



- * **IAAA CONFERENCE - Save The Date**
- * **REACTION VS. RESPONSE - 90 Second**
- * **NCAA ELIGIBILITY CENTER**
- * **IHSAA BOARD ACTION - January**
- * **WINTER STATE TOURNAMENT DATES/SITES**
- * **DAIRY WEST - Fill Your Tank**
- * **THINGS GREAT COACHES DON'T DO - Greg Berge**
- * **RULE OF THE MONTH - 17-2 Pre & Post Season Regulations**
- * **NFHSLearn - COURSE OF THE MONTH - Sudden Cardiac Arrest**
- * **POSITIVE COACHING ALLIANCE - Suzanne Sillett**
- * **MY MENTAL HEALTH - Do I Need Help?**
- * **BOOK OF THE MONTH - You Have More Influence Than You Think**



**February
2023 ISSUE**



IHSAA EXPRESS

Supporting Education Through Activities

The Importance of Removing Stigmas When Addressing Athlete Mental Health



- July 7, 2022
Dr. Karlie Intlekofer is global wellness researcher for Matrix Fitness. In this column, she offers strategies for understanding and improving mental health for athletes.

A number of professional athletes have gone public with their decision to prioritize their mental health. Among the brave individuals who exemplify this trend are Olympic gold medal gymnast Simone Biles, four-time Grand Slam tennis champ Naomi Osaka, and basketball stars Kevin Love and Ben Simmons. Addressing mental health is a process that can require athletes to take time away from their sport, and these elite athletes found that their anxieties had to be addressed before they could move forward with their performance goals.

Often the athletes who stepped back were met with harsh comments. They were called selfish, cowardly and narcissistic. Critics mused that they were weak, but is this view warranted? Or is it an archaic way to describe necessary measures for athletes who felt pushed to the edge?

This criticism sends the message that when we put our mental health first, we may be viewed by others as incapable of getting past difficulties. Taking care of one's mental state is not yet recognized as valid in the same way addressing physical injury is, even though both can be equally debilitating.

That said, attitudes around mental health within elite sports may be slowly improving, though we can do more to reduce the stigma for those who seek help. We must affirm that reaching out for help is not weakness, but instead reflects a strong, smart and proactive decision. This message is important for every age and fitness level.



Even as preventive mental health support is gaining traction, it is underutilized, especially among men and college athletes. These groups may be more sensitive to signs of perceived weakness and may stigmatize mental health challenges. How we deal with suffering is at the heart of this topic, because both of these groups are likely to be praised for their ability to push through pain.

The need to address this issue is urgent. North America continues to see a rising prevalence of deaths of despair. These deaths are most common in working-age men, and the term describes suicides due to hopelessness and the inability to cope with chronic stress. Root causes of suicide vary, but loneliness and low self-confidence are common risk factors. Gym visits can directly counter both risks by helping visitors build a sense of community and improve how we feel about ourselves. When mental health problems are severe, however, they require professional help. A first step to receiving care and support is being able to speak openly about what you are going through.

Addressing this societal issue requires that we destigmatize mental health challenges. This is crucial because negative stereotypes about psychological issues are often internalized. As a result, many sufferers avoid seeking help.

Research on mental health stigma confirms a high presence in male-dominated professions, and this extends to current and former military members. Studies confirm that stigma is a risk factor for worsening depression. And research also points to why: As stigma rises, we are less willing to disclose our symptoms to others, adding to feelings of hopelessness and isolation.

Much like military members, internalized stigma predicts poorer mental health among undergraduate and graduate students, too.

The 2021 Healthy Minds survey revealed that students with suicidal ideation had heightened awareness of the negative stereotypes about those with mental health issues. This awareness coincides with a lower willingness to disclose their own emotional state, even though they may need help the most. The survey indicated that all measures of stigma were associated with a greater likelihood of self-harm and more severe symptoms of depression and anxiety.

