

ASCA NEWSLETTER

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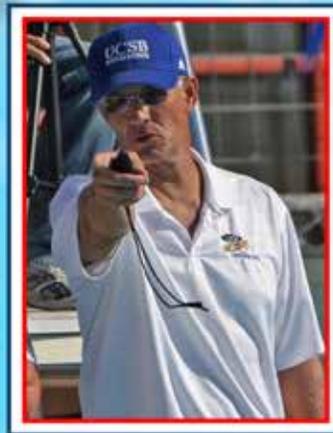
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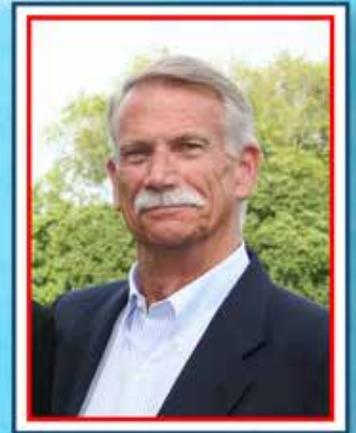
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THOUGHTS FOR THE DAY

By Ed Reese

"I do not think we have any great coaches in this country. If we look at ourselves, I do not want to look back and say "I was an idiot to not know I should have gone in that other direction." The Key to success is in caring more about your swimmer than you care about yourself."

"How Do You Learn Something Best? From Teaching." Peer Coaching is important.

"When I go to a club to watch a swimmer I am interested in recruiting, I evaluate the club. I look for two things: Do they streamline off the wall, and do they fly kick off of every wall. Got to do it."

"the best entry anybody on your team makes is when they reach for the wall, as the finish. So, we teach "reach for the wall". Fingertips point at the wall, then finger tips point at the bottom. I am not in favor of straight arm freestyle. The Hand is always lower than the elbow."

"Any concern too small to be turned into a prayer is too small to be made into a burden."

"If you do not have patience, you become one. I have adopted a new saying in line with this. When a parent complains about the rate at which their child is progressing, I simply ask "How Long Did It Take You to Become Perfect?"

"I always say that the reason I am still in this is that I am just trying to know something that works in this sport that is consistent. Technique and the need to teach it, may be one of those. And the other one I think I know, is that every year we find a way to make practice harder."

"The Most Important Thing You can do, is the simplest....TALK to your Athletes."

"you must stay engaged with your athletes. You must talk with them. Like Chuck says, I do not yell at my athletes. I yell FOR them, but I talk with them."



TURNS FOR DEVELOPING SWIMMERS

Presented by Guy Edson, ASCA

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My name is Guy. I work for the American Swimming Coaches Association. But, more importantly for you, for the last 29 years, I have been working with totally, how do we call them? 'Unique,' very challenged, young people. Generally between the ages of seven and 13, not all the same time. Before then, I was a full-time coach and I thought I knew everything about what I needed to know about coaching. But, spend just a couple of days with non-swimmers and find out what you do not know; it is not what they do not know.

John asked me to talk about starts and turns for developing swimmers and I said, "Ah, no! It takes three hours just to do turns." So, what I have now is 42 minutes for turns. If we skip some slides, do not panic, we are good to go. Some introductory comments, how many high school coaches here? Any? No, they are in a high school track.

How come you are not down in the high school track? All right. Male Speaker: Wanted to hear more about turns. Guy Edson: Welcome. Glad you are here. Okay.

Female Speaker: Let's talk about my age group, start with 13.

Guy Edson: Yeah, developmental, whether nine years old or ninth grader, right? It is important to develop team pride and turn-ability, especially when you are working with kids that are competing at LSC level and going to those championships and so on.

Now, if you are going to talk to your swim team about having pride in what they do, you have to back it up with doing the work. You just cannot tell them, 'We have pride.' You have to do the work and catch them doing great things. One of the biggest dilemmas you have as coach is making that decision. You are watching the set. I do not know about you, does anyone watch practice and you are like, "Who coaches these guys?"

You have to make a decision, "Are we going to stop this set, because the turns are so awful, or are we going to do the set?" Well, there is no easy answer for that. In general, the more developmental the group is the more likely I am to stop the set. There is no point in doing bad turns over and over again. But, I have a group of kids and their goal is to be able to do 10 x 50s on 1:10, which is quite an accomplishment for the level of kids I have.

We have been building up to that for weeks and weeks and we get to that day and when we get to number eight, where everybody is making the interval. It is good; I am not going to stop. We are going to finish the set. It is one of those difficult things, but you need to have it in the back of your head.

If some of you are searching for a reason to do dryland, look no further than turns. It is all about core strength. With a lot of agility, a lot of balance, a lot of coordination; and we get so much

that from dryland training. If you build dryland training just around starts

and turns for little kids, you are not wasting your time. It is time well used.

Turns do not happen by accident. In fact, just the opposite happens. Bad turns happen when they are not attended to and it is very important to use deliberate practice. We are going to deliberately get good turns, not accidentally. Well, I counted up. We have 90 slides. There is no way I can do it in 41 minutes.

So, I thought I would sum it up in six. Okay. Here we go, ready to go. Number one, learn to push off the wall correctly. If you are not pushing off the wall correctly, your turn is not going to be very good. Now, think about it. If you have a developmental group of kids, let's say, they are going 3000 yards in a workout. It is a little bit higher than developmental, of course, so you have 90 minutes. You are coaching age group kids. Let's say, you average 100 yards per swim, you are doing 25s, you are doing 500s, but it works out.

You push off the wall 30 times in one practice. Doing something 30 times, is that enough times to build a proper habit? Yes, it is. Okay. So, a good answer, but no, it is. Now, think of it the opposite way. If you do something 30 times, is that enough time to develop a bad habit? Yes. So, here you are running practice and this is standing on the bottom or maybe it is too deep and they are holding on the side and what are they doing?

Talk, talk, talk, talk, talk, talk, talk. 'It is time to go.' Take a breath. Sink underwater and stuff. How? Flat on your belly. Name one turn where you push off the wall, flat on your belly, right? Zero. But, if we teach them to sink, touch, push, knees up, toes up, head up, they are pushing off in the same position they do every turn.

That is 30 times you reinforce the proper turn by doing the push offs and I am passionate about that. When we are doing swims, if we push off wrong, I yell so loud that they can hear me underwater. They do a 'U' turn and go back. We say, 'No. start over again. Do it properly.'

This is an ad I saw in Swimming World magazine and it caught my eye. I love the one closest to us, knees up, toes up, head up; that is a proper push off position. What the heck is that other one? Knees down, chest down; it takes longer to get into that position if you are doing your freestyle turn and it probably requires you to spin your feet around on the wall.

Folks, if your feet are spinning on the wall, you are not leaving the wall; you are on the wall. So, I like to put that up there for the contrast between the two. We push off the wall on our back. Yeah, I know it is illegal now, but we push off on our back. We can call it an overcorrection. Okay? When you are working with developmental swimmers, it is all about overcorrection.

Here is the push off position. The hands are above the head and ready to stretch out and streamline, knees up, toes up. I will give you the full sequence in a little bit. Here is Dave Dennison at the top doing a breaststroke turn and he is going to freeze right about here. And what

do we notice? Cullen Jones at the bottom and breaststroker at the top, Dave Dennison. Same push off position, freestyle and breaststroke.

How many turns are there? You are trying to count them up. The really bright kids will get maybe five or six and one might get seven, but I would say, 'Oh, no. There is one turn. Learn how to do one turn and you get 'em all.' Okay, teach the basics first. You cannot skip doing basic things when you are doing turns.

The Miami Dolphins training campus is just a mile and a half from our swimming pool. In August, when they have opened camp, I will stop by and watch them. I notice these players making millions of dollars a year doing these fundamental little drills.

I get in the car and I come to practice and I enter in the park and there is youth football going on and I see little tiny kids, whose helmets are this big doing the same drills that the Miami Dolphins are doing. Not quite as good, but they are doing the same things. Then, I go to my practice and maybe I am coaching the seniors that day and I say, 'Well, we are going to start out with a 100 freestyle drill progression and we are going 'side glide right, side glide left, three stroke switch and full stroke' and the kids are like, 'Those are novice drills.'

You see the difference? Our swimmers somehow get to a certain age where they think they do not need to do these fundamental drills anymore and yet, the professional athletes are doing fundamental drills their whole lives. All right. Number five, I already mentioned this. Deliberate practice with purpose. This is a short little drill we do and I know you are saying, "Hey, you only have two kids in lane."

No, I do not. I just waited until everybody left, so I could do it. Sometimes I have six kids at a time doing it. Two at the far end, two in the middle without a wall, and then two at the near wall. We just rotate. But, it is a drill where you get to work on push offs. You get to work on your turn. You get to work on your finish if you do it better than Sal did there, when he put his fingers over the top, but that is another day.

Okay. Number six: '39 turns,' I am talking to my kids and say, "All right, we are going to do 39 freestyle turns." They are all going, "Yes," because they think it is a piece of cake. Then I say, "Well, you are going to separate each turn with about 16 yards of swimming, so that you can evaluate, adjust, and improve your next turn."

One of those far kids goes, "You mean we have to swim a 1000?" I am like, "No, no, it is not a 1000. It is 39 turns with time to evaluate and adjust and get ready for the next one." Don't you wish you had kids like that? All right.

All right. Principles of teaching, how do kids learn? There are seven modes of learning, if you do enough reading. But, we are going to talk about three visualizers: kinesthetic learners and verbal learners and that is the percentage of our children in today's world that learn by those three methods. Notice how low verbal is.

I am looking for research that tells us where they were 20 and 30 and

40 years ago. I have not seen it yet. If you come across that and send to me, I would be so thankful. We tend to teach the way we learn. If you are a visualizer, if that is the way you learn, then that is how you naturally teach. Good. You are connecting with 65% of your kids, but the other 35% are left in the dust.

Our job, as coaches, is to teach to all children. Always to all children, but to be aware of their learning styles. People remember, I am going to go all the way down to the bottom. Look at the red, 90%; they learn best. They learn 90% of what they are being taught when they get to say it and do it, say it and do it. That is mixing verbalization with visualization and with kinesthetic.

It is putting all of them together. When you are coaching your kids, use keywords. Steve talked about it. John talked about it. I hope it is getting through; keywords. John said he did not want to share his because he wants you to come up with them. Your keywords do not have to match anybody else's except the other coaches on your own team.

One of the most important teaching techniques; 'verbal physical' concept. We teach them the answers first. Teach them the answers, then you can ask them the questions and they will get it. We want them to repeat the keywords. For example, you bring your eyeballs to your-? What? We are talking about a freestyle turn. Eyeballs, kids like that, right?

You bring your eyes to your- what? To your elbow pits. Okay. Now, when you are standing on solid earth, you cannot do that, you do this. I have a boy named Sal. He is a lot of fun. I am saying, 'Sal!' He is Italian. His name is Salvatore Leonardo Squartino III, okay? That is Italian. So, I said, "Sal, pretend you are Italian." He says, "I am, Coach." "So, I want you do, oh my gosh, just like your grandmother does."

He goes like this, I am like, "Yeah, Sal. That is how you do a turn." So, Sal swims to the wall and he gets up to the wall and he goes like this. He did exactly what I asked him to. But, now, the truth is your arms are staying here and you are bringing your head to your arms. I borrowed Steve's little mannequin.

I have a hardest mannequin. I apologize. I forgot to bring it. They come in different sizes. They have a little bit more mobility I think than these guys do, plus they are made out of wood and wire. I would probably break this. I will have one of the swimmers hold the hands down by the side. Can you see what I am doing here?

Then, the second swimmer tucks the head and brings the head to the hands. When they do this themselves, I am not demonstrating it. I am giving it to them to do, so they work in partners. They get the idea. The hands are anchored and you bring your head to the hands. I showed you a real short clip using a kickboard drill and that is a good way, because the kickboards allow you to anchor your hands on top of the water. We will come back to that.

So, when I ask them that question, I want them to answer 'elbow pits'. Now, stay on that same line, sometimes I take a dry erase marker that

washes off easily in the water and I put a dot on their forearms. What part of your head anatomy matches with forearm? Forehead, all right. I take the marker and I hold it like this, my fingers ahead of the tip, but the kid does not know that and I do this on their forehead.

They think they have two green dots on their forehead. The other kids see that it is really not there and they are laughing like heck, but the kid who has it is laughing at his green dot. You

connect the dots. Your forehead goes to your forearm. If that does not work for you, then it is 'hands to head,' top of the head, hands to top head up here. But, I try different things with different kids to see what works with them.

Another principle, this is how my kids respond- if you enjoy Monty Python- I ask him a question. This is what they give me. Overcorrection is wicked powerful. It is one of the most powerful tools you have in your coaching bag. You need to use it with deliberate intent, not accidentally, not sarcastically.

When you use it, use it properly. You always tell them or show them or let them feel the right way first. This is where your hand goes in the water in a backstroke. You show them the right thing first or you have them show you. You manipulate, use kinesthetic teaching. This is where you have been putting it in the water. Let me see you try to put in way outside. That is called overcorrection.

