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# THE SPORT SITUATIONAL PREVENTION APPROACH

## IMPLEMENTATION MANUAL

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## Implementation Manual


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### SSPA Pilot Organizations

Adaptive Sports Northwest
Bend Endurance Academy
Chicago Fire Football Academy
Colorado Rampage Hockey
Denver Curling
Logan University, Home of USA Para Powerlifting
Potomac Speedskating Club
USA Archery
USA Boxing
USA Volleyball Women's Sitting National Team
U.S. Paralympics Swimming

### Photo Acknowledgments

Adaptive Sports Northwest | *p. 4, 15*
Bend Endurance Academy | *cover, p. 1, 4, 78, 92*
Denver Curling Club | *cover*
USA Archery | *cover, p. 103*
Mark Reis/U.S. Paralympics Swimming | *p. 4, 91, 127*
Logan University, Home of USA Para Powerlifting | *p. 3, 37*

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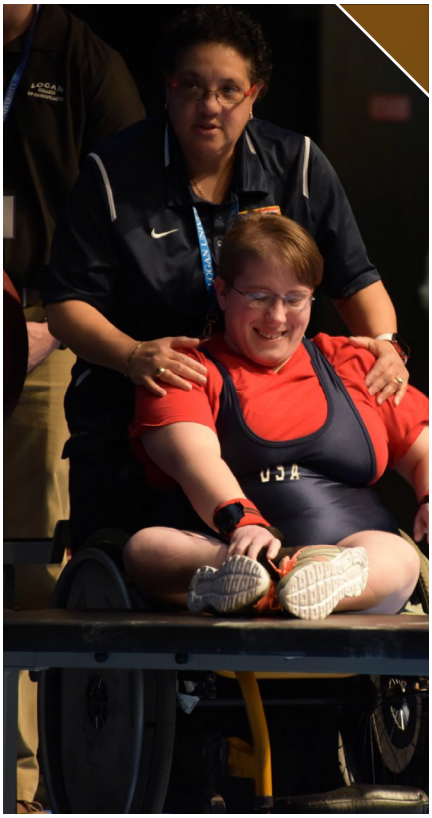
# Introduction & Background



**The SSPA is designed to help teams identify and address safety risks when they are small and manageable to prevent them from becoming harmful to athletes.**

Sports organizations worldwide have recognized the inherent value in efforts to promote athlete safety. They have acknowledged not only how a focus on safety contributes to athletes' health, mental health, and well-being but also the ways in which these efforts encourage optimal sport performance.

The Sport Situational Prevention Approach (SSPA) is a customized four-step process designed to help sports teams, organizations, and programs enhance athletes' safety. Its core intent is to assist organizations in identifying and addressing athlete safety risks when they are small and manageable—before they can cause harm.

This section provides an overview of the SSPA and describes its process, goals, outcomes, and its underlying principles. It also highlights the development of the SSPA as a practical and cost-effective safety-prevention strategy designed to accommodate the needs of diverse athletes, from young adolescents through adults. The section concludes with tips for getting the most out of this implementation manual and the SSPA process.

### A NOTE ABOUT LANGUAGE

For the sake of readability, the term "team" is intended to reflect sports teams, programs, clubs, and organizations throughout this manual.

INTRODUCTION & BACKGROUND

# Overview of the SSPA Safety Process

The focus of the SSPA is on preventing all forms of potential athlete harms. This includes harms related to all types of misconduct identified in the U.S. Center for SafeSport Code, as well as those related to athlete health, mental health, and accidental injury.

### THE SSPA'S FOUR-STEP PROCESS INCLUDES:

### Risk Brainstorming:

Athlete safety risks are identified through a brainstorming process involving key stakeholders (e.g., athletes, team leadership/coaches/staff, parents of minor athletes)

### Prioritizing:

Risks are ranked in order of priority to guide the solution generation process

### Developing Solutions:

Tailored solutions are developed to address identified safety risks

### Creating Implementation Plans:

Detailed plans are created that address how those solutions will be put into action

While the four-step process offers opportunities to give athletes and parents a greater voice, the SSPA also provides strategies that foster greater athlete-administrator collaboration in the development of enhanced team safety policies and practices. It is also important to note that this manual has been designed so that any sport organization can carry out the SSPA on its own, at little to no cost, and without significantly impacting staff and athletes' time.