Disclosure matters. It's the first step on the road to getting adequate mental health support. And it can help to de-escalate suicidal ideation. Early intervention is the key to preventing a crisis, yet stigma presents an obstacle to care.

Health professionals on campuses continue to encounter students who have endured symptoms for months or even years. These are often advanced progressions of stress-related mood disorders that could have benefitted from early intervention. How can we reframe the mental health topic in a way that increases our willingness to ask for help?

Stigma Persistence

Students Not Immune

Student-Athletes Under Pressure

Student-athletes are one of the groups that may delay getting help. Mental health stigma can be a major obstacle because it may threaten their sense of identity. It's understandable that athletes want to identify with strength. This is part of their shared identity as outstanding members of their team or sport. And with their busy schedules and high expectations, they can be overwhelmed by any threat to their continued ability to compete at their highest level.

Despite recent awareness campaigns and efforts to include athletes in mental health initiatives, many are still reluctant to seek help. A study of competitive athletes between ages 15 and 24 found that stigma was the largest perceived barrier to seeking help.

When others encourage sharing emotions, however, it helps athletes to open up. Encouragement from others matters, particularly if others affirm that it is okay to seek professional support. This was especially true of coaches, who can help athletes see that they are worthy and deserving of better mental health. Student-athletes must be surrounded by permissive signals that they can and should prioritize their mental health ahead of their athletic performance goals.

Improving The Narrative

It takes a growth mindset to believe that one's mental health can be improved. Perhaps the individual who reaches out for help can understand that their motives are not due to weakness, but instead reflect strength. After all, a willingness to disclose mental health issues is not an easy or comfortable choice, especially at first.

Coaches and trainers close to high school and collegiate athletes can play a crucial role in helping athletes recognize when their mental health is at stake. They are often the first to notice changes and can have personal conversations that urge athletes to take proactive steps. The same expectations to maintain their physical health must be extended to mental health. Reminders about the tools available to do so are critically important.

The stigma surrounding mental health is slowly changing in society at large, but there is still a lot more work to be done. Affirm the decision of athletes to put their mental health first, and encourage friends, family and the athletes in your life to seek support when they need it.

Mental health support makes us more resilient. Reaching out for help is a sign of strength, and supporting this vulnerable step forward can be a life-saving choice.

My Mental Health: Do I Need Help?

First, determine how much your symptoms interfere with your daily life.



Do I have mild symptoms that have lasted for less than 2 weeks?

- Feeling a little down
- Feeling down, but still able to do job, schoolwork, or housework
- Some trouble sleeping
- Feeling down, but still able to take care of yourself or take care of others

If so, here are some self-care activities that can help:

- Exercising (e.g., aerobics, yoga)
- Engaging in social contact (virtual or in person)
- Getting adequate sleep on a regular schedule
- Eating healthy
- Talking to a trusted friend or family member
- Practicing meditation, relaxation, and mindfulness

If the symptoms above do not improve or seem to be worsening despite self-care efforts, talk to your health care provider.



Do I have severe symptoms that have lasted 2 weeks or more?

- Difficulty sleeping
- Appetite changes that result in unwanted weight changes
- Struggling to get out of bed in the morning because of mood
- Difficulty concentrating
- Loss of interest in things you usually find enjoyable
- Unable to perform usual daily functions and responsibilities
- Thoughts of death or self-harm

Seek professional help:

- Psychotherapy (talk therapy)—virtual or in person; individual, group, or family
- Medications
- Brain stimulation therapies

For help finding treatment, visit nimh.nih.gov/findhelp.

If you are in crisis, call or text the 988 Suicide & Crisis Lifeline at 988 or chat at 988lifeline.org, or text the Crisis Text Line (text HELLO to 741741).