For swimming, for turns, do you have any kids who can take six strokes between the T in the wall? All right. So, what is the overcorrection? No strokes inside the T. So, use it very carefully. Use it correctly. Use it when it is going to work. I do not believe in punishing kids if they do something improperly. Cross it off, I do not like to use the word 'but' and I will give them the opportunity to do it again correctly.

When we come in, we are trying to do a set and somebody pushes off the wall incorrectly, I'm yelling or they did a turn incorrectly. 'No,' and I send them back to the wall. It creates an incredible traffic jam and they are turning on top of each other, but they know what it means. You have to go back and do it again.

The sooner you catch them doing something incorrect and have them do it correctly, the better your chances are that it is going to become permanent. How we remember movements, now I said 'learn' and I crossed it off, because I like the idea of remembering the movement. This works for both 'correct' and 'incorrect,' folks. Everyone has habits. Some of them are good habits. Some of them are bad habits and we can think of our swimmers.

Now, this is done by someone who is artistically challenged, myself. This is a motor neuron. You have got millions of them in your body. They are up to a meter long. Most of them are in your head. On to the left, in the red is a dendrite. It is the cell body and then you have the axon, which is a spine-looking thing, and then you have the terminus. This is how we send electrical impulses through your body.

We mentioned The Talent Code. Get that book and in there you are going to learn about the myelin sheath. There is a coding, an installation coding, around the axon sheath. When you do something over and over and over and over again, your body is so incredibly smart that it builds a greater amount of insulation over their sheath and it becomes a permanent motor pattern.

The good news is if it is a correct motor pattern, it is there. The bad news is if it is incorrectly done, it is there. Now, when you learn a new pathway, you do not just dismiss this old one. You cannot wish it out of your body. It is there. Who is from the San Francisco Bay Area? Okay.

The old Auckland Bay Bridge is still there, right? It will come down eventually, I think. Maybe they are waiting for an earthquake to knock it down. Oh, is it down now? Okay.

I have not been there in a while. But, they were building a new bridge parallel and that is what you have to think about when you are trying to teach a new pattern. You are building a parallel bridge and you have got to put all the traffic on that bridge. It has to be consciously done. After a while, you develop a thicker layer of insulation around that pathway and that will become the default.

Up until that time, no matter how conscious you try to be, when you get tired, you go back to the default. You go back to the thickest insulated motor pathway. You have all had this experience: you spend 15 minutes working on turns because Edson said you should do that three times a week and if you feel really good about yourself, then you do set of 10 x 50s free.

The second turn is like garbage. They have forgotten already. That is the time when you stop the set and you go back. Hopefully ahead of time you have already made the decision. You are going to spend an hour working on turns today. Here is another one of my favorite teaching techniques. I send them to a parallel universe.

We have a door on a deck and, I tell them 'if you walk that door, you are going to be slightly different tomorrow.' Do not worry about the silverware at home. They will look different, but it is still your mom and dad, but now you can do turns. Walk through the door and you can magically do turns. The kids, they actually believe it.

Use two girls who returned from a parallel universe. I want you to watch the girl on top of the water. Look at her hands. Watch her hands. Watch when she turns what she does with her legs. Did you see the genius in that? No, I am serious. I am not being sarcastic. The way she was feeling the water with her hands and she wanted to turn direction and she tucked up and turned.

Folks, you cannot teach that. You can take it away. You can take it away. You cannot teach it. You can provide an environment where you allow that to grow. My advice is you need to give them guided free time and practice where you give them a basic outline of what you want them to do and let them work on it and give them suggestions that bring them back to what you are looking for.

Here is the whole freestyle turn. We finish one hand down and second hand down. We are doing a dolphin kick, which helps us get our hips over the top. If I could take the third slide over and put it on top of the first slide on the bottom row, we see that the hands are in the same place. You bring your head to the hands.

Here is Cullen Jones and Garrett Webber-Gale, again. They have a little bit of different strategy coming off the wall. Cullen Jones gets to his belly a little sooner where Webber-Gale stays a little bit longer. I would like to say that that is from coaching, because good coaches try a few different techniques coming off the wall and they find the one that works best for the athlete.

But, if you are looking for the turn itself, the technique is very similar. They are on their back when their feet hit the wall. Now, overcorrection, you dolphin on your back, you dolphin on your side, you dolphin on your belly. I am teaching all my kids to do three dolphins off the wall, back, side, belly. Yes, it is illegal. I do not care.

Not an Olympic swimmer, but very Olympian in terms of attitude. So, we will look at this turn coming in, one hand down, and second hand down, straight over the top, dolphin back, dolphin side, dolphin belly, good job. Here is our push off position; knees up, toes up. The words we use are 'sink, touch, and push.' What are those words?

Male Speaker: Sink, touch, and push.

Guy Edson: You got to say that. What do you do first? Male Speaker: Sink.

Guy Edson: All right. Ready? Go right over the top of the water. You got it. You say the words, do the words. Here we are just going to practice 'sink, touch.' No pushing; 'sink, touch.' When you do this with your kids, look at their feet. Their feet, toes up, because you told them to do that and you say, 'sink, watch my foot.' Ah, it turns.

My favorite is one, one foot goes down and the other one goes the other way. They are dancing on the wall. You have them get out of the water and do a jump. Do they do their feet do all this? No, they jump. Well, plant your feet on the wall. That is where they stay. That is where you push off. Sometimes I go down my knees and I pin their feet to the wall and then I say, 'Ready, go.'

We are going to skip some of these slides. Dolphin on your backside and belly, not too bad. Now, you see the noodle out there. He went under. I do not know who invented this, I got it from Bill Thompson and it is just a noodle. We cut it in half and put a PVC pipe through the hole in it with a T on the end and a couple of bungee cords and there it is. We can attach it to any distance off the wall.

While I have that up there, my kids, which are the lowest level group, I expect them to go five yards off the wall before they swim. Now, if you do not expect it, you are not going to get it. If you expect it, you increase the chances that you will get it. But, no strokes before the flags. Here is a pretty good push off for a novice swimmer. I showed it on the introductory slides.

Streamlining could be better, but 'sink, touch, push.' You can see the change in lane colors there. She is well beyond five meters by the time she would take her first stroke, so that is pretty good. Good push off position. Stay on your back. Sink, touch, and push. All right. Very good. This is my Nikon AW. They are about \$250.

This is an awesome camera for videotaping your kids. What is good about it is so indestructible and it is so easy to use. It has one button, you can handle that. I give it to the kids and let them

film each other. I give them a specific topic like, 'Film backstroke starts, film turns' or whatever, and they become the directors.

I end up looking later in the evening and I am amazed at how good their technique is because now who has invested in it? They are. They take ownership of it and they do a really good job. A Nikon AW. 'AW' means all weather and I do not think I have had it deeper than five feet, but it is supposed to be good up to one atmosphere, which I think is 33 feet. It shoots in 1080 HD and sound, it picks up great. It is always in my swim bag. I am always using it. Yes.

Female Speaker: They have Fuji, also. Guy Edson: Fuji does the same thing, okay.

Female Speaker: Fuji does the same thing for \$100.

Guy Edson: A \$100, okay. That is a better deal. Good. All right. So, whatever happened to their ability to jump? My kids have vertical jumps of 12. I mean, they cannot jump on top of a kickboard when it is laying down. So, dryland: vertical jumps, learning how to coordinate arms and legs, getting them off, getting them off the side. Now, a blastoff push off does not help your push off technique on a turn, but it does help you learn how to get your legs involved.

In one set a day, at least one, I let them do blastoff push offs and they like that. It is fun and here is a picture of it, I think. Here we go. Over the top, like a rainbow, over the water. Sometimes we have very good partners and the partner put a noodle there or a kickboard and they try to go over the top of that.

This is not a streamlining. This is what my kids look like. I have mirrors and I learned that from Steve. In fact, he did a clinic in Fort Lauderdale. He went out and bought the mirror and he gave it to me. So, we have that there. But, because we live in Florida and we train outdoors all year around, we use the sun. The sun is an awesome tool to use.

We are always swimming in our shadows. I could spend a whole one hour just talking about how we use shadows, but here we are just simply using it for streamlining. We are not going to watch this. That is too funny. We practice streamlining in our sleep. That is really important. Kinesthetic teaching of streamlining. Hey, if you cannot do it, we will make you do it.

This is what we look like after expert coaching. So, when we look at the whole turn, we have the approach. We have the turn itself. We have the push off. Then, we manage the water. How we manage the water

is really important. Then, the non-transition breakout. I know for a long time coaches talked about their transition.

To say there is a transition is to say that there is something in the middle. No, we go from streamlining to swimming and I do not think I have a video clip here, but Alicia Coutts and Nathan Adrian, male and female world-class swimmers. When they come off the wall and they take their first stroke, watch this arm. What is my other arm doing?

Male Speaker: It is locking out.

Guy Edson: It is – what did you say? Male Speaker: It is locking out. Guy Edson: It is locking out. It is keeping their alignment and that is so important because we are going from our streamline kicking to swimming; nothing else going on in between there. I am sorry to say that I have a video of Ryan Murphy; what an awesome backstroker! Then, I saw the underwater of him and he comes off the wall like this and this arm turns out and he then he takes his stroke, left arm.

What is this arm doing out here? Give his coach a call. Get their arm glued to your head. You will be faster off the walls. Hate to be critical of our own great swimmers. But hey, that wall was there before you were born. It was there while you had dinner last night. It was there while you were sleeping. It is not a surprise.

The kids were swimming opposite. Nope, there is the wall. You need to practice your approaches at speed. We finish one hand down, then the second hand down. Palms down, it is amazing to me how many National and world-class swimmers turn with the back of their hand down. Some say, 'Well, it leaves your hand in a right position when you push off.' I can understand that.

But, when we are talking about novice developmental kids, you feel things with your palm and your fingertips better than with the back of your hand. By having your palms down, the idea is you feel the water. So, I encourage you to have your kids do your turns with palms down. This is feet quickness. This is a young lady, who was 13 at the time. I did not really coach her, but I really liked how quick she got off the wall.

Watch when she does the turn. It is one motion. It is not separate motions. The purpose of landing the feet on the wall is to kick the wall away. We do not put our feet there, stop, go out and have lunch, and come back, and then finally do the turn. I am going to skip some things here.

We all know how great Phelps' turns are. This is the 400 free relay at Rio. I know I am talking about little kids, but we need to know what the top looks like so that we know how to point our little guys. This is Nathan Adrian and Jérémy Stravius from France; what university is he from? He is from the U.S. Anybody know?

I cannot remember, but we always look at the Americans and so on and Adrian is in the lead and Stravius' blow; watch Stravius. He caught up to Adrian underwater. I mean, it was an amazing, awesome turn. One of the things, on one of the slides I just skipped, Phelps was saying, 'Get under the wave.'

Okay, we do freestyle turns much deeper now than we used to and the whole purpose is to bring in the effect of the dolphin kick. If we look at these world-class swimmers, they are going down-

decidedly down- coming off the wall and they are working their way up. So, that is not something that starts with their Senior swimmer.

It starts with us coaching the developmental swimmers. When I ask my kids to go dolphin backed off and side dolphin belly that's only three dolphin kicks. That is where we start. Let's make those dolphin kicks great. Let's work on dolphin kicking from here down at the youngest ages, not this kind of kicking. By the time they move it to your age of team, they have some skills and it continues to improve.

This is a very simple drill. It was taught to me by an age group coach, an assistant coach of mine, who was a lot smarter than me about 35 years ago and I just thought this is the greatest drill. It keeps their hands where they need to be. There is absolutely nothing that can go wrong with this drill. It is – yeah, I hold the kick boards right.

Okay. So, I want you learn two kick words. You go down the one and you grab the board with your opposite hand, because the hand should be there. If your hand is out here somewhere, it is not going to find the board. Kick your hands by your hips. Bring your head to your hands and turn around. It is a very, very easy drill.

The next step, you can put your oversized paddles on. Again, the paddles help them anchor their hands. I usually steal those from the Senior lanes when we are doing that. We already did this. This is the drill I got from Bill Sweetenham. We are doing tuck turns. The purpose of the tuck turn is to learn just that, tuck tight on the wall.

But after we do the tuck turn, watch what the ladies do here. We are going under the first lane line over the second one and we need to streamline dolphin kick all the way back underwater and our first lane is 12-feet wide, so that is a good distance to do that. They are not supposed to take a breath going over lane line. I know they all do, but that is okay.

Mid-pool turns are awesome. We talk a lot about using our forward moment to translate into turn speed and I agree with all that. I understand all that. But, when you can do a turn from zero speed, then it is all about core strength. It is not all that, but it is coordination; balance and the ability to tuck tight.

So, I like doing mid-pool turns, especially for breast and fly. So, on this turn, she is going to go straight in and straight off on her back. One of my overcorrection rules is once I can get them to do this for the next week, you can roll over on your belly until you are past the backstroke flags. Again, overcorrection, but then you got to stick with it.

So, you do freestyle swims and they cannot roll over until they are past backstroke flags or, better yet, you do free-back swims. Do free-back 50s, down freestyle, back backstroke. They understand on their back. Here is my real world, which is ugly. How many strokes does she take inside a T? Two, three strokes, ah.

