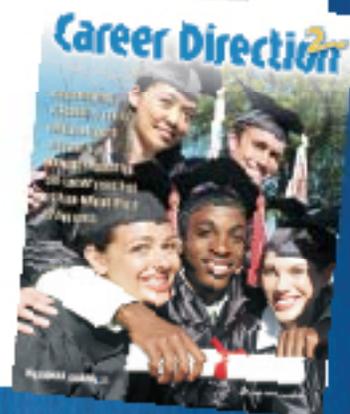
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