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Luise Torres Photography

<https://www.luisetorresphotography.com/about>

On the cover are the Knights of Higley High School Swimming and Diving in Gilbert, AZ. They are coached by Chris Robinson, Jaime McClure and Ryan Kiley. In addition to being busy in the pool, the Knights participate in community service such as volunteering with Feed Our Starving Children.

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Greetings,

What is NISCA all about? For many of you it is our All America programs . . . and that's it. But our motto is **"to educate, promote and honor"**. Every year at our annual conference and clinic we investigate ways and put programs in place to address these three goals. The NISCA leadership and members present, propose, discuss

and vote on programs and awards for coaches and athletes. Our conference will be held March 21-24 in Minneapolis, Minnesota in conjunction with the Men's NCAA Swimming and Diving Championships. I want to personally invite you to attend and participate. You can also see the fastest swimming meet in the world!

NISCA would like to congratulate **Brent Rutemiller**. Most of us know Brent as the "Swimming World" guy. He actually is the CEO of Sports Publications International, which publishes Swimming World and all of the associated websites and electronic publications. His list of accomplishments would fill this letter . . . so let's just say that his impressive resume has become even more impressive as he was named the CEO of the merged International Swimming Hall of Fame and Swimming World Magazine. Brent has always been a friend to NISCA and high school aquatics. We look forward to continued work with Brent in his new position to better all aquatic sports.

I would also like to recognize our own **Eve Julian**, NISCA Secretary, as she has been named by Swimming World as one of the "10 Most Impactful People in 2017". Eve has been the NISCA secretary

for the last 10 years . . . or so. She truly is a strong voice for high school swimming. We are very proud of her!

Eve Julian: NISCA's own Wonder Woman

Finally, I'd like to recognize our friends at **Commit Swimming**, they also have been named by Swimming World to the list of Most Impactful People in 2017. If you aren't aware, Commit is a website/app that helps you plan and keep track of your swimming practices. Very easy, flexible and intuitive to use. I met the guys, Dan Crescimanno, Dan Dingman and Nico Gimenez at the ASCA World Clinic a few years ago. They have been supporters of NISCA ever since.



REMINDER- Unfortunately, every year some deserving athletes do not get honored because coaches do not submit their applications for All America awards. Remember, that there are seasonal deadlines which must be met to avoid late fees, so get those applications in on time. The next deadline is March 31 for winter season athletes. There is also an absolute deadline, no exceptions, which is June 15 (Diving is May 25!) Applications must be submitted online by midnight Eastern Time on June 15. No late applications will be accepted after this time.

Grab one of your friends and join us in Minnesota.

Sincerely,

Mark Onstott
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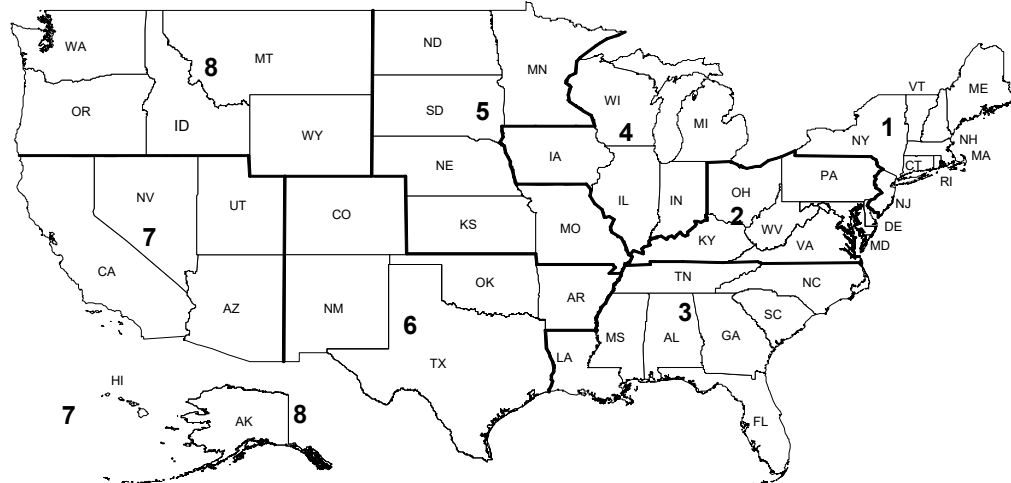
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From the Editor:

Like many of you I am in the throes of Championship season here in Tennessee. While it is undoubtedly the most exhausting time of the year it is also the part I look forward to most. Of course, I love the racing, the rivalries and watching the kids finally do all of those amazing things that they never knew they could do. But, what I really look forward to about this part of the season is the time I get to spend really getting to know each kid. In the quiet moments before warm-ups, or that unexpected bit of time after a short, taper practice the opportunity to listen to them and to learn what makes them tick is the icing on the cake. Many of those “kids” are now grown with children of their own, but remain some of my favorite people in the world. I think that’s the best thing about coaching!

In this issue we continue our efforts to introduce you to some of the people in our national swimming



community, including some stellar athletes, a few of our members and the recipient of a special recognition: Gregg Anderson. You’ll also see a familiar book review- The Three Year Swim Club is just too good to pass up and it will be a movie we’ll all want to check out soon. We also bring you the final installation in our series about how athletes can be their best advocate in the college search.

We have a couple of ideas to add to your coaching toolbox: one on strength training for team culture and another about the vastly underused resource of mental training. For the polo folks among us we’ve got an interesting perspective from parents of new players (I’m in that category!) that may help you understand your team, players, and prospective players even better.

Towards the back we’ve put some additional information about the national conference in March. There’s something for everyone and I hope you’ll all attend and bring a friend!

Betsy Hondorf

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The NISCA Journal is edited and published by NISCA (Editor, Betsy Hondorf). If you have submissions, questions or suggestions for the Journal please contact me at niscajournal@gmail.com

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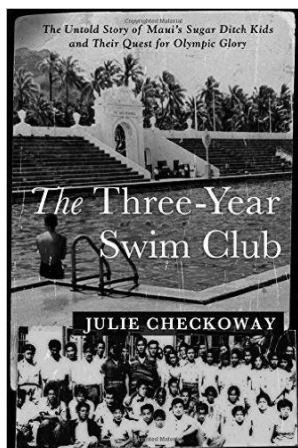
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From the Bookshelf: The Three-Year Swim Club

Soichi & the Sugar Cane Kids



The Three-Year Swim Club, Julie Checkoway. Grand Central Publishing, NY, NY, 2015. 415 pp. \$27 US, (Hardcover) ISBN 978-1-4555-2344-3

Reviewed by Dave Barney, Albuquerque Academy, NM

I submit the following narrative with a tip of the hat to former NISCA president Arvel McElroy, who wrote a short review of this book for the 2016 September/October issue of the Journal. But because it has become such a popular book, soon to be made into a movie, I thought it might be worthwhile to give it a second glance, as it were. So, on with the echo, so to speak, beginning with the irony of it all. The duality, I mean. In 1932, the very year I was born on Boston's north shore, a first-generation, Japanese-American schoolmaster on the other-side-of-the planet began teaching a bunch of sugar cane plantation kids on the Hawaiian island of Maui to swim in the polluted currents of the plantation's irrigation canals. Simultaneously, five years later in 1937, when I found myself in the throes of recovery from a near-drowning incident that almost ended my life, that island educator challenged his sugar cane kids to sign a contract,

pledging three years of total sacrifice to the idea of qualifying for the 1940 Olympic Games under the banner of what came to be known as "The Three-Year Swim Club," a territorial team that would eventually win national championships, set world records, and provide America with some of its greatest swimmers. Over time, that schoolmaster also taught those canal-kids something about rising above the equally polluted currents of their poverty-stricken life-circumstances as well. That teacher's name was Soichi Sakamoto and he would go on to become a coaching icon in American and international swimming. Sakamoto's story constitutes the heart and soul of Julie Checkoway's fascinating new book, *The Three-Year Swim Club*.

