

Providing feedback that is positive, specific, and directed toward both the group and individuals	1	2	3	4
Ensure athletes feel comfortable by asking for permission if I need to physically touch in order to make a technical correction	1	2	3	4
Establishing appropriate expectations for athlete behavior and reinforcing these expectations when appropriate	1	2	3	4
Modelling and promoting a positive image of the sport to athletes and other stakeholders	1	2	3	4
Speaking respectfully to athletes	1	2	3	4
Maintaining a positive outlook and acknowledging athletes' needs and thoughts	1	2	3	4
Explaining things clearly and concisely and providing opportunities for athletes to ask questions	1	2	3	4
Modelling desired performance myself or having other athletes do so	1	2	3	4
Knowing when to promote critical thinking by withholding feedback from the athlete	1	2	3	4
Asking questions to facilitate awareness and promote critical thinking	1	2	3	4
Getting athletes to focus on external cues or on the expected effects of a movement rather than focus on internal cues or internal aspects of the movement	1	2	3	4
Integrating decision-making into each practice and teaching athletes basic decision-making	1	2	3	4
Integrating mental-preparation strategies into practices	1	2	3	4
Using a variety of interventions to reach as many learning styles as possible (auditory, visual, kinesthetic)	1	2	3	4
Emphasizing independent thinking and problem-solving	1	2	3	4
Encouraging calculated risks in accordance with the NCCP Code of Ethics	1	2	3	4