

## On Training the Physical and Mental "Game"

I really enjoyed your post--great job! It makes me think of all the coaches, instructors, and authority figures in kids' lives that have the opportunity to really impact them. Then it makes me grimace to think of all the potentially negative influences by these same figures especially when kids may spend more time "away" from home than with family.

In sports/athletics, there definitely is the aspect of the "mental game". Yet while there is a lot of training for the physical-game, how much training and emphasis is there on the mental-game? I really enjoyed the Seahawks video link. It is important that mental training trickle down through the ranks to the youth sports/athletics level as well.

Longshore and Sachs (2015) studied the effects of mindfulness training for coaches. If coaches were better able to handle stress, be more emotionally stable, and more balanced, then the coaches could be more effective on and off the field (Longshore & Sachs, 2015). Coaches can not only greatly influence a motivational climate but also an emotional climate. Longshore and Sachs (2015) noted that mindfulness practice can increase emotional regulation via increased cognitive/somatic awareness and promote positive brain-transformation in areas of learning, memory, and emotional regulation. Longshore and Sachs (2015) described the qualities related to mindfulness as: dynamic experience or "ebb and flow"; active engagement; process-focused; awareness in the moment; and psychological flexibility (p. 118). Coaches participating in the mindfulness training noted an increase in mindfulness; significant decrease in stress and anxiety; and significantly greater emotional stability (Longshore & Sachs, 2015). The coaches also noted more self-awareness and how this awareness could impact others on and off the field (Longshore & Sachs, 2015).

## References

Longshore, K., & Sachs, M. (2015). Mindfulness training for coaches: A mixed-method exploratory study. *Journal Of Clinical Sport Psychology*, 9(2), 116-137.