That schoolmaster also taught those canal-kids something about rising above the equally polluted currents of their poverty-stricken life circumstance.

To put some of what follows in historical perspective is the fact that long before competitive swimming began to move from this country's northeastern corridor toward heartland America, and then westward toward California, a small but significant measure of swimming excellence resided well beyond mainland America, seemingly out-of-sight and out-of-mind in an archipelago possessing an astonishing record of swimming excellence but, contrarily, only a dream of achieving American statehood. Unaffiliated politically and isolated

geographically by almost three-thousand miles of vacant ocean, the early vestiges of what would eventually be called the “Three-Year Swim Club” came into being at a time when the islands of Hawaii had only barely emerged from what had been for more than a century, family squabbles between sovereign kingdoms.

My recent reading of Ms Checkoway’s book has brought the whole saga of coach Sakamoto and competitive swimming in the Hawaiian Islands in the first half of the 20th Century into much sharper focus, a view that was initiated in my consciousness only briefly a few years ago in 2012 to be exact, when I had the good fortune to meet and share the podium at the International Swimming Hall of Fame with Sonny Tanabe, one of Coach Sakamoto’s former swimmers, as well as one of Checkoway’s cited sources in the chronology of *The Three-Year Swim Club*. But while it may have been Tanabe, who became my primer for at least a reference to Sakamoto, it is Julie Checkoway who has become my authority for all things associated with the life and times of Soichi Sakamoto, a diminutive, modest man in all respects but a man of immense vision with an irrepressible sense of purpose. His contributions to the sport of swimming become all the more astonishing when we begin to compare his extraordinary threadbare coaching circumstances with those we see currently in the form and function of what often exists today at the top of the totem in USA Swimming: mega swim clubs: teams with rosters listing thousands of swimmers, training under a singular banner with a task force of coaches at multiple satellite sites. That aside, one thing is certain: Sakamoto certainly had a vision and the idea of commitment to a singular banner (3YSC) long before the mega-team concept eventually took over.



Chronologically, Checkoway guides us through an evolution of sorts, beginning with the difficult years of the Great Depression on the island of Maui, followed by the traumatic and virulent, anti-Japanese WWII period, and then finally to Sakamoto’s swan song at the University of Hawaii in the middle of the 1960’s. In all of this, she educates us to both the prejudice and the politics that postured Sakamoto’s nearly three-decade presence in the world of international swimming.

From those silent echoes of the cancelled 1940 Olympics, scheduled ironically for Tokyo, would surely have risen the names of Sakamoto’s first 3YSC would-be Olympians: Kiyoshi Nakama and Fujiko Katsutani. As it happened, they would have to content themselves with mere American and world records and not Olympic ones. They were the first of Sakamoto’s so-called stars, but many more 3YSC luminaries would follow in their wake, boys and girls bearing names like Miyamoto, Kono, Kawamoto, Takeyama, Hirose, Abe, and Oda . . . and, seemingly, an out-of-sorts ethnicity guy named Smith, Bill Smith, perhaps the brightest Hawaiian luminary of them all, believe it or not. Additionally, and in stark contrast to Sakamoto’s modest



demeanor, Checkoway familiarizes us with the so-called coaching giants of that era and their respective egos, as well as the various hypocrisies associated with both them and their AAU overseers. When we look more closely at the “glitter” of those figures, we are reminded once again of what Shakespeare taught us long ago . . . “all that glisters is not gold.”

Finally, on the matter of Julie Checkoway’s research, it is exhaustive. The core of her investigations involves hundreds of hours of extant interviews with surviving members of the 3YSC and their generational progeny, many of whom are well into or nearing their nineties. Embedded in those oral histories is an extraordinary mosaic of more than five-thousand citations of both primary and secondary sources, as well as origins and ideas related to her research. At the center of her 415 pages of narrative and notes is a collection of photographs, most of which were gleaned from either the private collections of 3YSC member families or from the Alexander and Baldwin Sugar Museum’s archives on the island of Maui. Most striking in the photographs, and in sharp contrast to the towering, photogenic presence of Hollywood movie swimmers of that era like Esther Williams, Johnny Weissmuller, and Buster Crabbe, are the Japanese kids, most of whom appear diminutive by

comparison and would surely have fit better in any one of a several old family photo-album snapshots of the equally scrawny Barney brothers. Thanks to Julie Checkoway, and basking in the light of what I know now, it would have been an honor to have been a “Sugar Cane Kid” myself and become associated with a coach of such immense influence. One final connection, albeit in one sense, an apologetic one: in March in Minneapolis at NISCA’s 47th Annual Awards Banquet, I will have the honor of receiving one of NISCA’s most cherished awards, the *Collegiate-Scholastic Trophy*. Fifty years ago, the tenth recipient of that award was Soichi Sakamoto. In a singular sense, then, that honor will become all the more inspiring and to a much greater degree, humbling.

The Three-Year Swim Club is a must read for coaches both past and present, and for swimmers too, especially for those who are looking for a large dose of inspiration, in this instance, the model of a man huge in heart and spirit, and a woman possessed by purpose and passion for writing a story which sorely needed to be told.



Every Child A Swimmer:



Long-time NISCA member and Chair of the Kalos Kagathos Foundation, Bruce Hopping, would like to encourage each NISCA Member School swim team to organize a Learn-to-Swim program. He has worked with former NISCA President Mel Roberts to raise awareness of the Every Child a Swimmer program. Additionally, an article about the program was run in the Journal several years ago. If anyone has a copy of that issue please contact Bruce or any member of the NISCA letterhead.



NEW MEMBER PROFILES:

Annette Thies, Albuquerque Academy

Jill Dicuffa, Ann Richards School for Young Women Leaders, Austin, TX

Judd Anderson, Muscatine High School, Muscatine, IA



Consistent themes emerged in conversations with the coaches profiled in this issue. Both have been involved with swimming from a young age and both consider themselves lucky to

coach high school swimmers. Jill Dicuffa currently teaches leadership at Ann Richards School for Young Women Leaders in Austin, Texas. Judd Anderson taught social studies until 2000 at Muscatine High School in Muscatine, Iowa and continues to coach there. They do have one striking difference - Judd has coached and been a NISCA member for 54 years and Jill is a first-year swim coach and just joined NISCA.