Here I am criticizing Mr. Murphy. Wow, okay, so straight over the top. He is working on it. Okay, but a little bit better when we move on. I do not want the floating. I want them to keep

the legs kicking into the wall, but that was much better. Now, I am going to move on to backstroke turns. You already know everything. You need to know about backstroke turns except two things.

One is working on the approach, of course, and the other is we tend to do backstroke deeper than free because we tend to use the underwater better. We tend to dolphin kick off the wall more so on backstroke than we do on freestyle. Now, I do not teach this to my little kids, but you know this. I am sure for your intermediate and better kids, if you want to go deeper off the wall, your feet need to hit, on the wall relatively speaking: higher.

If you want your feet to hit higher, you would need to flip: what, nearer or further away from them? Near. So, I mean it is just one of those little things. I am afraid if I taught that to my kids, they would be crashing the wall, but we want to flip a little closer. Feet need to hit a little higher and our head's here and we are pushing off at a decided angle down.

The second thing is the approach and we need to get everything we can from the approach, everything. It is perfectly legal as you approach the wall to simply take the stroke and then it starts as a backstroke, turns into a freestyle, and do the turn. It is legal. It is fine. But, the rules let us do one and a half freestyle strokes, one and a half, so let's take them. When we are approaching the wall, we have to count strokes: we, meaning the children and me.

I stand at the backstroke flags and I am yelling, 'one, two, three, cross' or whatever the number is. The counting is temporary. I love Rowdy Gaines, but sometimes he says something that makes me cringe, right? Because in the last Olympics, whoever the other commentator was, he was asking about backstroke turns. Rowdy says, "Well, backstrokers instinctively know where the wall is." No, they know where the wall is because of you.

You have been coaching them. When they were little kids, they counted, 'One, two, three, cross.' Then, they learn by depth perception, but it is certainly not instinctive. It is from years of training beginning with you. So, a better backstroke turn is after we do our 'one, two, three,' or 'one, two, four,' or whatever their number is. That next stroke begins as a backstroke. You are rolling over.

Now, it becomes a freestyle. You get a hold of the freestyle stroke and you take that little stroke and do the turn. Make sure you practice it. Make sure your flags are up. If you do not have flags, go up and buy them. Buy them in a party store. They do not have to be official backstroke flags. Fix them up, but you have to give your kids a chance to do backstroke turns.

Now, my kids have to remember four sets of numbers. Two are for turns and two are for finishes and of those two sets of two, one is with fins and one is without because fins change everything. I just thought you

want to know that. Let me move on here quickly. No, we are not going to look at that.

We will look at Mr. Murphy. We love him. He is a great swimmer. We all make mistakes. Great turn, great dolphin kicking; look at his first stroke here. See the right hand drift out? Then he pulls with the left arm and we need to maintain that alignment all the way through. Now,

another thing that always bugs me is the number of right-handed swimmers who pull with their left arm first off the wall.

I do not know why that happens. But, if you are right-handed, you are stronger on the right side and let's get our right-handed kids to pull right-handed and our left-handed kids to pull left-handed off the wall. They are not going to learn that when they are 23 years. It is too late. That myelin sheath I am talking about, the insulation is this big around.

This is not going to change that. So, when they are little, figure it out and have them start pulling with that arm first. Here is an old thing of Mr. Rouse, awesome swimmer, also. I know he is going very slow. I meant to say there are three things to know about backstroke turn. The third thing, anybody can tell me? Notice where he takes his first stroke, where is his body?

Underwater. When you are coming off the wall, you are underwater, underwater, underwater, and break at the end of that stroke. Very important. Now, some kids come out of the water, both hands come out and then slap back in. You are faster swimming on solid water than in air bubbles. Keep those arms underwater. Begin your first stroke when the hands are underwater.

Let's move on to breaststroke. Breast and fly turns. Here is Dave Dennison. First arm under, second arm over. Those are the two sets of key words. Now, I do not think they can remember that many. So, 'first under, second over.' Notice he brings his elbow to his side. Steve does a real good job of this with the serving tray.

Imagine you have a serving tray. It is up. Why is the hand up? It gives you leverage. It gets your feet up there. The second hand comes off and goes behind your head and joins. If it goes in front of your head, you are going to rotate over. When we do breaststroke turns, it is a rotation, not a spin.

This is a spin. Okay. This is real world, where is everybody in my lane, turns around and crashes into them. Rotation is through the hips this way. We are touching. The head is coming straight back, elbow comes straight back. Right now, we have two things on the wall. Now, we have one, this hand's coming back. Feet are coming out. The feet come up to the wall opposite the head.

Some kids try to get their upper body ahead or their lower body behind and they do not get it at the right place at the same time. First, 'one arm under, second arm over.' Two things on the wall, one thing on the wall, now guess what? Zero on the wall. The hand that was on the wall comes off before the feet get there.

The words we use are 'two, one, zero;' what happens at the end of the countdown? Blastoff! Okay, 'two, one, zero, blastoff.' Some other things to look at, Mr. Dennison here. Look how tight his feet are together. It makes himself into a ball, the smallest he can be. First arm under, palm up, nice rotation.

When we look at it above water, watch his head. Let me ask you a dumb question. Do breaststrokers like to breathe? Yes. It is why they became breaststrokers. So, is Mr. Dennison

breathing? He is. Is he breathing below the surface of the water? Yes. When you push the head back fast enough, you get a trough here. You can let your little kids do this. The girls will not, but the boys will. Then, when the girls see that you do not die, they'll try.

They like to let the boys do the death test first. Go down a goggle level. Put your hands on the wall and push back and take a breath and they can do it. When they learn how to do that, we are doing turns at water level, not coming up and turning around and scouting out the territory before we go again.

Teaching sequence. We are practicing on the deck and one arm under, second arm over. This is really awful. The girl closest to us, she is about seven at this time. I do not remember if she won or not, but she was top three at our JOs'. 11, 12-years-old, five years after this. Eventually, she got it.

Of course, she was with a different coach then, so all the credit goes to her. So, walking in, one arm under, one arm – you do not have kids like this, do you? All right. We are walking through it. Hey, you are not supposed to push off yet. One arm under, one arm over and then we are going to float.

We are going to do it from the side. You get the routine. You already do it and then, we are going to push off at the bottom or float in. We are doing mid pool turns here. Hey, when you can get little guys to do mid pool turns, that is really amazing because usually it is 'curl up and sink to the bottom.'

We are going to move on here. Oh, that is interesting. See how these guys do one arm under, oops, a couple of arms over the top there? I think if you want to work on breast turns, you work on breast to back, which by the way is, what? The first of the IM turns, fly to back. It is the same turn. Going from breast to back is a little bit easier to start off with. Let me move on. We are doing approaches here. Ignore the stroke, folks. I am glad you can get to the wall with two arms underwater. One arm under, one arm over. This is pretty good for Joshua. I do not want him grabbing and pulling up. My favorite drill for breaststroke turns is the no wall turn, mid-pool turns without a wall.

Your kids will never complain about a wall again, if they can do a mid-pool turn. What gets you from this horizontal position back to this horizontal position, if there is no wall? How do you get there?

Male Speaker: Knees, 100% knees.

Guy Edson: 100% knees. It is core strength; it is getting into a ball. You need to be able to throw your head back and get the knees up. Get as tight as you can and over the top. It is core strength and rhythm. Coordination helps a lot, too. If you can do that without a wall, then nobody ever complains about a wall again, they would rather it is a flat wall or a gutter wall or a high wall or whatever.

Mid-pool turns with these guys. Okay. I want to move on. Watch this turn. It is incredible. One arm under. See how tight she tucked legs up? See the small ball that she got in to do this turn quickly? Again, one arm under, one arm over. Okay. I lied to you. It is not Dana Vollmer, but you thought it was, didn't you? It is Cameron. I would like to say that I taught Cameron to do that turn. I cannot say that.

I taught her put two hands on a wall. I taught her one arm under, one arm over. She did the rest. That is one of the girls that was in that earlier clip I showed you that had the beautiful hands. There is a talent there. You can inspire. You can encourage it, but you cannot create it. You can take it away. Be careful about that with your kids.

That was filmed by another swimmer, by the way, using the underwater camera. That was an assignment. I gave them to go film each other and that is what they came back with. This is Misty Hyman, an old video, but thanks to Go Swim for providing this. Did you notice on her first stroke, it is narrower coming off the wall? Breaststroke, the same thing.

I think your first stroke on breaststroke is a narrower stroke. Do not expose yourself to all this resistance getting out there with this big, wide stroke. Let's move on here. Three minutes on IM turns.

But, the most critical transition is what? In an IM, which one? I am voting for breast to free because breaststrokers coming in slow and freestylers are coming off fast. I think that is a really crucial turn in the IM. They all are, but that one in particular. I am telling the kids, 'You build breaststroke into the wall; you never fade. You build it into the wall, you are thinking about freestyle before you get there.'

You have to be careful. Some kids will do a flip turn if you tell them that. You are thinking freestyle before you get there and you have a chance to catch up if you are behind. The best news is if you are ahead, you have a chance to become the separator- to get out there and get the distance on them.

When you are practicing, do not break your IMs at 50s. Put the transition in there. Have them go 25 fly start, then have them go 50 fly/back, so they have the transition in there. Gregg Troy said, 'IM sets build IM transitions, not strokes.' You build strokes in stroke sets. When you do an IM set, you are trying to build the transitions. This is Coach Troy talking. I really like that and I have taken that hard.

You already know how to do all the turns. They are all the same. The only one that is different is the back to breast turn and you have some choices there. I know that Bill Aiden talked a little bit earlier and I do not really have time to go into it here. I teach my kids to do the classic King Tut turn. We call it King Tut.

This is a little warning about that particular turn. When you are coming in, keep your head up because if you drop your head, your shoulder is going to go past vertical. Keep the head up. You go from one ear to the other ear and I was certain it came from Steve Martin. We have about two more minutes for humor, so we will do this.

Male Speaker: One of the great art exhibits ever to tour the United States is the treasures of Tutankhamun or King Tut. I think it is a national disgrace the way we have commercialized it with trinkets and toys, T-shirts, and posters. About three months ago, I was up in the woods and I wrote a song. I tried to use the ancient modalities and melodies. I would like to do it for you right now, maybe we can all learn something from this.

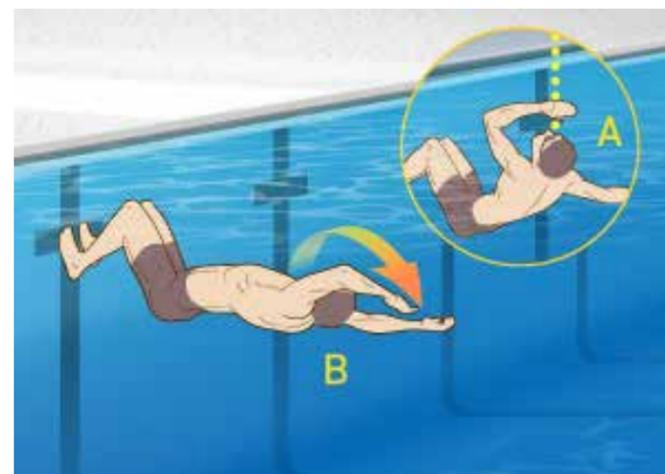
Guy Edson: All right. Enough of that, last words. I am going to show you one other thing. I do have a couple of minutes, it will tie in with the King Tut thing. Number one: if you want great turns on your team, make the commitment. You personally need to make commitment to doing it. You need to set aside time for teaching turns. They do not automatically happen correct if they just do them during normal swim sets.

Make turns with training components, no less important than anything else. It is not learned until it is done correctly under stress. Just after you think you have taught them how to do this new breaststroke turn or whatever it is, you followed up with a breaststroke set. Do not be silly and follow it up with a backstroke set. Give them a chance to see how well they can do with it and develop team pride and 'turnability.'

This is the last slide. This is the last one and I show it just for fun. It ties in a little bit with the King Tut thing and maybe you will laugh. We like to practice formally and I am going to show you that. The last thing we are doing here is something we call 'raw racing.' 'Raw racing' is where we start mid-pool, no wall or push off. I just want them to dig it and go. That is not the subject today.

[Video]

Guy Edson: All right. Thank you very much. ASCA



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30 BEHAVIORS THAT WILL MAKE YOU UNSTOPPABLE

By Benjamin P. Hardy

A lot of people are good at what they do. Some are even elite. A select few are completely unstoppable.

Those who are unstoppable are in their own world. They don't compete with anyone but themselves. You never know what they will do--only that you will be forced to respond. Even though they don't compete with you. They make you compete with them.

Are you unstoppable? By the end of this blog, you will be.

Let's get started:

1. Don't think--know and act.

"Don't think. You already know what you have to do, and you know how to do it. What's stopping you?" --Tim Grover

Rather than analyzing and thinking, act. Attuned to your senses, and with complete trust in yourself, do what you instinctively feel you should. As Oprah has said, "Every right decision I have ever made has come from my gut. Every wrong decision I've made was the result of me not listening to the greater voice of myself."

The moment you start thinking, you've already lost. Thinking swiftly pulls you out of the zone.