National Institute of Mental Health

nimh.nih.gov/findhelp

ADMINISTRATION CORNER

DATES TO REMEMBER

2/1	AD Growth Zoom - Preping for Spring Sports
2/2-4	All-State Music
2/5	Winter Academic State Champions Due
2/6	State GBB Pictures & Rosters Due
2/10	State Cheer
2/11	State Dance
2/16-18	State GBB - Real Dairy Shootout
2/19	State Wrestling Seeding Meetings
2/20	State BBB Pictures & Rosters Due
2/23-25	State Wrestling Tournament
2/24	1st Day Spring Practice - Baseball/Softball/Tennis/Track
2/27	1st Day Spring Practice - 2A/3A Golf
3/1	AD Growth Zoom - IAAA, Should I Attend?
3/2-4	State BBB - Real Dairy Shootout

FEBRUARY CHECKLIST

- ___ Remember those you love on Valentines Day
- ___ Add winter team rosters and pictures to your MaxPreps account
- ___ Send State Sportsmanship information to parents, band, cheerleaders
- ___ Prepare spring facilities (scoreboards, fields, equipment)
- ___ Prepare contracts for 2023-2024 sports seasons
- ___ Turn in Winter EV Forms
- ___ Turn in Winter Academic Champion Forms
- ___ Verify spring coaches requirements
- ___ Nominate a student for the IHSAA Student Advisory Council
- ___ Nominate a student for the Interscholastic Star Scholarship



33rd Annual State Conference
April 2-4, 2023
RIVERSIDE HOTEL, Boise

IHSAA Rule of the Month

RULE 17-2 - PRE & POST SEASON REGULATIONS

17-2 PRE & POST SEASON REGULATIONS

Only in certain circumstances may school personnel be involved in practice or competition for IHSAA sponsored sports outside the sport season. The regulations listed below are in effect for any program in which students are instructed in the skills and techniques of a specific sport.

- a. Attendance is limited to non-school time.
- b. Participation is strictly voluntary and is open to all high school students that are currently enrolled at the school.
- c. All fees and expenses are provided by the student or his/her parents. No school funds, booster club funds (except those raised by the student and his/her parents for that specific activity/event) or other such funds can be used for entry fees, equipment, uniforms or transportation.
- d. Spectators are admitted without charge.
- e. Award limits and amateur regulations of the IHSAA are followed.
- f. Students cannot be required to attend out-of-season practices, camps or contests.
- g. Sport-specific or athletic classes offered during the regular school day must meet the following criteria:
 1. Must be open to all students.
 2. Must be a class for credit.
 3. If the coach is teaching the class, he/she must be the teacher of record for that class.

17-2-1 Coaching Certified coaches are defined as any individuals (paid, non-paid, or volunteer as approved by the local school board) who are part of the school's current coaching staff in the following sports; baseball, basketball, cross country, football, golf, soccer, softball, swimming, tennis, track, volleyball, and wrestling.

17-2-2 Rule of 2 Coaches can instruct/coach no more than two students at one time by a member of their high school (grades 9- 12) staff of that sport during the school year.

- a. Anytime there are more than two students, it is considered an Open Gym/Field/Facility (follow the guidelines in Rule 17-2-3).

17-2-3 Open Gym/Field/Facility Open Gym/Field/Facility does not violate IHSAA rules if the following conditions are met:

- a. Coaches supervise only. Coaches may NOT instruct/plan/organize/teach or coach.
- b. Coaches are allowed to coach/instruct any number of students on individual skills and development specific to their sport. Maximum of 10 hours per school year.
- c. Sessions do NOT count as required practice time prior to the season.
- d. Scrimmages and/or team competition against anyone that is not enrolled at the school are NOT allowed.
- e. Schools may petition the IHSAA to allow coaches to coach individuals during competitions that are qualifying events.
- f. Participants, coaches and/or schools are NOT covered under IHSAA catastrophic insurance plan.
- g. Administrative approval of Open Gym/ Field/Facility hours and weeks is required from the school Principal or Athletic Director.