Judd swam for the University of Minnesota and after graduation was offered the head coach position at Muscatine High School. He thought he would only be there a few years but stayed, retired from teaching and decide just to coach the boys team. Three years later he was asked to return as head coach for both boys and girls and he's still on deck in that position enjoying every day.

Judd's girls team is around 25 swimmers for fall season and around 30 boys in the winter season. He says this works great because it gives him plenty of pool space in the 6-lane pool that Muscatine built 40 years ago. Aside from a few club swimmers that practice an hour from Muscatine Judd's teams are

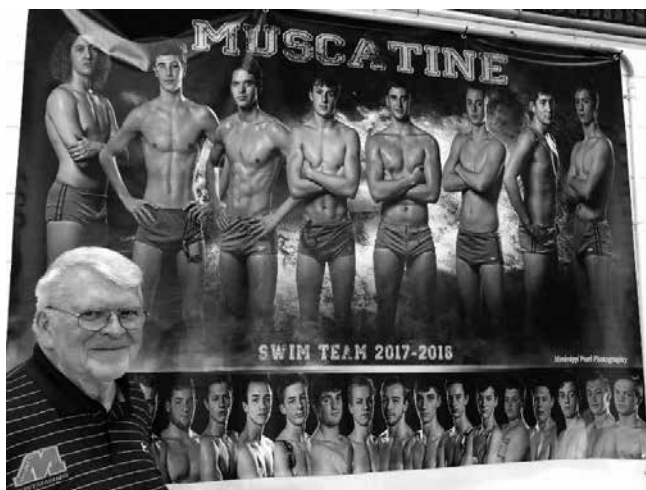
comprised of predominantly high school only swimmers.

This is Jill's first season as head swim coach at Ann Richards School for Young Women Leaders in Austin Texas where she also teaches leadership. She started swimming at age 5 in summer league and a year with Longhorn Aquatics until she discovered dance. At Texas A & M she rediscovered swimming and has been swimming recreationally ever since.

Jill coaches 18 girls that are new to competitive swimming and many are freshmen, so she is looking forward to building a solid team by the time they are seniors. The Austin school district has no pools so the school rents pool time from LA Fitness four days a week from 6:30 to 8:30 in the morning. Asked how she motivates 18 girls to attend morning swim practice before school Jill replied, "they motivate each other - they are proud to be swimmers and wear their wet hair as a badge of honor. "

New member Jill Dicuffa of the Ann Richards School for Young Women Leaders in Austin, TX.





Long-time member Judd Anderson of Muscatine High School in Muscatine, IA. Also below right.

How would you describe your coaching philosophy?

Jill wants a cohesive team that can balance work and fun. Along with her usual practice and dryland training she has added “mindfulness” practice so the girls can learn to be in the moment during a race and at practice. She recently had the girls prepare a synchronized swim routine as way to have fun and acquire the important feel for the water. One of Jill’s favorite team building exercises is “what’s in my bag” where the swimmer pulls out one item from her swim bag and tells her teammates why it represents her.

Judd never cuts any swimmer that wants to join his program. As a result, he has had everything from disabled swimmers to All America swimmers. He calls his philosophy “eating an elephant”, which Judd explains as “if you swim every day and do the work at practice you will get better.” One of his happiest memories is of a swimmer with multiple sclerosis that followed Judd’s philosophy every practice, every day, and by his senior year made his goal of 2 minutes in the 50 free.

Why did you join NISCA?

Judd joined in 1967 after hearing about NISCA from fellow coaches. He attended every NISCA conference between 1967 and 2000 and refers to himself as “the right-hand man” to Don Jepson, one of NISCA’s first Presidents. Judd developed many friendships in NISCA and was involved in the early introduction of the Power Point ranking system that is still used today. He currently uses the available information on the web site and enjoys the easy access to his Swimming World subscription through the NISCA registration process.

Judd stays in touch with coaches he got to know through NISCA years ago. His advice to new members is “get involved in NISCA as much as you can.” Judd migrates to Florida after swim season ends and is hoping to make it back north for the NISCA conference in March. When asked how long he’ll continue coaching Judd said, “as long as the school is willing to let me and as long as I can.”

Jill joined NISCA to tap into the high school specific information and use the on-line resources. She is hoping her district can send her to next year’s conference. She had the opportunity to attend the TISCA conference in September and said the information and networking was very helpful in the development of her new program. She is energized, enthusiastic and is interested in volunteering with NISCA in the future.



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Gregg Anderson Honored with Pool Dedication

North Brunswick High School Gregg Anderson Pool



Gregg Anderson was recognized for his 39 years as the boys and girls swim coach at North Brunswick when the school pool was renamed in his honor in December. In his time as coach he

led the Raiders boys to 276 wins and the girls to 244. Many of his former swimmers returned to help North Brunswick bestow the ultimate honor on Anderson. At the Board of Education the school's pool officially was renamed the North Brunswick High School Gregg Anderson Pool. Two days later, before the Raiders' meet with Sayreville, even more former alumni were there as he cut the ribbon on the newly christened pool.

"Swimming is kind of a lonely sport," Anderson said. "It's an individual sport, but it's also a team sport. When you're swimming, you can't see anything, you can't hear anything and so you're a lot in your head. So, I tried to teach the kids how to plan for success. That's the main goal."

Anderson also began posting the top 15 times in the eight swim events on the wall in the hallway, forever giving Raider swimmers goals for which to shoot.

"That's a big motivating factor," said Judy Fosko, who worked with Anderson as a member of the swimming parents association. "The kids want to get

up on that board. Not every kid can set a record, but they look forward to trying to make that top-times list so that when alumni come back they can see their names hanging in the hallway in the high school."

Anderson's true gift may have been to see the potential in his swimmers, even if they didn't see it.

To former athletic director and interim vice principal Lou Emanuel, Anderson's honor is well-deserved. "He expected the tremendous athletes to achieve, and he gave them goals and showed them ways to get there," Emanuel said. "But the kids who were just your average swimmer and loved to swim, he was able to pull them beyond what even the kids thought they could do and that's the awesomeness of Gregg."



SENIOR SPOTLIGHT: ATHLETES WITH CHARACTER

Dakota Luther, Austin Westlake High School, Austin, TX

All America 100 Butterfly, 100 Freestyle, 200 Freestyle



Dakota Luther was the top swimmer on the girls 100 Butterfly All America list for 2017. She also notched spots in the 100 and 200 Freestyles. According to her coach, Steve Navarro Riel she is a fierce competitor and always saves her top performances for the big meets. The bigger the meet, the better she performs.

She enjoys practice, but lives more for the meets, the competition. When the bright lights are on and the gun goes off, that's when she tends to shine her brightest.

While she admits that she doesn't love school, she recognizes that it has taught her to have balance in her life and given her so many great people. English is her favorite subject. She likes how many of its lessons can also apply to life rather than just school. She doesn't do too much in her spare time, but she does love to be with her parents, two younger brothers, and 3 dogs. She feels the need to hang out with them more now more than ever before she leaves for the University of Georgia in August.