2. Always be prepared so you have the freedom to act on instinct.

"Just as the yin-yang symbol possesses a kernel of light in the dark, and of dark in the light, creative leaps are grounded in a technical foundation." --Josh Waitzkin

Become a master of your craft. While everyone else is relaxing, you're practicing and perfecting. Learn the left-brained rules in and out so your right brain can have limitless freedom to break the rules and create. With enhanced consciousness, time will slow down for you. You'll see

things in several more frames than others. While they're trying to react to the situation, you'll be able to manipulate and tweak the situation to your liking.

3. Don't be motivated by money or anything external.

Having nice things is, well, nice. But for you, it's never been about the money, prestige, or anything else outside of you. Take these things away and nothing changes for you. You're still going to be pushing your personal limits and giving it your all. Give these things to you and they won't destroy you like they do most people.

4. Never be satisfied.

"The drive to close the gap between near-perfect and perfect is the difference between great and unstoppable." --Tim Grover

Even after you achieve a goal, you're not content. For you, it's not even about the goal. It's about the climb, to see how far you can push yourself. Does this make you ungrateful? Absolutely not. You're entirely humbled and grateful for everything in your life. Which is why you will never get complacent or lazy.

To quote Jim Rohn, "The way to enjoy life best is to wrap up one goal and start right on the next one. Don't linger too long at the table of success; the only way to enjoy another meal is to get hungry."

5. Always be in control.

Unlike most people, who are dependent on substances or other external factors, you are in control of what you put in your body, how you spend your time, and how long you stay in the zone.

Act on the basis of instinct, not impulse. Just because you could doesn't mean you do. And when you do, it's because you want to, not because you have to.

6. Be true to yourself.

Although 70 percent of U.S. employees hate their jobs and only one in three Americans reports being happy, relentless and unstoppable people purge everything from their life they hate.

Have the self-respect and confidence to live life on your terms. When something isn't right in your life, change it. Immediately.

7. Never let off the pressure.

"Pressure can bust pipes, but it also can make diamonds." --Robert Horry

Most people can handle pressure in small doses. But when left to their own devices, they let off the pressure and relax.

Not you. You never take the pressure off yourself. Instead, you continuously turn up the pressure. It's what keeps you alert and active.

8. Don't be afraid of the consequences of failure.

Most people stay close to the ground, where it's safe. If they fall, it won't hurt that bad. But when you choose to fly high, the fall may kill you. And you're OK with that. To you, there is no ceiling and there is no floor. It's all in your head. If something goes wrong--if you "fail"--you adjust and keep going.

9. Don't compete with others. Make them compete with you.

Most people are competing with other people. They continuously check in to see what others in their space (their "competition") are doing. As a result, they mimic and copy what's "working."

Conversely, you've left all competition behind. Competing with others makes absolutely zero sense to you. It pulls you from your authentic zone. So you zone out all the external noise and instead zone in to your internal pressure to produce.

10. Never stop learning.

Ordinary people seek entertainment. Extraordinary people seek education and learning. When you want to become the best at what you do, you never stop learning. You never stop improving and honing your skills and knowledge.

Your unparalleled preparation is what gives you power. No one else is willing to pay the price you've paid.

11. Success isn't enough--it only increases the pressure.

For most people, becoming "successful" is enough. However, when you're relentless, success only increases the pressure to do more. Immediately following the achievement of a goal, you're focused on your next challenge.

12. Don't get crushed by success.

"Success can become a catalyst for failure." --Greg McKeown

Most people can't handle success, authority, or privilege. It destroys them. It makes them lazy. When they get what they want, they stop doing the very things that got them there. The external noise becomes too intense.

But for you, no external noise can push harder than your own internal pressure. It's not about this achievement, but the one after, and the one after that. There is no destination. Only when you're finished.

13. Completely own it when you screw up.

"Implementing extreme ownership requires checking your ego and operating with a high degree of humility. Admitting mistakes, taking ownership, and developing a plan to overcome challenges are integral to any successful team." --Jocko Willink

No blame. No deception or illusion. Just the cold, hard truth. When you mess up, you own it. And as the leader, you own it when your team fails. Only with extreme ownership can you have complete freedom and control.

14. Let your work speak for itself.

"Well done is well said."--Anthony Liccione
Cal Newport's book *Deep Work* distinguishes "deep work" from "shallow work." Here's the difference:

Deep work is:

- Rare
- High value
- Nonreplicable (i.e., not easy to copy or outsource)

Shallow work is:

- Common
- Low value
- Replicable (i.e., anyone can do it)

Talking is shallow. Anyone can do it. It's easily replicated. It's low value. Conversely, deep work is rare. It's done by people who are focused and working while everyone else is talking. Deep work is so good it can't be ignored.

15. Always work on your mental strength.

"Mental resilience is arguably the most critical trait of a world-class performer, and it should be nurtured continuously. Left to my own devices, I am always looking for ways to become more and more psychologically impregnable. When uncomfortable, my instinct is not to avoid the discomfort but to become at peace with it. My instinct is always to seek out challenges as opposed to avoiding them." --Josh Waitzkin

The better you can be under pressure, the further you'll go than anyone else. Because they'll crumble under pressure. The best training you will ever do is mental training. Wherever your mind goes, your body follows. Wherever your thoughts go, your life follows.

16. Confidence is your greatest asset.

You've heard it before: Running a marathon is far more mental than physical. The ability to run a marathon--or do anything hard--is more a reflection of someone's level of confidence than the person's actual ability.

Your confidence determines:

- The size of challenges or goals you undertake
- How likely it is you will achieve those goals
- How well you bounce back from failures

If you're not confident, you will never put yourself out there in the first place. When you're confident, you don't care how many times you fail; you're going to succeed. And it doesn't matter how stacked the odds seem against you.

17. Surround yourself with people who remind you of the future, not the past.

When you surround yourself with people who remind you of your past, you'll have a hard time progressing. This is why we get stuck in certain roles that we can't break free from (e.g., the fat kid or shy girl).

Surrounding yourself with people you want to be like allows you a fresh slate. You're no longer defined by your past, only the future you are creating.

According to "the Pygmalion effect," the expectations of those around you in large measure determine how well you perform.

18. Let things go, but never forget.

The science is clear: Forgiveness improves not only your emotional health but also your physical health. Being unstoppable requires carrying no unnecessary mental or emotional baggage. Consequently, you'll need to immediately and completely forgive anyone who has wronged you. However, forgiveness doesn't mean you forget. And it doesn't mean you have to do further business with those who have wronged you.

19. Have clear goals.

"While a fixation on results is certainly unhealthy, short-term goals can be useful developmental tools if they are balanced within a nurturing long-term philosophy." --Josh Waitzkin

According to loads of psychology research, the most motivating goals are clearly defined and time-bound

Your goals can either be focused on your behaviors (e.g., I'm going to write 500 words per day) or on the outcomes you're seeking (e.g., I'm going to get published on The New York Times by June 1, 2017).

For most people, behaviorally focused goals are the better and more motivating option. But when you crave the results so much that the work is irrelevant, your aim should be directed straight at the outcomes you want. However, results-focused goals are better when short-term and grounded in your long-term vision and philosophy. When your why is strong enough, the how will take care of itself.

20. Respond immediately, rather than analyzing or stalling.

"He who hesitates is lost." --Cato

Anticipation of an event is always more extreme than the event itself--both for positive and negative events.

Just do it. Train yourself to respond immediately when you feel you should do something. Stop questioning yourself. Don't analyze it. Don't question if it came from God or from yourself. Just act.

You'll figure out what to do after you've taken action. Until you take action, it will all be hypothetical. But once you act, it becomes practical.

21. Choose simplicity over complication.

"If you can't explain it simply, you don't understand it well enough." --Albert Einstein

It's easy to be complicated. Most of the research and jargon in academia and business is overcomplicated.

Cutting to the core and hitting the truth is hard, because it's simple. As Leonardo da Vinci has said, "Simplicity is the ultimate sophistication." Very few people will give you the truth. When you ask them a question, it gets mighty complicated. "There are so many variables" or "It depends" they say.

T. S. Eliot said it best, "Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?" Wisdom is timeless and simple. Learn wisdom and choose it.

22. Never be jealous or envious of someone else's accomplishments.

Being unstoppable means you genuinely want what's best for everyone--even those you would consider your competitors. Jealousy and envy are the ego--which operates out of fear.

The reason you are happy for other people's success is because their success has nothing to do with yours.

You are in control of you. And you are different from every other person. There is no one who can do exactly what you can do. You have your

own superpower with your own unique ability to contribute. And that's what you're going to do.

23. Take the shot every time.

"If I fail more than you, I win." --Seth Godin

You miss every shot you don't take. And most people don't want to take the shot. Fear of failure paralyzes them.

The only way you can become unstoppable is if you stop thinking about it. Just take the shot. Don't do it only when it's convenient or when you feel ready. Just go and make whatever adjustments you need after the fact.

24. Don't get caught up in the results of your success. Always remain focused on what got you those results: the work.

When you start doing noteworthy stuff, there are benefits that can become distractions. It can get easy to "ride the wave" of your previous work. Keep practicing. Perfect your craft. Never forget what got you here.

25. Think and act 10X.

"When 10X is your measuring stick, you immediately see how you can bypass what everyone else is doing." --Dan Sullivan

Most people--even those you deem to be world class--are not operating at 10X. In truth, you could surpass anyone if you radically stretch your thinking and belief system.

Going 10X changes everything. As Dan Sullivan has said, "10X thinking automatically takes you 'outside the box' of your present obstacles and limitations." It pulls you out of the problems most people are dealing with and opens you to an entirely new field of possibilities.

When you take your goal of earning \$100,000 this year and change it to \$1 million, you're forced to operate at a different level. The logical and traditional approach doesn't work with 10X. As Shane Snow, author of *Smartcuts: How Hackers, Innovators, and Icons Accelerate Success*, has said, "10x progress is built on bravery and creativity instead. Working smarter."

The question is: Are you willing to go there? Not just entertain the thought for a second or two and then revert back to common thinking.

No. Are you willing to sit with 10X thinking? Are you willing to question your own thought processes and open yourself to believing an entirely different set of possibilities?

Could you convince yourself of your 10X potential? Are you willing to undertake goals that seem lunacy, to you and everyone else? Are you willing to take the mental leap, trusting "the universe will conspire to make it happen"?

Until you experience it, 10x thinking is truly hard to fathom. Once you experience it, you realize it's not only possible but even possibly conservative. Going from six figures to seven figures can happen within a few short years. If you think big enough, and are willing to act boldly and intelligently enough, it's not that crazy.

All the tools are in place in our global world. And if they're not, then build them. There are plenty of people doing it. You have no excuse, only that you don't really want it, and are thus not willing to pay the price.

26. Set goals that far exceed your current capabilities.

"You need to aim beyond what you are capable of. You need to develop a complete disregard for where your abilities end. If you think you're unable to work for the best company in its sphere, make that your aim. If you think you're unable to be on the cover of Time magazine, make it your business to be there. Make your vision of where you want to be a reality. Nothing is impossible." --Paul Arden
If your goals are logical, they won't force you to create luck. Being unstoppable means your goals challenge you to be someone more than you currently are. As Jim Rohn has said, "Don't wish it was easier; wish you were better."

27. Make time for recovery and rejuvenation.

"Wherever you are, make sure you're there." --Dan Sullivan

When you focus on results, rather than being busy, you're 100 percent on when you're working and 100 percent off when you're not. This not only allows you to be present in the moment, but it also allows you the needed time to rest and recover.

Your ability to work at a high level is like fitness. If you never take a break between sets, you won't be able to build strength, stamina, and endurance. However, not all rest produces recovery. Certain things are more soothing than others.

Recovering from my work generally consists of writing in my journal, listening to music, spending time with my wife and kids, preparing and eating delicious food, or serving other people. These things rejuvenate me. They make my work possible and also meaningful.

28. Start before you're ready.

"The best time to plant a tree was 20 years ago. The second best time is now." --Chinese proverb

Most people wait. They believe they can start after they have enough time, money, connections, and credentials. They wait until they feel "secure." Not people who are unstoppable.

Unstoppable people started last year. They started five years ago before they even knew what they were doing. They started before they had any money. They started before they had all the answers. They

started when no one else believed in them. The only permission they needed was the voice inside them prompting them to move forward. And they moved.

29. If you need permission, you probably shouldn't do it.

A mentor of mine is a highly successful real estate investor. Throughout his career, he's had hundreds of people ask him if they should "go into real estate."

He tells every one of them the same thing: that they shouldn't do it. In fact, he actually tries talking most of them out of it. And in most cases, he succeeds.

Why would he do that? "Those who are going to succeed will do so regardless of what I say," he told me.

I know so many people who chase whatever worked for other people. They never truly decide what they want to do, and end up jumping from one thing to the next--trying to strike quick gold. And repeatedly, they stop digging just a few feet from the gold after deciding the spot is barren.

No one will ever give you permission to live your dreams.

30. Don't make exceptions.

Zig Ziglar used to tell a story of traveling one day and not getting in bed until 4 a.m. An hour and a half later (5:30), his alarm went off. He said, "Every fiber of my being was telling me to stay in bed." But he had made a commitment, so he got up anyway. Admittedly, he had a horrible day and wasn't productive at all.