17-2-4 Moratoriums The intent of IHSAA moratoriums is to allow students and teachers/coaches quality time with their families without the pressure of losing a level playing field.

Coaching Limitations

- a. Coaches are not allowed to coach students of the school during the following times:
 1. The 7-consecutive days prior to the Fall Practice start date listed in the IHSAA calendar.
 2. The 3-day, consecutive no contact period during the winter break
 3. Winter and spring activity coaches may contact students after the Fall Practice start date.
- b. Sport specific activities lead by coaches, captains, volunteers or parents such as practices, retreats, camps, weight room and conditioning/workouts are prohibited 7 days prior to the Fall Practice start date.
- c. Meetings with medical professionals, parent meetings, registration, equipment handout and fundraising are allowed. These meetings shall be non-mandatory.

NFHS



LEARNING
CENTER

NFHSLearn.com

COURSE OF THE MONTH Sudden Cardiac Arrest

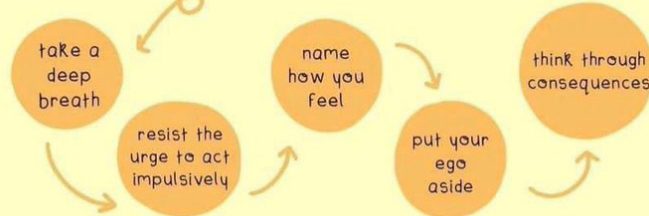
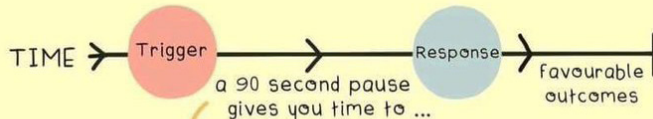
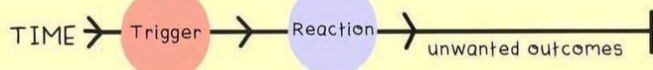


Sudden Cardiac Arrest is the number one cause of death in the United States for student-athletes during exercise. Caused by a structural or electrical problem associated with the heart, Sudden Cardiac Arrest happens when the heart unexpectedly stops beating and pumping blood. This is why the National Federation of State High School

Associations, in partnership with Simon's Heart, has developed the course Sudden Cardiac Arrest. This course will help you learn and recognize the warning signs and symptoms of Sudden Cardiac Arrest. Also included are guidelines for what to do in the critical moments after an individual suddenly collapses in order to save their life, such as calling 9-1-1, starting chest compressions and sending for an AED. So take the free course, Sudden Cardiac Arrest, available on the NFHS Learning Center.

REGISTER TODAY

A 90 second pause is the difference between a reaction and a response
@doodledwellness



Things Great Coaches Don't Do!

Greg Berge



COACHES: If you want a great Team and a great Culture, do NOT do the following:

1: Empower talented players w/poor character

Talent is important. But it cannot trump character. If you allow kids with more talent to get away with poor choices it will kill a culture. Don't sacrifice the long term for the short term. It never works.

2: Favoritism to your own child

Some coaches get blinders with their own children. They play them ahead of others more deserving. They recommend them for awards they didn't earn. This cannot happen. The coach loses the respect of the team.

3: Not lead by example

The coach is the primary leader. You cannot ask others to do something you are not willing to do yourself. A coach does not have to be perfect. But a coach must work to lead by example and be a good human being.

4: Not be Committed

Coaches want commitment from kids. Coaches must commit too. They must put in the time. They must be dedicated. No Deposit - No Return.

5: Be too Controlling

It is great to have high standards. It is great to hold others accountable. It is NOT great to try and control every movement on or off the court of your players. Too much control from the coach will create negative players.

6: Not address bad behavior

If you allow bad behavior and do not address it on your team your culture will erode quickly. What you ALLOW becomes your culture.