She's a very goofy person, so she has so many stories to tell and experiences she would love people to learn from, but most are better told in person.

She feels that High School swimming has been amazing for her and thinks it will really help her transition into college swimming better. Districts, Regionals, and State will always be some of her favorite meets and she looks forward to competing in them one last time.

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She's tried her best to leave her mark on this sport, and she continues to do so every day. She appreciates all of the support she has gotten and the people that have stood by her no matter what.

Conor Casey, Woodson High School, Fairfax, VA

All America Boys Diving



Conor Casey topped the Boys Diving All America list for 2017. In his spare time the future Stanford diver enjoys playing the FIFA video game, watching English Premier League soccer games and playing Spikeball with friends

Of his high school classes, AP Economics and Film Study are the most fun, but having a knack for math and taking Multivariable Calculus certainly helped with the Stanford application!

Conor features large in many Woodson Swim & Dive stories. Carrying on the Woodson tradition of a diver tackling and surviving the 500 free event at a dual meet, coordinating the group hair color and hair dye event for 2017 States, and having to unexpectedly borrow a freshmen's Speedo to be in "uniform" for Winter Sports yearbook picture are among some of the best.

His favorite dive this year was throwing the judge-confounding 113C Flying 1 1/2 tuck at the conference Invitational.

Conor has a supportive and positive "deck presence" for himself and the team. He really tries to focus on the process and not the result. He is thankful for having benefitted from Woodson's dive tradition and proud that he could add to the legacy.

NISCA High school swim coaches exchange group

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FEATURE:

HOW TO TALK WITH COLLEGE COACHES

How to be an Effective Self-Advocate

Courtney Bartholomew- Streamline Swimming



As a swimmer in pursuit of college swimming opportunities, it is important know that campus meetings with coaches can boost candidacy as a prospect. As a swimmer, it is also

valuable to know how to properly prepare for these interviews. What does preparation entail? Beyond doing basic research on the coach, swim program, and college or university, it means that the recruit is ready to:

- **TAKE CENTER STAGE**—Confidently lead the discussions and have their parents take a supporting role.
- **BE INTELLIGENTLY INQUISITIVE**—Ask relevant questions that indicate they have studied up and are eager to learn about the coach, team, academics, and more.
- **DELIVER THOUGHTFUL FEEDBACK**—Provide detailed answers to questions coaches will ask about the swimmers background, credentials, current plans, and goals.

This prep is essential in presenting the recruit as a mature and knowledgeable athlete who is passionate about a college swimming career.

However, interviews can all be unique depending on each coach's style and personality. Sometimes coaches give the athlete the floor right away, expecting them to build the conversation, or the coach does a lot of endorsing of their program, leaving less time for the recruit to share. Situations like these and others may make it difficult to find ways to talk about individual attributes in a natural way.

To be a more effective self-advocate, use an “ask, listen, and share” approach. This simple technique will allow the recruit to showcase their unique strengths and talents without trying to address these topics out of thin air. For example, ask a key due-diligence question such as, “Coach, can you please tell me more about what you do to help your swimmers improve?” As he/she explains the team's practice strategies, listen closely for similarities to the way you practice and keep the conversation going. “Coach, your combo of racing, drills, and dryland is very similar to what I have been doing. Here's what my practices are like...” This strategy is a great way to go deeper with the conversation and touch on core attributes of a recruit's swimming, academic, and personal make-up.

Another example of this is if a coach has not asked about an aspect of a swimmer's background (maybe

volunteering in the local community) they want to share. In this case, bring up the topic by asking a variation of the question, "Coach, could you please tell me about volunteer work some of your athletes do?" As he/she explains the program's members of the team may have joined and volunteer in, they can say, "Coach, this is a lot like my volunteer program. Plus, participating in activities that benefit my community (or a cause I believe in) in high school has helped me become a more empathetic individual and has shown me the importance of giving back, caring for others, and advocating for a cause I believe in." Again, this works nicely as a way to elaborate on values a coach might find to be attractive.

Throughout the recruiting process, prospective college swimmers will have many opportunities with

Courtney Bartholomew is a former Division I, four-year, full scholarship student-athlete for the University of Virginia. Realizing the college recruiting process is becoming increasingly difficult for families to manage and understanding that families need support during this time, she founded Streamline Swimming. Now as a college recruiting consultant, Courtney mentors clients and their families toward well-informed and sound decisions that will enhance their athletic development, assist them throughout the recruiting process, and lead to long-term success in life beyond athletics.

If you need assistance in the process please visit my website, www.streamline-swimming.com, for more information.

college coaches, and their goal with each meeting is to make a positive impression. Flexing self-advocacy muscles will help a recruit win the

To be a more effective self-advocate, use an "ask, listen and share" approach

interview process and stand out as great candidate.

If you need assistance in confidently leading conversations with collegiate coaches, asking relevant and effective questions, or help with any part of the college recruiting process please visit my website, www.streamline-swimming.com, to ask for more information or to contact Courtney Bartholomew.



The advertisement is a black and white graphic. At the top, the text "Glide Paddle" is written in a large, bold, sans-serif font. Below this, there are two side-by-side photographs of a swimmer in a pool. The left photo shows the swimmer's arm extended forward, with a circular callout and the text "Fix: Outsweep". The right photo shows the swimmer's hands in a crossover position, with a circular callout and the text "Fix: Crossover". Above the photos, a glide paddle is shown. At the bottom of the graphic, the text "...True Feedback" is written in a large, bold, sans-serif font. Below this, the logo for "SwimmersBest Swim Solutions" is displayed, featuring a stylized "SB" inside a circle.

HIGH SCHOOL SPECIFIC:

BEYOND STRENGTH

Cultivating championship culture through dryland routines

Jim Davis and Mac Guy, New Trier High School

The 2016 New Trier swim team was full of hard workers, dedicated student-athletes, and talented individuals. On the first day of dryland training, however, a passing observer might have found that hard to believe. The group entered the weight room with their heads hung low, slowly plodding through the room with an air of skepticism and (likely) disdain. This was a group of good, hardworking human beings, mind you, but something beyond the early wakeup call was clouding that picture.

Great team chemistry can elevate performance, even in a sport comprised of primarily individual efforts, like swimming. Chemistry, or lack thereof, can make or break a program's long-term success. Communication between teammates is central to the cultivation of chemistry, which can be difficult in practice, since a swimmer's face is so often in the water. Dryland training provides an ideal environment for face to face communication throughout training sessions. In that setting, we set to work with our reluctant swimmers, cultivating chemistry by focusing on three key ingredients: Clear Standards, Deliberate Practice, and Community.

Standards

STANDARDS are the overarching concepts which lay the foundation for team success. In our weight room there are two, in order of importance, which precede the rest: 1) Safety and 2) Bias Toward Action.