Yet he says that decision changed his life. As he explains:

"Had I bowed to my human, physical, emotional, and mental desire to sleep in, I would have made that exception. A week later, I might have made an exception if I only got four hours of sleep. A week later, maybe I only got seven hours of sleep. The exception so many times becomes the rule. Had I slept in, I would've faced that danger. Watch those exceptions!"

Hence, Zig was unstoppable.

Conclusion

"From this point, your strategy is to make everyone else get on your level; you're not going down to theirs. You're not competing with anyone else, ever again. They're going to have to compete with you. From now on, the end result is all that matters."

--Tim Grover

When you're unstoppable, you will make sure to get what you want. Everything you need to know is already within you. All you need to do is trust yourself and act.^{ASCA}

SMALL GEMS

I like putting in the hands of my athletes the responsibility of making the right decisions.

~ Dave Salo, University of Southern California

I walk-out of every season going: we could have done something better.

~ Dave Salo, University of Southern California

I think that most coaches are teachers, more than they are anything else.

~ Gregg Troy, University of Florida

Really hard to gauge; it is really hard to gauge what the kid has inside.

~ Gregg Troy, University of Florida

Whenever your athlete is unsuccessful, and they walk over to you and they are unhappy at a swim meet, it is a good thing. I tell them, and it upsets them to no end: if it was easy, everyone could do it and everyone would be great.

~ Gregg Troy, University of Florida

So I think repetition is very, very key. If I repeat something, it is because it was really important to me—or I had it written-down twice.

~ Gregg Troy, University of Florida

Most of the sports have gone from part of being an educational tool to being someplace that is all about winning and losing. Really what we should be teaching is character, and you teach character by getting to that point where it is really, really tough. We need to do that; society needs it, our athletes need it.

~ Gregg Troy, University of Florida

We value our process. This is pretty general, but it is so important.

~ Mike Bottom, University of Michigan

If they do not value that process, they are going to rebel, they are going to complain. You want to teach them to value the process, whatever the process is.

~ Mike Bottom, University of Michigan

We talk about being optimistic; we talk about enthusiasm. That is part of our process, is to teach that.

~ Mike Bottom, University of Michigan

We are goal-oriented, and there is nothing wrong with being goal-oriented. The important thing is that those goals are set-up in a way that encompasses the whole thing.

~Mike Bottom, University of Michigan

But you have got to start small. You have got to get them out of themselves into somebody else. Pure coaching.

~ Mike Bottom, University of Michigan

In our day and age, to tell a kid that you could do better, that you're slacking, is... it is a difficult thing to do because they will take it personally.

~ Mike Bottom, University of Michigan

Volition and motivation, they are not the same. That person is still motivated, they will still come to practice every day, they still want to be an Olympian. But their volition has been tampered with somehow. That is where we need to combine the two: the motivation and the volition.

~ Mike Bottom, University of Michigan

Rituals are very important to your culture. Everybody has rituals traditions that they have.

~ Mark Onstott

You can't control the talent that arrives at your door, you know you coach who shows up, but you can control how hard you work and as a coach you can control the work level of your team.

~ Mark Onstott

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③ **outside isolation**
Using the edge on the outside (grey on left, yellow on right) allows swimmers to isolate and engage the triceps and trapezius muscles

AUTHOR TIM ELMORE TO AMERICAN SWIM COACHES

Check out Tim's Leadership website: www.growingleaders.com
and his new book: "Marching off the Map"

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Question #1: If you were speaking to swimming coaches who coach 12- year-old and younger-aged swimmers in America, what is one thing you would definitely advise them to do? And what is one thing you would definitely advise them *not* to do?

I would recommend two leadership tips to coaches. First, lead with empathy. Too many American kids believe the adults in their life just don't understand what it's like to be a kid in 21st century America. And, often kids are right about that. When a coach begins by letting his or her young swimmers know how tough it can be to be a student today, you can pull off almost any tough drill or practice you've planned that day. Just like doctors listen with a stethoscope before offering a treatment, coaches should listen to the hearts of their athletes before they prescribe a plan—based on an understanding of those kids. I believe children do not have the innate need to get their own way. I do believe, however, they have the need to be heard. My second piece of advice is to become EPIC in your leadership, (an acronym attributed to Dr. Leonard Sweet), since students make up an EPIC generation: Experiential, Participatory, Image-rich and Connected. Tie every tip you offer them to an experience; let them participate in the outcomes of where practice is going, use images and metaphors to anchor your big ideas and let them connect with each other and come up with solutions together. The more EPIC we are, as coaches, the better our chances are at leading students today.

Question #2: Of the past four generations regularly mentioned in your books, articles and talks...could you list three positive attributes and three negative characteristics for each generation—Baby Boomers, GenX ("Baby Busters"), Y ("Millennials"), & Z ("Homelanders")?

Attributes of Baby Boomers (1946-1964)

Positive: Seasoned veterans with lots of experience; endured difficult times as young adults in the 1960s and 70s; much wisdom to offer younger generations.

Negative: Can be seen as hypocritical by students because as young people they were anti-establishment, but then they joined the very establishment they had opposed; they became materialistic.

As a generation, they failed as parents, becoming "helicopters"—indulging kids, making them their "trophy," giving them trophies or ribbons just for participating.

Attributes of Generation X (Baby Busters) (1965-1983)

Positive: Authentic, realistic, heart of the workforce today; they pride themselves on being genuine, not fake; desire community, relationships.

Negative: Can be jaded, almost skeptical at times about life being hard; cynical about larger institutions.

Attributes of Generation Y (Millennials) (1984-2000)

Positive: Advocates of social justice; care for the marginalized; cause oriented; believe they can change the world.

Negative: While they claim to be the most "authentic" generation to date, they likely have more "fake" personas on social media; can be narcissistic and unrealistic.

Attributes of Generation Z (Homelanders) (2001-2018)

Positive: More realistic than the older Millennials; aware that life is tough and jobs may not come easy; more entrepreneurial; they take more initiative too.

Negative: They are angst-filled, and they have more mental health issues than any past generation; depression due to over-exposure to information on social media.

Question #3: Has the role of hard work changed in the mindset of the current and last two generations?

And, if so: **Question #4:** What are some good strategies to teach grit and hard work?

Question #3: Yes, work ethic has undergone significant re-definition. Hard work fifty years ago was closer to our grandparents' definition: getting up early, doing manual labor; gritting it out. Today, hard work is seen as sticking with a subject or a practice—even when you're bored. Shorter attention spans and lack of commitment have made "grit" a rare commodity. I summarize this phenom with an acronym I call: Today's SCENE. I offer two columns to describe how kids think today— based on the culture they've grown up in, during the 21st century:

OUR WORLD IS FULL OF: speed – convenience – entertainment – nurture – entitlement.

S - Speed — *Slow is bad.*

C - Convenience — *Hard is bad.*

E - Entertainment — *Boring is bad.*

N - Nurture — *Risk is bad.*

E - Entitlement — *Labor is bad.*

Angela Duckworth wrote a book called *Grit*. She completely aligns with my assessment that older generations naturally built grit into their lives because in order to succeed, they had to—to succeed. Today, we find ways to do a quick click and the task is done. Coaches must be more intentional about building grit and work ethic into their athletes.

Question #4: The key to engage students and foster grit and hard work in one word is: "Metacognition." The term is taking the education world by storm. It's all about getting kids to think about their thinking and own their learning. Instead of dictating practice, why not ask: What is our goal for the next meet? How do you think we can reach this goal? What kinds of drills will prepare us? Adults have been far too prescriptive in our leadership, telling kids every step to take. Unfortunately, that doesn't cultivate ownership. It's our idea, not theirs. When kids use metacognition, activities become their idea. We must be "descriptive" not "prescriptive" in our leadership—describe a goal the team wants to reach, then let them come up with the steps they must take to reach it (with guidance from the coach). Likewise, parents must move from supervisor to consultant, allowing kids to take ownership of their life and disciplines.

Question #5: Understanding that the athletes are likely from Gen Z, the parents are likely from Gen X, and the coach is likely a Millennial, how can a young coach best communicate and facilitate the "Athlete – Parent – Coach" triangle of Responsibilities and Roles?

I recommend coaches have meetings right up front with parents, where they can cast vision for what they hope to achieve in the hearts and lives of the swimmers. In this meeting talk about physical goals, but also talk about swimming as a path to maturity. Coaches can use the sport as a discipline bridge to help students become young adults. Then, invite the parents to collaborate with you as a coach. This will not work if the parent and coach are not aligned in the goals. Finally, have talking points that both parents and coaches feed the swimmers, so the athletes hear the same message coming from both groups of adults. Clarity brings energy. If the coach is younger, he/she should speak with humility, acknowledging the experience the parents possess. But at the same time, the younger coach should communicate specific convictions. Be clear on the alignment you need and the support you need from parents.

The fact is—kids grow into emotionally healthy adults when their leaders are both supportive and demanding. This statement is backed with loads of research. Your goal as a coach is to demonstrate the characteristics of a velvet-covered brick—to be both supportive and demanding.



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Have Smartphones Destroyed a Generation?



JEAN M. TWENGE

ONE DAY last summer, around noon, I called Athena, a 13-year-old who lives in Houston, Texas. She answered her phone—she’s had an iPhone since she was 11—sounding as if she’d just woken up. We chatted about her favorite songs and TV shows, and I asked her what she likes to do with her friends. “We go to the mall,” she said. “Do your parents drop you off?” I asked, recalling my own middle-school days, in the 1980s, when I’d enjoy a few parent-free hours shopping with my friends. “No—I go with my family,” she replied. “We’ll go with my mom and brothers and walk a little behind them. I just have to tell my mom where we’re going. I have to check in every hour or every 30 minutes.”

Those mall trips are infrequent—about once a month. More often, Athena and her friends spend time together on their phones, unchaperoned. Unlike the teens of my generation, who might have spent an evening tying up the family landline with gossip, they talk on Snapchat, the smartphone app that allows users to send pictures and videos that quickly disappear. They make sure to keep up their Snapstreaks, which show how many days in a row they have Snapchatted with each other. Sometimes they save screenshots of particularly ridiculous pictures of friends. “It’s good blackmail,” Athena said. (Because she’s a minor, I’m not using her real name.) She told me she’d spent most of the summer hanging out alone in her room with her phone. That’s just the way her generation is, she said. “We didn’t have a choice to know any life without iPads or iPhones. I think we like our phones more than we like actual people.”

I’ve been researching generational differences for 25 years, starting when I was a 22-year-old doctoral student in psychology. Typically, the characteristics that come to define a generation appear gradually, and along a continuum. Beliefs and behaviors that were already rising simply continue to do so. Millennials, for instance, are a highly

individualistic generation, but individualism had been increasing since the Baby Boomers turned on, tuned in, and dropped out. I had grown accustomed to line graphs of trends that looked like modest hills and valleys. Then I began studying Athena’s generation.

Around 2012, I noticed abrupt shifts in teen behaviors and emotional states. The gentle slopes of the line graphs became steep mountains and sheer cliffs, and many of the distinctive characteristics of the Millennial generation began to disappear. In all my analyses of generational data—some reaching back to the 1930s—I had never seen anything like it.

The allure of independence, so powerful to previous generations, holds less sway over today’s teens.

At first I presumed these might be blips, but the trends persisted, across several years and a series of national surveys. The changes weren’t just in degree, but in kind. The biggest difference between the Millennials and their predecessors was in how they viewed the world; teens today differ from the Millennials not just in their views but in how they spend their time. The experiences they have every day are radically different from those of the generation that came of age just a few years before them.

What happened in 2012 to cause such dramatic shifts in behavior? It was after the Great Recession, which officially lasted from 2007 to 2009 and had a starker effect on Millennials trying to find a place in a sputtering economy. But it was exactly the moment when the proportion of Americans who owned a smartphone surpassed 50 percent.

THE MORE I pored over yearly surveys of teen attitudes and behaviors, and the more I talked with young people like Athena, the clearer it became that theirs is a generation shaped by the smartphone and by

the concomitant rise of social media. I call them iGen. Born between 1995 and 2012, members of this generation are growing up with smartphones, have an Instagram account before they start high school, and do not remember a time before the internet. The Millennials grew up with the web as well, but it wasn’t ever-present in their lives, at hand at all times, day and night. iGen’s oldest members were early adolescents when the iPhone was introduced, in 2007, and high-school students when the iPad entered the scene, in 2010. A 2017 survey of more than 5,000 American teens found that three out of four owned an iPhone.

The advent of the smartphone and its cousin the tablet was followed quickly by hand-wringing about the deleterious effects of “screen time.” But the impact of these devices has not been fully appreciated, and goes far beyond the usual concerns about curtailed attention spans. The arrival of the smartphone has radically changed every aspect of teenagers’ lives, from the nature of their social interactions to their mental health. These changes have affected young people in every corner of the nation and in every type of household. The trends appear among teens poor and rich; of every ethnic background; in cities, suburbs, and small towns. Where there are cell towers, there are teens living their lives on their smartphone.