7: Pick the wrong leaders

Player leadership is HUGE on a team. Sometimes coaches pick kids who they WANT to be leaders and not kids who have the voice of the team. Automatic culture killer. Find your tone setters. Ask your players.

8: Bad mouth your players

Don't bad mouth your players. It will get back to them. And a coach will lose all trust in their team. Poor Culture will follow.

9: Not be honest about roles

Coaches have to be clear and honest about player roles. Don't tell players what they want to hear. Tell them the truth. Unclear roles create bitterness in a team. Players start bad-mouthing the coach or other players.

10: Poor communication

Communication is incredibly important for a coach. Not just with players, but with parents, administration, and the community as well. Poor communication creates uncertainty. It creates distrust.

11: Disorganization

Coaching is an incredibly dynamic job. There is a lot to it. A coach must be organized. When they are not, kids lose trust and direction. The standards are lowered. The culture is lowered as well.

12: Not listen to your players

Coaches need to listen to their players. The team leaders have the pulse of the team. If they come to you with ideas or thoughts, listen. When a coach does not listen, the players lost faith and trust. No trust = Negative culture.





PLAYOFF TICKETS



IDAHO HIGH SCHOOL
2023

DANCE & CHEER



STATE CHAMPIONSHIPS

Cheer - February 10
Dance - February 11
Ford Idaho Center, Nampa

IDAHO HIGH SCHOOL
2023

WRESTLING



STATE CHAMPIONSHIPS

February 23-25
Ford Idaho Center, Nampa

IDAHO HIGH SCHOOL
2023
GIRLS

BASKETBALL



STATE CHAMPIONSHIPS

February 16-18
Ford Idaho Center, Nampa

IDAHO HIGH SCHOOL
2023
BOYS

BASKETBALL



STATE CHAMPIONSHIPS

March 2-4
Ford Idaho Center, Nampa

IDAHO HIGH SCHOOL
2023

DEBATE



STATE CHAMPIONSHIPS

March 10-11
Rigby High School

IDAHO HIGH SCHOOL
2023

SPEECH



STATE CHAMPIONSHIPS

April 14-15
Lake City High School



BETTER ATHLETES
BETTER PEOPLE

MEET

Suzanne Sillett
VP of Education and Innovation



Video

“Always remember that kids’ behavior tells a story.”

As our Vice President of Education and Innovation, Suzanne Sillett, reminds us, our players don’t show up to our practices in a vacuum. When they are disruptive or distracted, they are not doing so with the intention of ruining our practice. They are showing up to our practices in the context of their days and their lived experiences and that may affect their behavior. As coaches, when we strive to truly understand what is going on with our players - what they are feeling and why they may be acting how they are - we can start to create a supportive team environment that sets them up for success both on and off the field. And a key aspect in doing this is to approach our interactions with empathy.



Learn more about PCA – [Click Here!](#)

How can we lead our interactions with empathy?

Ask our players questions and actively listen to their answers instead of immediately reacting to their behaviors. Don’t listen just to respond, but listen to understand their perspective. Believe their perspectives and experiences. Our players may have experiences that differ from ours and may react differently than we would to certain situations. We want to validate their feelings and support them by acknowledging and believing their reality. Show players that you care by appreciating them for sharing with you and acknowledging them with a high-five or thumbs up. Collaborate on solutions instead of trying to take over and fix something using your own judgment.