Our key to maintaining a mentally and physically safe environment is reciprocal teaching, a framework in which athletes reinforce their own understanding of a concept or movement by teaching it to their peers. Just as we teach movements to our athletes in a way that they can easily repeat to each other, we also empower them to teach the philosophy of the weight room. We teach our athletes to hold each other accountable to the team's agreed upon goals. We ensure that there is no room for bullying in our space. Mental safety is essential. Physical safety appears in two ways: immediate and predictive. Immediate safety refers to an athlete's weight room presence. We continually reinforce posture and technique, since proper and efficient performance of a lift is more important than how much weight is lifted. We prioritize movement patterns over intensity, especially in the early

sessions. Additionally, we identify spotters as the next essential component to immediate safety. Reciprocal teaching by athletes in spotting roles reinforces proper technique for each lift. For essential lifts like Squat, we have a safety spotter in the rack with the lifter, and a technique spotter beside the rack calling out adjustments and motivation as necessary. Ensuring the athlete can train in a safe environment in the primary standard of our program. Predictive safety acknowledges the demands of the sport alongside the training volume in the pool. This is where sport-specific training occurs. With our swimmers, we design training that complements, but does not overload, the shoulders or lower back, as these tend to be the areas of the body most prone to overstress during a training cycle.

Beyond a safe environment, we strive to cultivate a bias toward action within our athletes. There is no sitting down in our weight room. The language we use to reinforce our second standard is “Never Do Nothing.” While we mostly use positive, encouraging, optimistic language, we use “never do nothing” because we want the act of being inactive to feel strange, to go counter to the language. In order to accomplish this, it is essential that we provide the athletes with enough to do. For example, we begin every session with a highly choreographed workout that consists of a universal warmup (an empty bar progression of Deadlift, Jump Shrug, Jump Raise, and Front Squat), a Band Auxiliary routine (Reverse Flys, External Rotation, and a series of pull/fly movements), and two sets of strict pullups. The first 8-10 minutes of our session is full of movement. In the early days of the 2016 season, we were far from fulfilling that standard. But we worked on it. Slowly but surely, we improved. By the

end of the season, that group understood the explicit standards of the weight room, and started every day on point, with a focus on safety and action.



Deliberate Practice

If our STANDARDS are the overarching concepts, then DELIBERATE PRACTICE refers to the specifics of our process. *Work, Grit, Grind*, and similar words have become popularized in those who strive for success. Malcolm Gladwell popularized the ten thousand hour rule, suggesting that expertise comes only after many, many hours of practice. Angela Duckworth identifies high achievers who are more likely to engage in those many hours of practice by quantifying a quality called Grit, defined as “passion and perseverance toward long term goals.” But it is Anders Eriksson’s work we refer to in the pursuit of Deliberate Practice. Professor Eriksson acknowledges that ten thousand hours

does not accomplish anything, necessarily; rather, ten thousand hours well spent, time spent in well-considered, deliberate practice, is the actual determining factor for success.



swimmer's upper back, extend the cervical spine, and put shoulders at increased risk. For that reason, we consistently reiterate that key coaching cue: posture. We enforce posture through every one of

Deliberate Practice begins with the coaches. Those practices with which we ask the athletes to engage must be well-considered on our end. In fact, in the coaches' office, our hope is to maintain Bias Toward Action when Action is Well Considered. A slightly longer, but more accurate mantra. But, that's just it - the act of deliberate practice begins with the deliberate use of language. For example, every athlete in our program knows that every time we perform a bilateral hip hinge (any variation of Squat movement), the expectation for depth is at least "knees and hips on the same plane." We have more than one thousand athletes lifting with us, and they all reiterate that explicit expectation to themselves and to their teammates. We are specific, and repetitive. Similarly, "posture" is a term that can be heard dozens of times over the course of a session. Improper, slouched posture can round the

our weight room movements, but also when the athlete is standing (listening to a coach), or sitting (never in the weight room, of course). At every turn, we ask the athletes to practice self-aware body posture. They practice being intentional, and aware in the moment. For hundreds if not thousands of reps, they are deliberate.

Community

The inevitable result of our focus on standards and deliberate practice is a COMMUNITY with outstanding team chemistry. Each member of the team understands their role throughout a workout and can execute that role with confidence and enthusiasm. Athletes constantly reinforce those attitudes with one another by reinforcing our standards and bias toward action. As a result, it is nearly impossible for the kind of plodding, skeptical

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body language we witnessed in our program years ago to take hold. In its place, confidence, and high-volume support became a familiar presence in all our workouts. While loud, energetic communication might be the norm on a football sideline or on the volleyball court, it is much harder to generate in a swimming practice where athletes spend so much time with their face in the water. Ultimately, the weight room became the place to rehearse the kind of volume and energy we want our athletes to bring to the pool deck when the pressure is at its highest. When they step on the blocks at their championship meet, they step with the confidence that we have rehearsed in the weight room.



Our routine emphasis on community becomes a way for our athletes to reinforce goals and habits that will help achieve them. Each day, after athletes have completed the warmup as they enter the room, we call the team to “the board” to give an overview of the day’s workout. We use this initial gathering to help reinforce the expectation for a high-energy workout, regardless of how everyone is feeling. If the

team does not move from the warmup to the board with hustle, we will ask them to leave the room and we practice moving to the board with energy again. Before the workout has even started, we have established the expectation for deliberate speed. While at the board, we clarify the movements and the key reciprocal teaching points that spotters should focus on. We have veterans of the room demonstrate movements that are unfamiliar to anyone in the group. By ensuring that every single person can execute all of the workout’s lifts safely and with confidence, we ensure that we can move into the workout with intensity and speed. Often, before the workout begins, we have a team member “break us into the room” with a cheer. “Who has the juice?” the coach asks. The first person who says “I have it! I’m ready!” is the athlete to get everyone going. Again, if at any point the enthusiasm is sub-par, we ask the team to do it again until we get it correct. Every single team at New Trier that works with our strength and conditioning program starts their workout the same way.

Similarly, each workout ends with a routine that is the same every day. After athletes rack the weights and clean the room, we come together in a team circle. The coach in the room begins by recapping the strengths and weaknesses of the workout. This initial reflection by the adult in the room is essential. In just a few words, we reinforce how the group has progressed and identify areas for growth. It is also an opportunity to reiterate the team’s goals. Did the group move toward those goals that day or not? Either way, we continually restate the team’s purpose and force the kind of self-reflection that helps athletes to change the behaviors that will ultimately lead to improvement.

That self-reflection is further reinforced with the next segment in the huddle: quote sharing. At the end of the first workout of a season, we elect an athlete to “break down” the group, calling her teammates together and leading a quick chant to close the session. That athlete is then responsible for bringing in a quote to the next session. She is asked to keep an eye out for anything that motivates her - it could be a quote from a famous athlete, or a line from a movie, book, or song - and share it with her team. On the following training session, the athlete reads the quote to the group and interprets in based on the specifics of her setting. These interpretations connect athletes to their own personal motivations and keys to success. Once the quote has been shared and interpreted, one athlete is chosen to “break it down” with a final team cheer.

Championship Culture

Our team’s body language in 2017 could not have been more different from what we saw at that early session one year earlier. From our first dual meet to the state finals, our athletes were confident. They were relaxed. They were ready to swim fast and have fun. Our performances were undoubtedly better as result. But more importantly, more than ever before our athletes are connected to a self-reflective and supportive community that ensures every athlete’s process matches their purpose. An emphasis on Clear Standards, Deliberate Practice, and Community, had created a championship culture on our team.