To those of us who fondly recall a more analog adolescence, this may seem foreign and troubling. The aim of generational study, however, is not to succumb to nostalgia for the way things used to be; it’s to understand how they are now. Some generational changes are positive, some are negative, and many are both. More comfortable in their bedrooms than in a car or at a party, today’s teens are physically safer than teens have ever been. They’re markedly less likely to get into a car accident and, having less of a taste for alcohol than their predecessors, are less susceptible to drinking’s attendant ills.

Psychologically, however, they are more vulnerable than Millennials were: Rates of teen depression and suicide have skyrocketed since 2011. It’s not an exaggeration to describe iGen as being on the brink of the worst mental-health crisis in decades. Much of this deterioration can be traced to their phones.

Even when a seismic event—a war, a technological leap, a free concert in the mud—plays an outsize role in shaping a group of young people, no single factor ever defines a generation. Parenting styles continue to change, as do school curricula and culture, and these things matter. But the twin rise of the smartphone and social media has caused an earthquake of a magnitude we’ve not seen in a very long time, if ever. There is compelling evidence that the devices we’ve placed in young people’s hands are having profound effects on their lives—and making them seriously unhappy.

IN THE EARLY 1970s, the photographer Bill Yates shot a series of portraits at the Sweetheart Roller Skating Rink in Tampa, Florida. In one, a shirtless teen stands with a large bottle of peppermint schnapps stuck in the waistband of his jeans. In another, a boy who looks no older than 12 poses with a cigarette in his mouth. The rink was a place where kids could get away from their parents and inhabit a world of

their own, a world where they could drink, smoke, and make out in the backs of their cars. In stark black-and-white, the adolescent Boomers gaze at Yates’s camera with the self-confidence born of making your own choices—even if, perhaps especially if, your parents wouldn’t think they were the right ones.

Fifteen years later, during my own teenage years as a member of Generation X, smoking had lost some of its romance, but independence was definitely still in. My friends and I plotted to get our driver’s license as soon as we could, making DMV appointments for the day we turned 16 and using our newfound freedom to escape the confines of our suburban neighborhood. Asked by our parents, “When will you be home?” we replied, “When do I have to be?”

But the allure of independence, so powerful to previous generations, holds less sway over today’s teens, who are less likely to leave the house without their parents. The shift is stunning: 12th-graders in 2015 were going out less often than eighth-graders did as recently as 2009.

Today’s teens are also less likely to date. The initial stage of courtship, which Gen Xers called “liking” (as in “Ooh, he likes you!”), kids now call “talking”—an ironic choice for a generation that prefers texting to actual conversation. After two teens have “talked” for a while, they might start dating. But only about 56 percent of high-school seniors in 2015 went out on dates; for Boomers and Gen Xers, the number was about 85 percent.

The decline in dating tracks with a decline in sexual activity. The drop is the sharpest for ninth-graders, among whom the number of sexually active teens has been cut by almost 40 percent since 1991. The average teen now has had sex for the first time by the spring of 11th grade, a full year later than the average Gen Xer. Fewer teens having sex has contributed to what many see as one of the most positive youth trends in recent years: The teen birth rate hit an all-time low in 2016, down 67 percent since its modern peak, in 1991.

Even driving, a symbol of adolescent freedom inscribed in American popular culture, from *Rebel Without a Cause* to *Ferris Bueller’s Day Off*, has lost its appeal for today’s teens. Nearly all Boomer high-school students had their driver’s license by the spring of their senior year; more than one in four teens today still lack one at the end of high school. For some, Mom and Dad are such good chauffeurs that there’s no urgent need to drive. “My parents drove me everywhere and never complained, so I always had rides,” a 21-year-old student in San Diego told me. “I didn’t get my license until my mom told me I had to because she could not keep driving me to school.” She finally got her license six months after her 18th birthday. In conversation after conversation, teens described getting their license as something to be nagged into by their parents—a notion that would have been unthinkable to previous generations.

Independence isn’t free—you need some money in your pocket to pay for gas, or for that bottle of schnapps. In earlier eras, kids worked in great numbers, eager to finance their freedom or prodded by their

parents to learn the value of a dollar. But iGen teens aren't working (or managing their own money) as much. In the late 1970s, 77 percent of high-school seniors worked for pay during the school year; by the mid-2010s, only 55 percent did. The number of eighth-graders who work for pay has been cut in half. These declines accelerated during the Great Recession, but teen employment has not bounced back, even though job availability has.

Of course, putting off the responsibilities of adulthood is not an iGen innovation. Gen Xers, in the 1990s, were the first to postpone the traditional markers of adulthood. Young Gen Xers were just about as likely to drive, drink alcohol, and date as young Boomers had been, and more likely to have sex and get pregnant as teens. But as they left their teenage years behind, Gen Xers married and started careers later than their Boomer predecessors had.

Gen X managed to stretch adolescence beyond all previous limits: Its members started becoming adults earlier and finished becoming adults later. Beginning with Millennials and continuing with iGen, adolescence is contracting again—but only because its onset is being delayed. Across a range of behaviors—drinking, dating, spending time unsupervised—18-year-olds now act more like 15-year-olds used to, and 15-year-olds more like 13-year-olds. Childhood now stretches well into high school.

Why are today's teens waiting longer to take on both the responsibilities and the pleasures of adulthood? Shifts in the economy, and parenting, certainly play a role. In an information economy that rewards higher education more than early work history, parents may be inclined to encourage their kids to stay home and study rather than to get a part-time job. Teens, in turn, seem to be content with this homebody arrangement—not because they're so studious, but because their social life is lived on their phone. They don't need to leave home to spend time with their friends.

If today's teens were a generation of grinds, we'd see that in the data. But eighth-, 10th-, and 12th-graders in the 2010s actually spend less time on homework than Gen X teens did in the early 1990s. (High-school seniors headed for four-year colleges spend about the same amount of time on homework as their predecessors did.) The time that seniors spend on activities such as student clubs and sports and exercise has changed little in recent years. Combined with the decline in working for pay, this means iGen teens have more leisure time than Gen X teens did, not less.

So what are they doing with all that time? They are on their phone, in their room, alone and often distressed.

ONE OF THE IRONIES of iGen life is that despite spending far more time under the same roof as their parents, today's teens can hardly be said to be closer to their mothers and fathers than their predecessors were. "I've seen my friends with their families—they don't talk to them," Athena told me. "They just say 'Okay, okay, whatever' while they're on their phones. They don't pay attention to their family." Like her peers, Athena is an expert at tuning out her parents so she can focus on her

phone. She spent much of her summer keeping up with friends, but nearly all of it was over text or Snapchat. "I've been on my phone more than I've been with actual people," she said. "My bed has, like, an imprint of my body."

In this, too, she is typical. The number of teens who get together with their friends nearly every day dropped by more than 40 percent from 2000 to 2015; the decline has been especially steep recently. It's not only a matter of fewer kids partying; fewer kids are spending time simply hanging out. That's something most teens used to do: nerds and jocks, poor kids and rich kids, C students and A students. The roller rink, the basketball court, the town pool, the local necking spot—they've all been replaced by virtual spaces accessed through apps and the web.

You might expect that teens spend so much time in these new spaces because it makes them happy, but most data suggest that it does not. The Monitoring the Future survey, funded by the National Institute on Drug Abuse and designed to be nationally representative, has asked 12th-graders more than 1,000 questions every year since 1975 and queried eighth- and 10th-graders since 1991. The survey asks teens how happy they are and also how much of their leisure time they spend on various activities, including nonscreen activities such as in-person social interaction and exercise, and, in recent years, screen activities such as using social media, texting, and browsing the web. The results could not be clearer: Teens who spend more time than average on screen activities are more likely to be unhappy, and those who spend more time than average on nonscreen activities are more likely to be happy.

There's not a single exception. All screen activities are linked to less happiness, and all nonscreen activities are linked to more happiness. Eighth-graders who spend 10 or more hours a week on social media are 56 percent more likely to say they're unhappy than those who devote less time to social media. Admittedly, 10 hours a week is a lot. But those who spend six to nine hours a week on social media are still 47 percent more likely to say they are unhappy than those who use social media even less. The opposite is true of in-person interactions. Those who spend an above-average amount of time with their friends in person are 20 percent less likely to say they're unhappy than those who hang out for a below-average amount of time.

The more time teens spend looking at screens, the more likely they are to report symptoms of depression.

If you were going to give advice for a happy adolescence based on this survey, it would be straightforward: Put down the phone, turn off the laptop, and do something—anything—that does not involve a screen. Of course, these analyses don't unequivocally prove that screen time causes unhappiness; it's possible that unhappy teens spend more time online. But recent research suggests that screen time, in particular social-media use, does indeed cause unhappiness. One study asked college students with a Facebook page to complete short surveys on their phone over the course of two weeks. They'd get a text message

with a link five times a day, and report on their mood and how much they'd used Facebook. The more they'd used Facebook, the unhappier they felt, but feeling unhappy did not subsequently lead to more Facebook use.

Social-networking sites like Facebook promise to connect us to friends. But the portrait of iGen teens emerging from the data is one of a lonely, dislocated generation. Teens who visit social-networking sites every day but see their friends in person less frequently are the most likely to agree with the statements "A lot of times I feel lonely," "I often feel left out of things," and "I often wish I had more good friends." Teens' feelings of loneliness spiked in 2013 and have remained high since.

This doesn't always mean that, on an individual level, kids who spend more time online are lonelier than kids who spend less time online. Teens who spend more time on social media also spend more time with their friends in person, on average—highly social teens are more social in both venues, and less social teens are less so. But at the generational level, when teens spend more time on smartphones and less time on in-person social interactions, loneliness is more common.

So is depression. Once again, the effect of screen activities is unmistakable: The more time teens spend looking at screens, the more

likely they are to report symptoms of depression. Eighth-graders who are heavy users of social media increase their risk of depression by 27 percent, while those who play sports, go to religious services, or even do homework more than the average teen cut their risk significantly. Teens who spend three hours a day or more on electronic devices are 35 percent more likely to have a risk factor for suicide, such as making a suicide plan. (That's much more than the risk related to, say, watching TV.) One piece of data that indirectly but stunningly captures kids' growing isolation, for good and for bad: Since 2007, the homicide rate among teens has declined, but the suicide rate has increased. As teens have started spending less time together, they have become less likely to kill one another, and more likely to kill themselves. In 2011, for the first time in 24 years, the teen suicide rate was higher than the teen homicide rate.

Depression and suicide have many causes; too much technology is clearly not the only one. And the teen suicide rate was even higher in the 1990s, long before smartphones existed. Then again, about four times as many Americans now take antidepressants, which are often effective in treating severe depression, the type most strongly linked to suicide.

WHAT'S THE CONNECTION between smartphones and the apparent psychological distress this generation is experiencing? For all their



power to link kids day and night, social media also exacerbate the age-old teen concern about being left out. Today's teens may go to fewer parties and spend less time together in person, but when they do congregate, they document their hangouts relentlessly—on Snapchat, Instagram, Facebook. Those not invited to come along are keenly aware of it. Accordingly, the number of teens who feel left out has reached all-time highs across age groups. Like the increase in loneliness, the upswing in feeling left out has been swift and significant.

This trend has been especially steep among girls. Forty-eight percent more girls said they often felt left out in 2015 than in 2010, compared with 27 percent more boys. Girls use social media more often, giving them additional opportunities to feel excluded and lonely when they see their friends or classmates getting together without them. Social media levy a psychic tax on the teen doing the posting as well, as she anxiously awaits the affirmation of comments and likes. When Athena posts pictures to Instagram, she told me, "I'm nervous about what people think and are going to say. It sometimes bugs me when I don't get a certain amount of likes on a picture."

Girls have also borne the brunt of the rise in depressive symptoms among today's teens. Boys' depressive symptoms increased by 21 percent from 2012 to 2015, while girls' increased by 50 percent—more than twice as much. The rise in suicide, too, is more pronounced among girls. Although the rate increased for both sexes, three times as many 12-to-14-year-old girls killed themselves in 2015 as in 2007, compared with twice as many boys. The suicide rate is still higher for boys, in part because they use more-lethal methods, but girls are beginning to close the gap.

These more dire consequences for teenage girls could also be rooted in the fact that they're more likely to experience cyberbullying. Boys tend to bully one another physically, while girls are more likely to do so by undermining a victim's social status or relationships. Social media give middle- and high-school girls a platform on which to carry out the style of aggression they favor, ostracizing and excluding other girls around the clock.

Social-media companies are of course aware of these problems, and to one degree or another have endeavored to prevent cyberbullying. But their various motivations are, to say the least, complex. A recently leaked Facebook document indicated that the company had been touting to advertisers its ability to determine teens' emotional state based on their on-site behavior, and even to pinpoint "moments when young people need a confidence boost." Facebook acknowledged that the document was real, but denied that it offers "tools to target people based on their emotional state."

IN JULY 2014, a 13-year-old girl in North Texas woke to the smell of something burning. Her phone had overheated and melted into the sheets. National news outlets picked up the story, stoking readers' fears that their cellphone might spontaneously combust. To me, however, the flaming cellphone wasn't the only surprising aspect of the story. Why, I

wondered, would anyone sleep with her phone beside her in bed? It's not as though you can surf the web while you're sleeping. And who could slumber deeply inches from a buzzing phone?