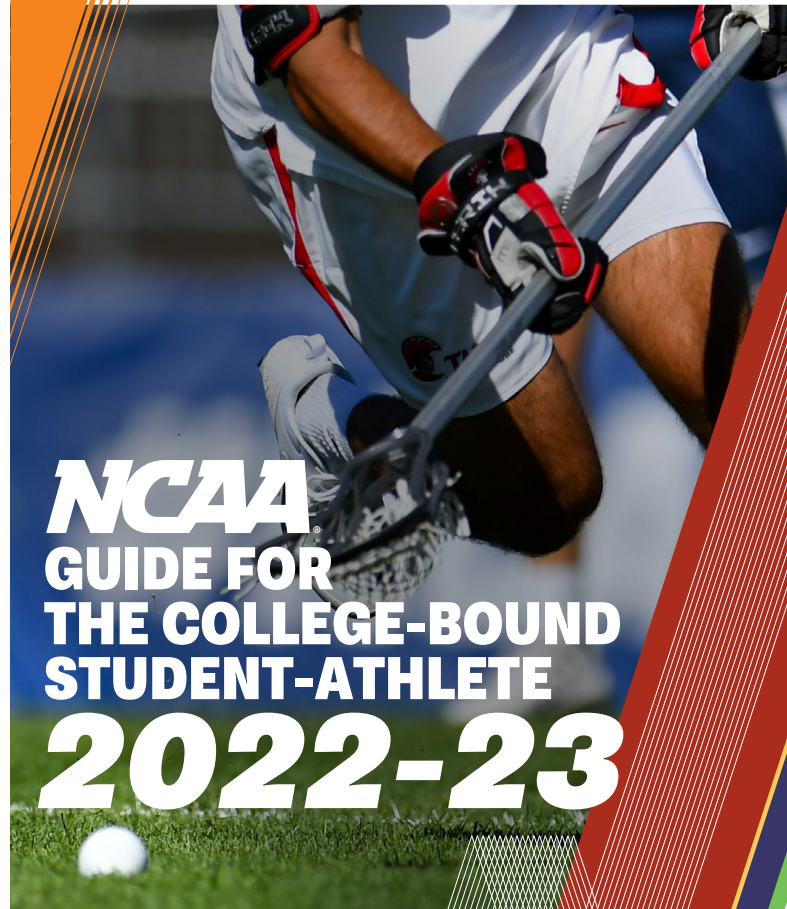
When we lead our interactions with empathy, we are showing our players that they matter to us, that we value them, and that we want to support them. And, to be clear, integrating empathy into our interactions is not a substitute for accountability. An empathetic coach uses their strong connections to work with players on solutions and recognition of emotions. They can also set expectations and engage players in establishing group norms, so they know what to expect and what is expected of them.

By seeking to learn more about our players, we may be able to see beyond their behavior and into the causes of that behavior - what unmet needs may they have? How can we support them in that unmet need? What skills can we collaborate with them to develop to better handle situations?

Behavior tells a story. Our job, as coaches and supportive, caring adults seeking to positively impact young people, is to learn those stories.



ELIGIBILITY CENTER



NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE 2022-23

NIAAA Student Scholarships



WHO

High school senior student-athletes who have participated in 2 varsity sports for at least 2 years



WHAT

Receive up to \$4,000 total in state, sectional and national level awards



WHEN

- Applications must be turned in by state deadline
- Between April-June section winners are chosen
- In July, national winners are chosen

[Click here to learn more](#)



High School Sports Fans: IT'S TIME TO SUIT UP!

#BECOMEANOFFICIAL SIGN UP TODAY!





FILL YOUR TANK!

Make sure you never run on empty! Athletes wanting to perform at their best need to give their bodies adequate energy.

Underfueling occurs when nutrition intake does not meet training demands. This can result in:



- Chronic fatigue
- Sore muscles
- Getting sick
- Injury
- Hormonal imbalance
- Low motivation
- Mood swings
- Anxiety or depression
- Trouble sleeping

ARE YOU AT RISK OF RUNNING ON EMPTY?

- I often skip meals because I'm too busy or forget to bring food.
- I "bonk" during training, where I feel empty, lightheaded and just want to stop.
- I'm really focused on eating the "right" foods and feel bad if I don't follow my food rules.
- I feel like I can't maintain a proper weight, and I'm always worried about not being lean enough.
- I get really hungry right after practice, where I feel like I need to grab the first thing I see and eat a lot of it.
- I have been injured.
- I get sick a lot, especially during high points in my season.
- My coach or teammates or friends have made comments about how I should eat more. I'm not sure how much I should be eating day-to-day.
- I regularly have difficulties focusing on school, work or engaging in social activities.