Mac Guy and Jim Davis, New Trier High School

Mac and Jim are the Girls Head/Boys Assistant Swim Coach and the Strength and Conditioning Coordinator respectively at New Trier. This is their second collaborative article in recent years. They also gave a talk at the ASCA World Clinic in 2107 on Dryland Routines for Swimming.



TECHNIQUE AND TRAINING:

SELF-TALK

How to Unlock a Better Mindset for Your Swimmers

by Olivier Poirier-Leroy

“You can’t do this set, don’t be ridiculous.”

“There’s no way I can swim fast when I am tired.”

“I’ll never be able to achieve my goals, so why bother trying...”



Each day, during each practice, through each lap they churn up and down the pool, your swimmers are playing out a

narrative in their mind. The self-talk that they use, sometimes encouraging, sometimes self-defeating, is difficult for coaches to hear and read.

The results, however, we can easily see:

- We see it in the swimmer who slouches their shoulders when they see the next set coming up;
- The swimmer who gives up when a teammate passes them in practice;
- The swimmer who crosses their arms and withdraws when they don’t swim up to their expectations in competition.

Self-talk, unlike technique, race strategy, or hammering a better stroke count, is something that is a lot harder to teach and measure. After all, unlike demonstrating a higher elbow by physically lifting a swimmer’s elbow you can’t jump in their brain and start drop-kicking the negative self-talk they use.

But its effects are clear. Which intuitively makes sense—thoughts dictate feelings, and feelings drive behavior. For the swimmer who talks to themselves in a discouraging tone—*“I can’t do this set, it’s too hard”*—they are setting themselves up for failure before giving themselves a chance to try.

Better self-talk in the pool does a metric-ton of things for our swimmers:

It helps them better deal with adversity. Setbacks aren’t viewed as catastrophes. *“Okay, that race went poorly, let’s refocus on getting prepared for what’s next.”*

Reminds them they are more capable than they give themselves credit for. It’s the catalyst for self-belief. *“That set looks hilariously impossible, but I’ve done harder sets before.”*

Lowers stress and anxiety in high-pressure situations. *“This meet is making me too nervous...those nerves are actually just excitement.”*

Helps promote more productive efforts in training by replacing a negative certainty with a curious uncertainty. *“There’s no way that I can do 600 yards a day of race pace training...but imagine how awesome I would feel if I did?”*

Self-Talk

“Okay, that race went poorly, let’s refocus on getting prepared for what’s next.”

“That set looks hilariously impossible, but I’ve done harder sets before.”

“This meet is making me too nervous...those nerves are actually just excitement.”

“There’s no way that I can do 600 yards a day of race pace training...but imagine how awesome I would feel if I did?”

“You can totally do this! I am never, ever going to quit! This set is super hurty but let’s make some magic happen anyway!”

“Yeah, this set hurts, and I feel like I could give up, but I wonder how many more of these I can do at my target pace?”

“I am not sure if I can do this set at the speed I want, but instead of giving up I can take it one rep at a time and see how it goes.”

Breaking Down Self-Talk

Self-talk comes in a couple different flavors.

First, we got the instructional kind that is like a guided-missile system for physical skill acquisition: *“Rotate your hips! Tighten your streamline! Tuck in your tummy! Stop pulling on the lane rope!”*

The second is motivational self-talk, which is exactly as it sounds: *“You can totally do this! I am never, ever going to quit! This set is super hurty but let’s make some magic happen anyway!”*

Both are obviously helpful, but in this article we are going to spend time on the second kind. *El motivational self-talky-talky.*

Self-Talk: Where to Start?

Cool beans, you are probably thinking. Self-talk—sounds important. How do we unleash better self-talk so that our swimmers can swim more swimmer on the regular?

First off, improving self-talk doesn’t mean blatantly lying to one’s self. The conversation swimmers have with themselves doesn’t need to be overly positive or cheery if it’s not realistic. Effective self-talk needs to be legit and realistic in the mind of the athlete to work.

For example, instructing a swimmer to use self-talk for a really hard set like 20x100s best average (ouch) like “this is super fun” and “just-the-best” doesn’t make it so. The new form of self-talk rings false, is unrealistic, and swimmers will typically lapse back into their established lines of self-talk.

Better self-talk means you can acknowledge the difficulty of the situation while also providing a positive route forward. It provides a means of mental

judo to transition from a negative outlook to an optimistic or even just a curious one:

"Yeah, this set hurts, and I feel like I could give up, but I wonder how many more of these I can do at my target pace?"

"I am not sure if I can do this set at the speed I want, but instead of giving up I can take it one rep at a time and see how it goes."

As you can see, effective self-talk doesn't even need to be excessively optimistic—it just needs to open up the possibility of continuing on.

Two Quick Tools for Improved Self-Talk

There are lots of ways to tweak and work self-talk. From having swimmers journal and rank their self-talk to having them write out old and new forms of self-talk they use.

Here are two of my favorite tools that you can use today in practice with your swimmers:

1. "You" vs. "I".

Swimmers take their performance in the water seriously. A bad set can often leave them feeling they are a bad swimmer. Using self-talk that dissociates themselves from the situation is more effective than using "I" heavy self-talk.

In a study out of the University of Michigan (Kross et al, 2014), researchers took a group of volunteers and asked them to give a speech with limited time for preparation. Participants were split into two groups and instructed to use either "I" or "you" for their self-talk.

The difference in tone (and how they fared with the speech) was striking.

The "I" group leaned towards panic-mode: "I can't do this. I don't have enough time. Usually it would take me forever to think up something good." This kind of language is more self-defeating than constructive.

The dissociated group, using their name or "you" used self-talk that was far more encouraging: "You can do this. Olivier, you have given good speeches before." Simply addressing themselves in the third person allowed for more useful outcomes.

"You" centric self-talk is especially prevalent for external self-talk (a.k.a. talking to yourself). For swimmers who struggle with bad thoughts and anxiety in training and competition they can literally talk to themselves to encourage better performance. I trained with someone who would cheer and talk to herself on during rough stretches of training, *"Come on Julie, you got this."*

Externalized self-talk is something we see on the big stage as well. Just take a look at Caeleb Dressel, who behind the blocks last year in Budapest could be heard talking to himself: "Let's go! Come on!"

Give it a Rip: Ask your swimmers to write out some of the self-talk they usually use in practice when things aren't going their way. Once completed, have them re-write a more positive or optimistic version that uses "you."

Bonus tips: Emphasize short and descriptive language ("Go time!"). Focus on what you wanna do (versus what you don't want to have happen); instead of saying, "Don't freak out behind the blocks" use something like, "Stay loose and cool as ice."

2. Put positive self-talk front and center.

Better self-talk can be encouraged with physical reminders.

A study (Hatzigeorgiadis et al, 2013) that followed a group of competitive swimmers over the course of 10-weeks of training found that the swimmers who were instructed in better self-talk improved by 1.4% in that span, while the control group barely improved at all.