Curious, I asked my undergraduate students at San Diego State University what they do with their phone while they sleep. Their answers were a profile in obsession. Nearly all slept with their phone, putting it under their pillow, on the mattress, or at the very least within arm's reach of the bed. They checked social media right before they went to sleep, and reached for their phone as soon as they woke up in the morning (they had to—all of them used it as their alarm clock). Their phone was the last thing they saw before they went to sleep and the first thing they saw when they woke up. If they woke in the middle of the night, they often ended up looking at their phone. Some used the language of addiction. "I know I shouldn't, but I just can't help it," one said about looking at her phone while in bed. Others saw their phone as an extension of their body—or even like a lover: "Having my phone closer to me while I'm sleeping is a comfort."

It may be a comfort, but the smartphone is cutting into teens' sleep: Many now sleep less than seven hours most nights. Sleep experts say that teens should get about nine hours of sleep a night; a teen who is getting less than seven hours a night is significantly sleep deprived. Fifty-seven percent more teens were sleep deprived in 2015 than in 1991. In just the four years from 2012 to 2015, 22 percent more teens failed to get seven hours of sleep.

The increase is suspiciously timed, once again starting around when most teens got a smartphone. Two national surveys show that teens who spend three or more hours a day on electronic devices are 28 percent more likely to get less than seven hours of sleep than those who spend fewer than three hours, and teens who visit social-media sites every day are 19 percent more likely to be sleep deprived. A meta-analysis of studies on electronic-device use among children found similar results: Children who use a media device right before bed are more likely to sleep less than they should, more likely to sleep poorly, and more than twice as likely to be sleepy during the day.

I've observed my toddler, barely old enough to walk, confidently swiping her way through an iPad.

Electronic devices and social media seem to have an especially strong ability to disrupt sleep. Teens who read books and magazines more often than the average are actually slightly less likely to be sleep deprived—either reading lulls them to sleep, or they can put the book down at bedtime. Watching TV for several hours a day is only weakly linked to sleeping less. But the allure of the smartphone is often too much to resist.

Sleep deprivation is linked to myriad issues, including compromised thinking and reasoning, susceptibility to illness, weight gain, and high blood pressure. It also affects mood: People who don't sleep enough are prone to depression and anxiety. Again, it's difficult to trace the

precise paths of causation. Smartphones could be causing lack of sleep, which leads to depression, or the phones could be causing depression, which leads to lack of sleep. Or some other factor could be causing both depression and sleep deprivation to rise. But the smartphone, its blue light glowing in the dark, is likely playing a nefarious role.

THE CORRELATIONS BETWEEN depression and smartphone use are strong enough to suggest that more parents should be telling their kids to put down their phone. As the technology writer Nick Bilton has reported, it's a policy some Silicon Valley executives follow. Even Steve Jobs limited his kids' use of the devices he brought into the world.

What's at stake isn't just how kids experience adolescence. The constant presence of smartphones is likely to affect them well into adulthood. Among people who suffer an episode of depression, at least half become depressed again later in life. Adolescence is a key time for developing social skills; as teens spend less time with their friends face-to-face, they have fewer opportunities to practice them. In the next decade, we may see more adults who know just the right emoji for a situation, but not the right facial expression.

I realize that restricting technology might be an unrealistic demand to impose on a generation of kids so accustomed to being wired at all times. My three daughters were born in 2006, 2009, and 2012. They're not yet old enough to display the traits of iGen teens, but I have already witnessed firsthand just how ingrained new media are in their young lives. I've observed my toddler, barely old enough to walk, confidently swiping her way through an iPad. I've experienced my 6-year-old asking for her own cellphone. I've overheard my 9-year-old discussing

the latest app to sweep the fourth grade. Prying the phone out of our kids' hands will be difficult, even more so than the quixotic efforts of my parents' generation to get their kids to turn off MTV and get some fresh air. But more seems to be at stake in urging teens to use their phone responsibly, and there are benefits to be gained even if all we instill in our children is the importance of moderation. Significant effects on both mental health and sleep time appear after two or more hours a day on electronic devices. The average teen spends about two and a half hours a day on electronic devices. Some mild boundary-setting could keep kids from falling into harmful habits.

In my conversations with teens, I saw hopeful signs that kids themselves are beginning to link some of their troubles to their ever-present phone. Athena told me that when she does spend time with her friends in person, they are often looking at their device instead of at her. "I'm trying to talk to them about something, and they don't actually look at my face," she said. "They're looking at their phone, or they're looking at their Apple Watch." "What does that feel like, when you're trying to talk to somebody face-to-face and they're not looking at you?" I asked. "It kind of hurts," she said. "It hurts. I know my parents' generation didn't do that. I could be talking about something super important to me, and they wouldn't even be listening."

Once, she told me, she was hanging out with a friend who was texting her boyfriend. "I was trying to talk to her about my family, and what was going on, and she was like, 'Uh-huh, yeah, whatever.'" So I took her phone out of her hands and I threw it at my wall."

I couldn't help laughing. "You play volleyball," I said. "Do you have a pretty good arm?" "Yep," she replied.^{ASCA}



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John Leonard

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By John Leonard

WE ARE ABOUT "BETTER COACHING"

Dear Friends, around the first of every year, it's a quality and interesting exercise to review what we are each "about". IF we are to "keep the main thing the main thing" as so often advised, what IS "the Main Thing" for each of us, individually and organizationally.

Example: For me personally, the meaning of life is about service to others. Nothing new or different there, for thousands of years, religious and other leaders have said that's the case. To me, that's the main thing. My Dad used to say..."Make yourself Useful, Young Man". I hear that voice still and forever.

Now, the American Swimming Coaches Association. When I came here to work in 1985, I decided our purpose was "Education, Certification, Cooperation." American Swimming Coaching education was marginal, not well organized, not well differentiated between science and experiential work, and certainly not readily available.

Today, "everyone" (well qualified or not) is doing some form of Coach Education and they vary from fabulous to, well, "unbelievable" (and not in a good way.)

In 1985, we started Certification, so an independent body could verify three things: A coaches education, a coaches experience and a coaches "productivity" defined as producing fast athletes. Very specific. Not "a better coach", just simply and accurately, measure Education, Experience and Achievement. Put an end to creative resume writing.

Today, over 20,000 coaches are Certified by us using those criteria world wide. We're the most widely sought Certification in the world of swimming, and, due to the "three-legged stool" above, the most viable. (in 2018, we'll radically expand the Certification opportunities available under the "Education Banner" but more on that soon.

And Cooperation, because, well in 1985, that was an issue. Today,

most of the USA's swimming organizations recognize that we all need to focus on what the athlete needs and work together to facilitate those needs. Credit "goes everywhere" on our great progress on that one. The ASCA will accept its fair share of the credit, along with literally hundreds of other people and organization. Great progress in the right direction.

Somewhere around 1995, we substituted "Leadership" for Cooperation, because simply we needed to recognize that the ADVOCACY for which we'd been famous since 1958 when we caused USA Swimming to be formed and the Amateur Sports Act to pass, was a major piece of our work. Since then we have taught Leadership all over the world and demonstrated it on dozens of major initiatives. (too many to list here, now.) It's a huge part of what we do...protect our sports environment. In 2018, our Level 4 Leadership Course will go online for the first time and be accessible to many more coaches. And every coach is a Leader, by definition, whether you lead a 1000 member team or a ten member group of ten and unders.

Last year I was searching for the "why are we here" simple answer and realized WE ARE HERE TO BETTER COACHING. Which has two meanings. The First, do everything we can to help coaches do a better job of coaching...of working with athletes. And the Second, makes a verb out of "better". We want to improve the life and profession of coaches in every way. For some, that's a full time coaching job, for some, a better experience as a young coach, for some, it's a vital role as a part time coach doing a very specific and very rewarding job of working to improve young people's lives. Every day the ASCA staff comes to work, and works to BETTER COACHING. That's why we are here.

January is a good month to remind ourselves of that.

All the Best, John Leonard

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ENROLL TODAY!

Certification is Evolving!

The Certification Program of the American Swimming Coaches Association is changing as of Feb. 1, 2018! First, if you are already Certified at Levels 3-4-5 via your Athlete Achievement, Education and Experience, nothing changes. No need to do anything!

The only thing you will notice is that on your NEXT level, you will find It Says:

Coach Josephine Jones – Level 4 PERFORMANCE USA-Swimming.

The three legs of the certification stool have always been ACHIEVEMENT, EDUCATION and EXPERIENCE. (on the new certificate, if you have coached an athlete with the required Achievement, it will be shown as the word PERFORMANCE added to the normal "Level 4 – USA-Swimming.")

Beginning Feb. 1, 2018

ASCA Will Recognize Education as its own Category!

So, if you do not yet have an athlete at the required Achievement Level, you can still have access to Levels 3-4-5. They will be termed: "Level 3 Education – USA-Swimming". (or whichever level you earn in whatever category you primarily coach.)

Requirements for Level 3 Education category:

Completion of all Five Required Education Courses and completion of 3 Enrichment courses of the available list. (Completion means passing the test.)

Requirements for Level 4 Education category:

Completion of all Five Required Education Courses and completion of 4 Enrichment courses of the available list.

Requirements for Level 5 Education Category:

Completion of all Five Required Education Courses and completion of 5 Enrichment courses of the available list. So, no need to wait for an athlete achievement for access to our upper three Certification Levels. You can access them NOW through meeting the above requirements. This Recognizes that you are highly Educated Coach and Should be rewarded as such.

Example: Your Certificate might say:

"Coach Todd Smith – Level 4 Education/Level 3 Achievement"

Or "Coach Ellen Jones – Level 5 Education/Level 4 Achievement."

If you are a Level 2 coach with no achievements yet, your Certificate would read:

"Coach Ted Danson – Level (3) (4) (5) EDUCATION"

In this way, while you are still working on your athlete achievement levels, you can be recognized for your commitment to your profession through your Education. Education is one of the tools on the way to being recognized as a Great Swimming Coach!

(Think of it as the Brain surgeon who hasn't done any operations yet, but has completed the highest level of study required to begin doing so.)

Our International Members may also participate in this Certification opportunity in the exact same way.

Remember there is NO change to the current 32 year system of Achievement Based Levels 3-4-5. This is an opportunity for many more coaches to be recognized.

All the Best, John Leonard, Executive Director since 1985.

Advice for a Colleague Working In a Job and Needing a Change....

By John Leonard

Dear (Friend),

A few reminders that you probably already know, but sometimes we forget.

#1. You can only rise as high as those around you let you rise.

So if you WANT to earn 100K a year coaching, but the vast majority of your swimming families live on 80 K a year...there is no way they will pay you 100K plus. (work for families that earn 150K and you're all set....Do well and they don't object to you earning 100K plus.)

So if you want to produce HIGH LEVEL athletes, coach where people have high expectations for their children. (and themselves.)

You won't produce many Olympians out of a program where the general expectation is an "activity" for their children. (ANY, actually.)

Any specific things you want to accomplish, get coaching in the right place, with the right club, with the leadership that matches your own passion and drive.

#2. Given #1, the longer you toil in a place where people just don't give a "hoot", your Best Work, will go unrecognized, unwanted and eventually, PUNISHED. Why are you currently waiting for punishment?

People Punish those who work for them and insist on NOT fulfilling their own values and expectations. I didn't know you were a masochist.

#3. Given 1 and 2, FIND A JOB where people DO CARE, DO VALUE Performance, and hence will value YOU and all others who do likewise.

Otherwise you are just moaning and complaining and not taking action. This makes you appear to be living as a victim. Not how I have ever seen you.

#4. Life Satisfaction comes from: A) A strong sense of purpose. (care about what you do). B) Strong, exciting colleagues who stimulate and challenge you. And C) Strong challenges to overcome, reach, conquer. (don't focus on "overcome", its over-rated). Achievers want to achieve, survivors want to survive. Which are you?

#5. Could your best boss be you? Do you have what it takes to own and run your own business? Every high achieving club in the USA Swimming is either coach owned or coach directed. Is this your best model?

#6. My belief is that you are good and can be very good. Don't waste that on being where it is not appreciated. Work where you will be challenged to do great deeds, great things. FIND THAT PLACE. STAY THERE. BLOOM.

Our friend Charles Schulz of Peanuts fame, said "there is nothing so burdensome as a great potential". He is right. You are burdened with one.

Forget that. Potential does not buy a cup of coffee much less pay the mortgage, feed your kids or (god help you) send your kids to college.

Unburden yourself from where you are and find that place where you should be.

But first make sure the place you are is the problem, and not who you are, because wherever you go, there you will be, facing yourself again.



