

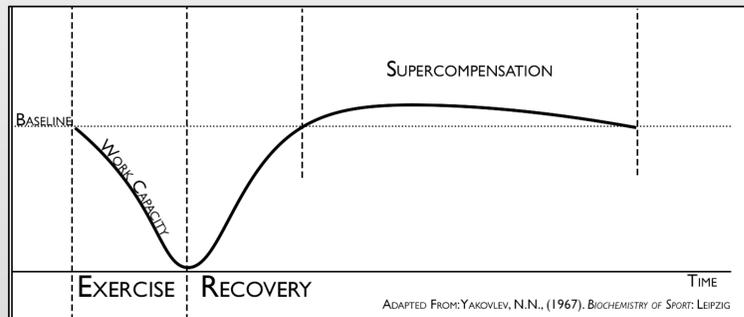


Integrating ACT and Behavior Analytic Practices into an Athletic Coaching Business Model

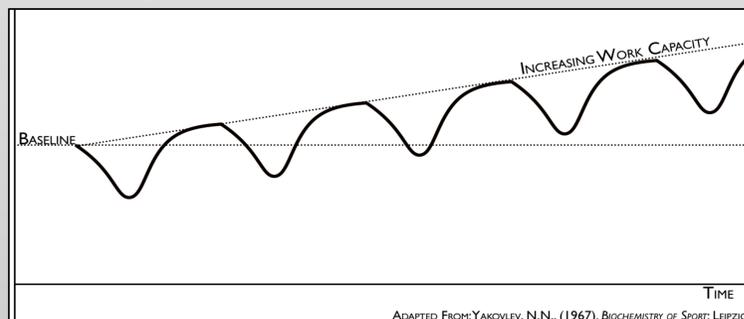
Patrick Smith, CHRISTOPHER HEBEIN, & Steven C Hayes, PhD.
University of Nevada



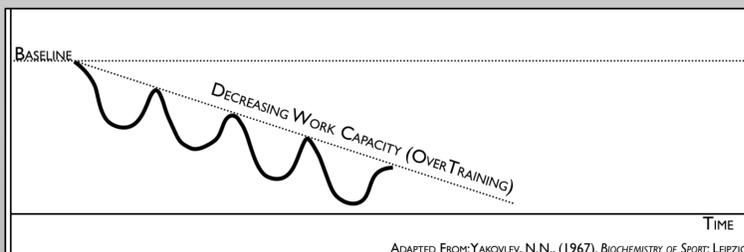
Supercompensation



Optimal Exercise & Rest



Not Enough Rest (Common)

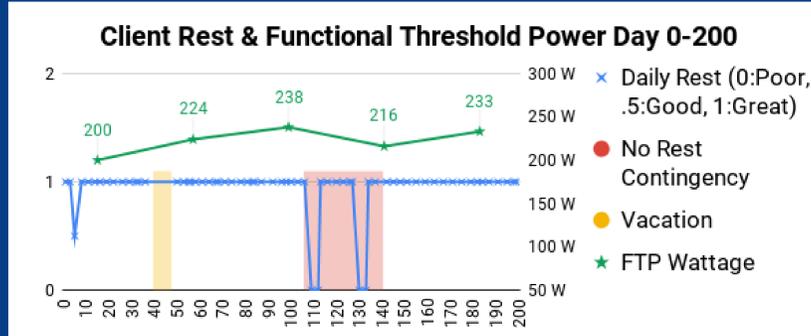


Common Challenges in Coaching:

- **Athlete Overtraining**
 - Insufficient Rest
- **Limited Contextual Information**
 - Poor Exercise Diary Completion
- **Exercise Rigidity**
 - Training through Injury
- **Coach as Task Master**
 - Interactions Dominated by Aversive and Corrective Events

Solutions

- **Overtraining**
 - Reinforce Rest
- **Contextual Information**
 - Reinforce Exercise Diary Completion
- **Rigidity**
 - Include Self, Willingness, and Environment Observations in Exercise Diary
- **Task Master**
 - Rich and Attainable Schedules of Reinforcement Increase the Frequency and Balance of Constructive or Appetitive Interactions



Event Data

- Total Interactions: 290**
- Neutral or Appetitive Interactions: 289
 - Corrective or Aversive Interactions: 1 (0.34%)
- Prescribed Exercise Days: 164**
- Missed Due to Sickness or Fatigue: 4 (2.44%)
- Prescribed Rest Days: 88**
- Missed Rest Days: 4 (4.55%)*
- * 3 occurred during a period of no contingent rest reinforcement (red area in graph above)

Sample Exercise Diary Questionnaire

1. How did you feel before the workout?
2. How well would you rate your rest, hydration, and nutrition leading up to this workout?
3. On a scale of 1 (very not willing)-7 (Very willing), how willing to be uncomfortable were you coming into this workout?
4. On a scale of 1 (really poor)-7 (nailed it), how would you rate your perceived performance on sticking to this workout? Why?
5. How do you feel after the workout?
6. On a scale of 1 (hated it)-7 (this was awesome), how would you rate the workout itself? Why?
7. Is there anything additional you would like to comment on?

Discussion

Utilizing behavior analytic practices of contingent reinforcement for attainable rest and observations of self and environment increase the frequency of constructive interactions between coach and athlete, reduces aversive interactions, and increases availability of contextual information for both the athlete and the coach to make timely adjustments that contribute to sustainable physiological improvement.



Contact

Patrick Smith: PatrickS@Nevada.UNR.edu
Christopher Hebein: Chebein@UNR.edu