One of the methods the coaches and administrators of the research used to be consistent and drill in the positive self-talk was to have the swimmers write out their preferred self-talk on a piece of equipment at the end of their lane in practice.

While writing out a motivational saying or quote on a water bottle or on your kickboard might seem cheesy, it has a tangible effect. That simple little reminder can be just the nudge swimmers need to keep their positive self-talk on track when things are getting hairy and difficult in the middle of practice.

Give it a rip: While writing out a paragraph-long quote on your water bottle might be embarrassing, it doesn't need to be long to be effective. One of my go-to mantras over the years has been "1MR"—one more rep—that I scrawl on my water bottle. It's a simple reminder to just keep trying, especially during stretches in practice where I was hurting and tired. Have your swimmers think up a mantra or go-to saying that is meaningful to them and will push their self-talk in a more productive direction when the chlorine hits the fan in practice.

The Takeaway

Mental training can feel like a confusing array of tools, techniques and trickeroos, but I'd argue self-talk is the grand daddy of them all. It affects everything from managing stress and arousal to how willing athletes are to "suffer" in training.

As you know, the key with improvement in the water, whether it's technique, conditioning, or in this case, tweaking the mindset of your swimmers, the decisive factor is consistency.

Try spending a couple minutes a day working on developing better self-talk habits with your swimmers, and they will reply with better self-belief, increased performance in the pool, and 20%ish less giving up in practice!

*

Olivier Poirier-Leroy is a former national level swimmer. He writes regularly for USA Swimming, SwimSwam and his own website, YourSwimBook.com. He's the author of **Conquer the Pool: The Swimmer's Ultimate Guide to a High-Performance Mindset**, a 300-page workbook designed to help swimmers become master and commander of the mental side of the sport. Learn more at <http://www.conquerthepool.com>.



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Male Independent	100 Backstroke Meters	55.68	Zach Althoff	The Baylor School Dan Flack	Chattanooga, TN	11/15/17
Male Public	200 Free Relay Yards	1:20.46	Mason Gonzalez, Andrew Zhang, Rick Mihm, Jack Wright	North Allegheny HS Patrick Wenzel	Wexford, PA	12/14/2017
Male Public	400 Free Relay Yards	2:57.59	Mason Gonzalez, Jack Wright, Andrew Zhang, Rick Mihm,	North Allegheny HS Patrick Wenzel	Wexford, PA	12/14/2017
Male Public	400 Freestyle Meters	3:53.30	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	12/14/2017
Male Public	200 Medley Relay Meters	1:43.99	Destin Lasco, Erik Truong, Glenn Lasco, Joseph Rogers	Mainland Regional HS Brian Booth	Linwood, NJ	1/9/2018
Male Public	200 Free Relay Meters	1:33.07	Joseph Rogers, Nicholas Dinofrio, Glenn Lasco, Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/9/2018
Male Public	200 IM Meters	2:00.14	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/12/2018
Male Public	100 Backstroke Meters	53.28	Destin Lasco	Mainland Regional HS Brian Booth	Linwood, NJ	1/12/2018

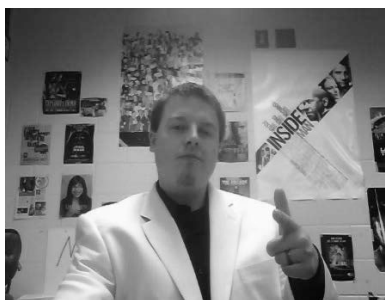
National Interscholastic Swimming Coaches Association 2017 - 18 NISCA/Speedo Swimming All-America *Yard Time Standards*

<i>Boys All-America</i>		<i>High School</i>	<i>Girls All-America</i>	
<u>All America</u>	<u>Consideration</u>	<u>Event in Yards</u>	<u>Consideration</u>	<u>All America</u>
1:33.53	1:35.18	200 Medley Relay	1:46.69	1:44.91
1:38.63	1:40.34	200 Freestyle	1:50.65	1:48.82
1:49.83	1:51.96	200 Individual Medley	2:04.08	2:01.89
:20.65	:20.97	50 Freestyle	:23.63	:23.24
:49.06	:50.07	100 Butterfly	:55.75	:54.56
:45.06	:45.80	100 Freestyle	:51.17	:50.41
4:29.04	4:33.61	500 Freestyle	4:57.09	4:52.12
1:24.94	1:26.18	200 Freestyle Relay	1:37.32	1:35.67
:49.66	:50.86	100 Backstroke	:56.30	:55.05
:56.00	:57.27	100 Breaststroke	1:04.26	1:02.82
3:06.28	3:09.26	400 Freestyle Relay	3:31.42	3:27.95

Water Polo:

THE VIEW FROM THE STANDS

Aaron Brown, Ill Polo



As a former swimmer, I've always wondered what it was like for my parents to experience watching me play

water polo for the first time.

It has been awhile, so instead of asking my own parents to wax poetic about their experience, I turned to a few parents of current and former water polo players from Illinois who have experienced a similar situation and got some amazing feedback:

What was it like watching your son/daughter play water polo for the first time?

Eric Flanders (father of Matt & Tyler Flanders, Metea Valley HS): "Confusing! It seemed like the defense was all over my son and so he pushed off, and before you knew it, the other team scored a fast-break goal. He figured it out pretty quickly, though."

Dan Roberts (father of Nolan Roberts, Naperville North HS): "What I remember most was how much fun Nolan and his friends were having in an outdoor pool on a hot, summer day."

K.N. Arun (father of Rahul Arun, Stevenson HS): "I was nervous and excited! Rahul was a swimmer, but he was so much thinner than anyone else in the pool. He was so raw, but I could almost immediately see that he loved the sport. He learned something new every time he got into the pool and was lucky to

have wonderful coaches and supportive teammates."

Debbi Mathews (mother of Emily & Rebecca Mathews, Homewood-Flossmoor HS): "The high school coaches at H-F asked the swim club if we would start an age group water polo team. Rebecca was only nine at the time. They taught the kids the basic stuff and scrimmaged a little, but Rebecca did fine and really liked it. I was totally clueless!"

Did you know about the sport or was it a new/confusing experience?

Eric Flanders: "No, it was a fun, physical and fast-paced game, but the common fouls were tough (and can still be tough) to understand."

Dan Roberts: "Though I grew up swimming competitively from grade school through college, I had never played before or even witnessed a water polo game, so it was a brand new experience."

K.N. Arun: "I did not know anything about water polo until Rahul started playing in the fall of his freshman year at Stevenson. The games were easy to follow, but the referee calls were hard to understand. I still get confused by some calls!"

Debbi Mathews: "They learned the basics but didn't play any games. That went on for a few years. It was a little more consistent by the time Rebecca got to fifth grade and she learned a little more about the rules. I was still clueless."



Rahul Arun, Stevenson High School

What advice do you have for parents who are just getting into the sport?

Eric Flanders: "If your child comes from a team sport background, they'll do great even if they aren't a good swimmer."