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<input type="checkbox"/> Current Life Plus Member:	-----FREE World Clinic Registration-----				

Additional Educational Opportunities at an Additional Cost:

<input type="checkbox"/> Coaching at a Swim Meet	Tue. 9/4 (8:00 AM – 12 Noon)	Coach John Leonard	\$50.00
<input type="checkbox"/> ASCA Level 4: Leadership School	Tue. 9/4 (9:00 AM – 5:00 PM)	Coach John Bitter	\$80.00
<input type="checkbox"/> Special Seminar with Jon Urbanek	Tue. 9/4 (1:00 PM – 5:00 PM)	Limited to FIRST 40 Registrants!	\$250.00
<input type="checkbox"/> How to Write Age Group Workouts	Tue. 9/4 (1:00 PM – 5:00 PM)	Coach Guy Edson	\$50.00
<input type="checkbox"/> SwimAmerica Conference	Wed. 9/5 and Thu. 9/6	To Be Announced	\$175.00
<input type="checkbox"/> ASCA Level 2: Stroke School	Wed. 9/5 (9:00 AM – 5:00 PM)	Coach Jackson Leonard	\$80.00
<input type="checkbox"/> ASCA Level 3: Physiology School “The Planning and Execution of Training”	Wed. 9/5 (9:00 AM – 5:00 PM)	Coach Steve Morsilli	\$80.00
<input type="checkbox"/> ASCA Level 5: Administration School	Wed. 9/5 (9:00 AM – 5:00 PM)	Coaches Paris Jacobs and John Bitter	\$80.00
<input type="checkbox"/> Dryland for Explosive Power	Wed. 9/5 (1:00 PM – 5:00 PM)	Coach Charlie Houlihan	\$50.00
<input type="checkbox"/> Special Seminar with Bruce Gemmell	Fri. 9/7 (1:00 PM – 5:00 PM)	Limited to FIRST 40 Registrants!	\$250.00
<input type="checkbox"/> Advanced Para-Swim	Sun. 9/9 (8:00 AM – 12 Noon)	Coach Peggy Ewald	\$50.00
<input type="checkbox"/> Using Technology in Coaching and Swimming	Sun. 9/9 (8:00 AM – 12 Noon)	Coach Gary Hall Sr.	\$50.00
<input type="checkbox"/> Working Successfully with Swim Parents	Sun 9/9 (8:00 AM – 12 Noon)	Coach John Leonard	\$50.00
<i>SwimAmerica Training</i>	Sun 9/9 (9:00AM – 12 Noon)	Contact Julie Nitti to Register 1-800-356-2722 or jnitti@swimmingcoach.org	
<input type="checkbox"/> Certified Stroke Technician	Sun. 9/9 (9:00 AM – 12 Noon)	Coach Guy Edson	\$50.00
<input type="checkbox"/> Translation (English to Spanish) during the World Clinic			\$200.00

World Clinic Yearbook 2018 (*choose option*): Binder version - \$20.00 CD version - \$20.00 Binder and CD - \$30.00
Pre-Order Price International Binder – add \$50.00 to order

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Mail form to: American Swimming Coaches Association, 5101 NW 21st Avenue, Suite 530, Fort Lauderdale, FL 33309
Register online at www.swimmingcoach.org | Register by phone at 1-800-356-2722 or (954) 563-4930 | Register by fax to (954) 563-9813
Hotel: Anaheim Marriott • 700 W Convention Way • Anaheim, CA 92802 • Phone: 1 (877)-622-3056 • Rate: \$139.00 single/double

Find more information about the 2018 ASCA World Clinic online at: www.swimmingcoach.org/worldclinic/

Cancellations: The ASCA cannot issue refunds or credits for any cancellations. We can defer the registration to a year later, under cases at our discretion.
Terms and Policies: The ASCA reserves the right to cancel, reschedule or substitute speakers for particular events, activities or sessions. The ASCA may record or photograph sessions for sale and distribution. By registering, individuals agree that the ASCA may photograph and record audio/video, their attendance and involvement in the program. Individuals agree that the ASCA may use these images/recordings for promotional purposes. Only the ASCA may electronically record any portion of the convention. Registrants agree to refrain from marketing products or services during the convention except as part of a booth in the Exhibit Hall. Registrants agree to turn off cell phones/pagers or keep on vibrate during the convention. The ASCA does not endorse any speaker's or exhibitor's products or services.

ASCA WORLD CLINIC PROGRAM Anaheim CA

Tuesday – 9/4

Begin CSCAA Track – 3 talks in afternoon.

1. Ray Anderson – Arizona State University Athletic Director - 1-2 PM
2. Coach Catherine Vogt – “Connecting with Your Athletes.” 2:15-3:15 PM
3. Coach Augie Busch – “Backstroke” 3:30-4:30 PM.

Schools

9 AM – 4 PM - Level 4 – Leadership – Coach John Bitter. Santa Clara.

8 AM – 12 Noon - Swim Meet Coach – Coach John Leonard

1 PM- 5 PM - Writing Workouts – Coach -Guy Edson

1 PM – 5 PM - Special Seminar – Coach Jon Urbanek

Wednesday – 9/5

CSCAA Track Continues:

1. Greg Meehan – Stanford - 8:30-9:30 AM
2. Charlie Griffiths – Claremont- Mudd- Scripts – “Building a Championship Conference Team”(10-11 AM)
3. Business meeting CSCAA 11:15-12 Noon.
PM
4. Gregg Wilson – “Lessons and a Swim Club – How to make a Living Coaching College Swimming” 1-2 PM
5. Greg Malszecki – York University – “Listening Skills for Everyone”. 2:30-3:30 PM.
6. Jeff Kostoff – Stanford Men’s Distance Swimming. 4-5 PM

CELEBRATE ASCA 50TH WORLD CLINIC!

Weds, continued.

Schools

Level 2 – 8 AM – 5 PM – Jackson Leonard, Gulliver Prep High School, Miami.

(lunch break 11:30-1 PM)

Level 3 – 9 AM – 5 PM – Steve Morsilli – Pleasanton Seahawks, Ca.

Level 5 – 9 AM – 5 PM - Paris Jacobs - Machine Aquatics. W/ John Bitter – Santa Clara.

1-5 PM - Dryland for Explosive Power and Speed – Coach Charlie Hoolihan

7-8:15 PM - Keynote talk – *Don Swartz – “The Many Faces of Coaching...A Tribute to our Profession”*

Welcome Party in the Exhibit Hall – 8:20-10 PM.

Meetings:

ASCA Board Meeting. 1-5 PM.

ASCA Business of Swimming Track all day – NO additional Charge (SwimAmerica Conference Attendees Invited)

- 1) 9-10 AM - “Being a Professional Swimming Coach” – *Mark Schubert, Jim Wood, Kathleen Klein-Prindle.*
- 2) 10:15-11:15 AM – “Using SwimAmerica to Build Your Swim Team Size and your Bank Account.” – *Bill Schalz*
- 3) 11:30-12:30 PM - George Block/ Jackson Leonard – “Millenials Coaching – Adaptations by them and by the Head Coach.”
- 4) 2-2:45 PM – “Using StrongAmerica to help your staff to full time coaching status and expand your Business Model.”
- 5) 3-4 PM - (Big Team successful Business Model) – TBA.
- 6) 4:15- 5:15 PM The Para-Swimming Model – Why You Should Be Offering Para swimming – Coach Peggy Ewald.

Thursday – 9/6

9 AM to 5 PM – SwimAmerica Learn to Swim Conference – All Day.

(Program to be announced, March, 2018)

AM – 3 Major Talks.

- 1) Dave Durden – Cal. - 8-9 AM
9-9:30 – Please visit the Exhibit Hall!

- 2) John Atkinson – 9:30-10:30 AM – Canada
10:30-11 AM – Please visit the Exhibit Hall!

- 3) David Salo – 11 AM – 12 Noon.

PM – Age Group track – 4 presentations!

- 1- *Gordy Westerberg/Steve Haufler/Jon Urbancheck – “FIXING ERRORS”. 1-1:45 PM.*
Please visit the Exhibit Hall!
- 2- *Mark Bennett – Clovis Swim Club – Coach of Claire Tuggle. 2:15-3 PM.*
Please visit the Exhibit Hall!
- 3- *2017 AGCOY – Rob Norman – Titans – 3:30-4:15 PM.*
- 4- Panel for questions. 4:15-5 PM

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- Senior track – 4 presentations!

- 1) Dave Durden – 1-1:45 PM.
Please visit the Exhibit Hall!
- 2) John Atkinson – 2:15-3 PM
Please visit the Exhibit Hall!
- 3) David Salo – 3:30-4:15 PM
- 4) panel of the above for questions –4:15-5 PM

- Science track – 3 talks.

- 1. Dr. *Jan Prins – TBA*
Please visit the Exhibit Hall!
- 2. TBA
Please visit the Exhibit Hall!
- 3. TBA

ASCA ANNUAL AWARDS BANQUET AND HALL OF FAME INDUCTION

Reception: 6-6:30 PM

Dinner and Ceremonies – 6:30-9 PM

Friday- 9/7

AM . 8-9 AM - 1) Coaches Mark Schubert, David Marsh and George Block – “Creating a World Class Coaching Career”

9-10 AM – ASCA Business Meeting and election.

Please visit the Exhibit Hall!

11-12 Noon - 2) Coach Ben Titley, Canada

Meeting:

12 Noon – 1 PM - ASCA Board Meeting Business Lunch

PM – Age Group track – 4 Presentations.

- 1-1:45 pm - Bryan Dedeaux, Mission Viejo – “the Mission Viejo Dryland Program; age group to senior”
Please visit the Exhibit Hall!
- 2:15-3 PM - Jackson Leonard – Gulliver Prep – TBA
Please visit the Exhibit Hall!
- 3:30-4:15 PM Mark Bennett – Clovis – TBA
- 4:15-5 PM - Panel of the above.

Special Seminar – 1-5 PM – Coach Bruce Gemmell.

- Science track – 3 talks.
 - 1. 1-1:45 PM - Dr. Jan Prins – “Impulse as applied to Swimming Stroke Mechanics”
Please visit the Exhibit Hall!
 - 2. 2:15-3 PM - Tristan Lehari –
Please visit the Exhibit Hall!
 - 3. 3:30-4:15 PM – TBA
 - 4. 4:15-5 PM – Panel of the above.
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 -
 - High School track – 4 presentations.
 - 1) 1-1:45 PM Arvel McElroy – Legal Issues in HS Coaching”
Please visit the Exhibit Hall!
 - 2) 2:15 3 PM - Joel Shinofield. – “ College Swimming for Everyone”
Please visit the Exhibit Hall!
 - 3) 3:30-4:15 PM . Jeff Grace – “ Swimming Specific Yoga Part One “
 - 4) 4:15-5 PM – Panel of the above.
 -
 - Senior track – 2 talks –
 - 1) 1-1:45 PM Jeff Grace – “Swimming Specific Yoga”
Please visit the Exhibit Hall!
 - 2) 2:15-3 PM - Ben Titley , Canada
Please visit the Exhibit Hall
 - 3) 3:30-4:15 PM – TBA
 - 3) 4:15-5 PM - Questions/Panel of the above. .
 -
 - 5-6 PM - In the Exhibit Hall – “**The Newbies Speak**” – TED TALK FORMATS with Michael Lawrence moderating. 8 Minutes of Fame. 8 selected NEW SPEAKERS. Can never have spoken at the WC before. New Ideas, new speakers!
- Meeting:**
- Evening – World Swimming Coaches Association Meeting. 7-8:30 PM

Saturday – 9/8

AM – 3 Major Presentations.

8:30-9:30 AM 1) Counsilman Memorial Lecture – Benjamin Hardy – “Thirty Behaviors That Will Make You Unstoppable”.

Please visit the Exhibit Hall.

2) 10- 11 AM - Gregg Troy– “Developing Caeleb Dressel’s starts and turns”

3) 11:15-12:15 PM - Mark Schubert interviewed by Casey Converse – *The Magic of Thinking Big.*

PM – Age Group track – 4 presentations.

- 1-2 PM Denise Carlson – Foxjets – “Navigating the transition from Age Group to Senior”
- 2:15-3:15 PM Bryan Dedeaux – Mission Viejo – TBA.
- 3:30-4:15 PM Jackson Leonard – Gulliver Prep –
- 4:15- 5 PM Panel of the Above -

High School Track – 6 talks (3 AM, 3 PM)

- 8:30-9:30 AM Arvel McElroy – TBA
Please visit the Exhibit Hall! -
- 10-11 AM - Joel Shinofield – *Recruiting*
- 11:15- 12 Noon - Jeff Grace – *Swimming Specific Yoga – Part Two.*

PM 4. 1-2 PM Greg Troy – “Developing a Culture of Hard Work”

- 2:15-3:15 PM – TBA
- 3:30-4:15 PM Gary Hall Senior - “Using Technology in Coaching and Swimming”

- Psychology track – 3 talks, PM

- 1.1-2 PM - Greg Malszecki – (topic of his choice)
- 2. 2:15-3:15 PM - TBA
- 3. 3:30-4:15 PM Denise Carlson – Foxjet – “Creating Consistent Culture and Skill Language for a team”
- **World Swimming Association Meeting 1-5 PM.**

Sunday – Schools – All 8 AM – 12 Noon.

- Advanced ParaSwim – Coach Peggy Ewald – 2 hours of classroom, 2 hours of pool Instruction.
- Coach Gary Hall, Sr. – Using Technology in Coaching and Swimming.
- “Working Successfully with Swimming Parents” – Coach John Leonard
- Certified Stroke Technician Course (learn to swim to novice swim team) - Coach Guy Edson

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