If you checked 3 or more of the boxes, it's very likely that you're underfueling!



For more information on how to fuel your everyday greatness, scan the QR code or visit: Greatness.Unbottled.com

"Bohns reveals an enormously empowering secret: In many situations, we don't recognize the great influence we possess."
—ROBERT CIALDINI, AUTHOR OF INFLUENCE AND PRE-SUASION

YOU HAVE MORE INFLUENCE THAN YOU THINK

HOW WE UNDERESTIMATE
OUR POWER OF PERSUASION,
AND WHY IT MATTERS

VANESSA BOHNS

Leadership in Coaching February Book of the Month

If you've ever felt ineffective, invisible, or inarticulate, chances are you weren't actually any of those things. Those feelings may instead have been the result of a lack of awareness we all seem to have for how our words, actions, and even our mere presence affect other people.

In *You Have More Influence Than You Think* social psychologist Vanessa Bohns draws from her original research to illustrate why we fail to recognize the influence we have, and how that lack of awareness can lead us to miss opportunities or accidentally misuse our power.

Weaving together compelling stories with cutting edge science, Bohns answers the questions we all want to know (but may be afraid to ask): How much did she take to heart what I said earlier? Do they know they can push back on my suggestions? Did he notice whether I was there today? Will they agree to help me if I ask?

Whether attending a meeting, sharing a post online, or mustering the nerve to ask for a favor, we often assume our actions, input, and requests will be overlooked or rejected. Bohns and her work demonstrate that people see us, listen to us, and agree to do things for us much more than we realize—for better, and worse.

You Have More Influence Than You Think offers science-based strategies for observing the effect we have on others, reconsidering our fear of rejection, and even, sometimes, pulling back to use our influence less. It is a call to stop searching for ways to gain influence you don't have and to start recognizing the influence you don't realize you already have.

Attention, ADs!

Our new 2023 radio PSAs address big challenges in interscholastic sports: participation, DEI, mental health, officials' recruitment and bad fan behavior. Visit SupportHighSchoolSports.org to download and share with your radio contacts and play at athletic events!



A healthier family is a vaccine away.



COVID-19 bivalent boosters available now.

Find yours at vaccines.gov



Fans:

YOUR CHARACTER IS SHOWING.



IHSAA Board of Directors Action January Meeting 2023



The following action items were approved by the IHSAA Board of Directors at the January 18th meeting (full synopsis is posted on the IHSAA Board of Directors webpage)

FINAL READINGS

- 2023-24 State Soccer Representation
- 2023-24 State Soccer Play-in games, dates, times & sites
- 2023-24 State Volleyball Representation
- 2023-24 State Volleyball Play-in games, dates, times & sites
- 2023-24 State Football Representation & Bracketing
- 2023-24 State Swim Representation
- Rule 8-14-1 Modification – Requirements for Bona Fide move
- Rule 3 – Non-Certified coaches required course
- 2023 1A State Softball Bracket increased to 8 teams
- American Heritage Charter School – Member School
- 2023 4A/5A Golf start date change

1st READINGS

(Final Reading at the April Meeting)

- Implementing a budget line item for Officials Clinics
- Sofball Tournament to a 3-Day tournament, beginning 2024
- 2023-24 State Wrestling Representation
- 2023-24 State Basketball Representation
- 2023-24 State Basketball Play-in games, dates, times & sites
- 2023-24 Milk Bowl Site Rotation



When you're in the spotlight you have to be fully focused on the game.

Don't let nicotine control your thoughts. Are you a teen who wants to quit vaping, smoking, or chewing? Find free and confidential help by texting "Start My Quit" to 36072 to get started.