Dan Roberts: "My advice is simple, if your child shows interest in water polo (or any other sports), let them play. If they show interest in advancing within the sport by participating in camps, clubs, high school, and even in college, then encourage and support them as much as you can...but never force them."

K.N. Arun: "Never discourage your kid from playing water polo. The sport teaches them so many things that can be used later on in life."

Do you have any final thoughts for parents who are just getting into the sport?

Dan Roberts: "Parents should try to learn as much about the game as they can so they have a better

understanding of the rules and strategies, thus making it much less likely they will get frustrated while watching the games."

K.N. Arun: "I quickly became a fan of the sport, and now consider it the best (and one of the toughest) sports in the world. It teaches teamwork, discipline, toughness and mental strength. Water polo has done so much to shape the person Rahul has become today."

My final thoughts:

It was clear that the sport of water polo made a tremendous impact on the lives of both the players and parents over the past several years. I hope I get to share the same experience with my own children no matter which sport they choose in the future.

Can you think of any other advice for future water polo parents? Please send an e-mail to illpolostaff@gmail.com if you would like to comment and possibly be included in a future article.

2018 Conference Agenda

All Times and Topics are Subject to Change

Sunday

National Clinic	11am-5pm
Executive board	6:30pm

Monday

Executive Board Meeting	8am-5pm
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Tuesday

Executive Board Meeting	8am-5pm
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Wednesday

Time	Meeting
7:45am-8:45am	Audit Committee (closed) with breakfast
8am-9am	Water Polo
9am-10am	New Letterhead Appointees Meeting
9:00am-11:00am	Professional Awards (closed)
10:00-11:00am	Rules Committee Meeting
11:00am-11:55am	Diving
12:00pm-1:30pm	Letterhead Meeting (lunch included)
1:30pm -2:30pm	Zone Directors
2:45pm-4:15pm	AA Chairs (Closed)
2:45pm-4:45pm	Coaches Education
6:00pm-7:00pm	Finals
7:00pm- 9:00pm	NISCA Welcome Reception Open (sandwiches and beverages)

Thursday

Time	Meeting
7:30-8:30am	Breakfast
7:45am-9am	NISCA Meeting #1
10:00am	Swimming Prelims
2:00pm-2:50pm	All America General Meeting
3:00pm-3:50pm	General Rules Meeting
4:00pm-5:00pm	Speaker #1
6:00pm	Finals
8:00	Beer and Pizza Social and State Organization Participant Meeting

Friday

Time	Meeting
7:45am-8:45am	Breakfast
8am-9am	NISCA Meeting #2
10:00am	Prelims
3:00pm-4:00pm	Zone Meeting for all attendees
4:00pm-5:00pm	Speaker #2
6:00pm	Finals
8:00pm	Ice Cream Social

Saturday

Time	Meeting
7:30-8:30am	Breakfast
7:45am-9am	NISCA Meeting #3 and Round table if time
10:00am	Prelims
2:00pm-4:00pm	Awards Banquet
6:00pm	Finals

In association with
NCAA Div. 1 Men's
Swimming and Diving
Championships

CONFERENCE REGISTRATION FORM

85th Annual NISCA Conference

Wednesday – Saturday, March 21-24, 2018

In association with
NCAA Div. 1 Men's
Swimming and Diving
Championships

Reservation Options:

Option 1...The Complete Package. Cost \$250.00

This option includes EVERYTHING! Conference registration, tickets for all sessions of the NCAA Championships, NISCA Awards Banquet, NISCA Breakfasts, admission to the mixer and clinics, and eligibility for door prizes.

Option 2...NISCA Members and Family for each person. Cost \$170.00

This option includes everything in Option 1 EXCEPT the NCAA tickets.

Option 3...Award Winners and Presenters

As an Awardee or Presenter, you will receive free Conference registration, NISCA Awards banquet, NISCA Breakfasts, admission to the mixer and clinics and eligibility for door prizes. Family and guests will be charged the \$170.00 (Option 2) rate for the Conference Registration.

Awardee/Presenter's

Name: _____

Additional Banquet Tickets - Cost \$60.00

NCAA Tickets are an additional fee of \$80.00

Please note the following:

1. Conference materials will NOT be mailed in advance. All conference materials will be held for each registrant until they check in at the Conference.
2. NISCA has contracted for sixty tickets to the **NCAA Division 1 Men's Swimming & Diving Championships**. They will be sold on a first come, first serve basis.
3. If you are registering additional coaches, please make additional copies of this form.

Arrival Information:

Date and Time _____

Spouse's name, if attending the clinic: _____

PLEASE MAKE COPIES OF THIS FORM FOR ADDITIONAL REGISTRATIONS

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (____) _____

e-mail address: _____

Reservation Options:

Option 1 – Please reserve _____ @ \$250.00 \$ _____

Option 2 – Please reserve _____ @ \$170.00 \$ _____

Option 3 – Please reserve _____ Free \$ _____

Additional Banquet Tickets @ \$60.00 \$ _____

Additional NCAA Tickets @ \$80.00 \$ _____

TOTAL \$ _____

Please indicate your entrée choice for the NISCA Awards Banquet:
If you do not indicate your choice, you will be given Beef.

Beef _____ Fish _____ Chicken _____

Checks should be made payable to **NISCA**.

Send to:

Thomas Wojlawowicz
3015 Shiloh Ln.
Charleston, SC 29414-8025

Rev. 1.0 07-18-17

85th Annual NISCA Conference

The Minneapolis
Marquette Hotel
710 Marquette Avenue
Minneapolis, MN 55402
Check-In Time: 3:00 PM
Check-Out Time: 12:00 PM
Tel. 612-333-4545

NISCA Hotel Reservation Form
85th Annual NISCA Conference
Wednesday - Saturday, March 21-24, 2018
Reservations must be made by individual attendees directly with the Marquette Hotel!

Cutoff Date for Reservations is Feb. 28, 2018

Room Rates: Single \$119.00 + Taxes (13.4%)
Complimentary Wi-Fi in guest rooms, lobby, meeting rooms and public areas
Reservations must be made by Feb. 28, 2018. Reservations made after this date will be taken on a space available basis only.

For Reservations:

Use the Personalized Booking Link:

https://secure3.hilton.com/en_US/qd/reservation/book.htm?inputModule=HOTEL&cityhoco=MSPCUQQ&spec_plan=NIS318&arrival=20180318&departure=20180326&cid=OM.WWW.HILTONLINK.EN.DirectLink&roomId=HIL.TONLINKDIRECT

By Phone: Call 612-333-4545 select option 1

Date of Arrival: _____

Estimated Time of Arrival: _____

Date of Departure: _____

Please Reserve: _____ room(s) for _____ people

NAME(S) OF PEOPLE WHO WILL BE SHARING THESE ACCOMMODATIONS:

Name: _____ Phone: (____) _____

Address: _____

City: _____ State: _____ Zip: _____

School: _____

AMEX _____ VISA _____ MASTERCARD _____ DISCOVER _____

Card Number _____ Exp. Date _____
CVC (Security) Code _____

Signature _____

Rev. 1.0 07-18-17

85th Annual NISCA Conference