INTRODUCTION & BACKGROUND

# Developing the SSPA to Meet the Need of Diverse Sports

Funded by a federal grant from the U.S. Department of Justice's Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering and Tracking (SMART), and directed by the U.S. Center for SafeSport, the SSPA was developed specifically to meet the safety needs of a broad range of sports teams.

This project took an already well-developed safety approach, Dr. Keith Kaufman's Situational Prevention Approach (SPA)*,[1-6] and tailored it for use to enhance athlete safety. The core of this approach has been used since 2009 in a variety of organizational settings to strengthen safety, including: youth-serving organizations (i.e., Boys & Girls Clubs of America), children's hospitals, as well as college and university campuses (see ***"The SSPA's Foundation & Development"*** for more about the SSPA's background).

The SSPA was tailored specifically to fit the culture, climate, and needs of diverse sports teams. Between March 2019 and September 2021, nearly two dozen Olympic, Paralympic, and younger elite development teams across the U.S. completed the four-step process and provided evaluative feedback that was integrated to ensure that the SSPA meets sports teams' unique safety needs. Participating teams included a broad range of different sports and involved athletes in three age groups (12- to 14-year-olds, 15- to 17-year-olds, and adults). While this development process focused on more elite athetes, a smaller number of local and regional recreational sports teams took part and found the SSPA to be a great fit for them, as well.

*Originally known as the Situational Prevention Model (©Kaufman, 2006) & then as the Situational Prevention Approach (©Kaufman, 2012).

INTRODUCTION & BACKGROUND

# The SSPA's Flexibility and Time-Efficiency

Since the SSPA was developed with elite Olympic, Paralympic, and younger development teams who have very little downtime, it was critical that the approach provide flexible administration while being easy to conduct. Over the course of the two-plus years that we conducted the SSPA with project teams, we found that we were able to complete the process with as little as eight hours of staff time and two or less hours of athlete time.

SSPA meetings are easily tailored to fit teams' busy schedules and could be completed over the course of two weeks or spread out over a longer period of time as needed.

The SSPA's flexible nature is demonstrated by its strong performance when conducted in-person, online, and using a combination of the two approaches. Multiple teams carried out the SSPA both before and during the COVID-19 pandemic, and helped develop flexible administration strategies that could be tailored to team's schedule and logistical needs. While there are pros and cons for each administration strategy (see ***Table 1.4***), all received high marks from participants. One Olympic coach explained that athletes' time "was more precious than gold," yet participating teams agreed that the time involved in completing the SSPA was well spent.

## SSPA meeting time commitments are as follows:

| | |
|---|---|
| **ATHLETES:** | A single Risk Brainstorm meeting (adults — 2 hours; minors — 1.5 hours) |
| **PARENTS OF MINOR ATHLETES:** | A single two-hour Risk Brainstorm meeting |
| **WORKING GROUP:** | Three two-hour meetings (Risk Brainstorm, Solutions, Implementation Plan Creation) and one to two hours for individual risk prioritization. |

While these meetings include the majority of time required for completing the four SSPA steps, teams will need to spend some additional time carrying out the solutions developed to resolve identified safety risks. As any coach or sport administrator knows, creating and maintaining a safe athletics environment requires an ongoing investment of time and energy – the SSPA can help ensure that time and energy are invested efficiently and where it can have the greatest impact. For more discussion on the importance of an ongoing focus on improving safety, see ***"The Follow-Through"*** section.

INTRODUCTION & BACKGROUND

# The SSPA's Evidence-Based Roots

In addition to the SSPA's long history of development across various organizational settings, it also has a strong underlying research foundation. Its roots in Kaufman's Situational Prevention Approach reflect more than 50 years of evidence-based strategies to create safe housing around the world and more than 25 years of successful community-based safety programs. Further, the SSPA is based on well-recognized criminology and community justice theories including Rational Choice Theory, [7] Routine Activity Theory[8] and Defensible Space Theory[9] (see ***"The SSPA's Foundation & Development"*** for additional details on these theories).

# Key Team Benefits from SSPA Participation

The SSPA offers a number of important benefits to teams by helping them to:

- **Take Control of Safety Issues:** The SSPA teaches teams how to take control by learning to identify and address risks before they can grow into athlete harms.
- **Recognize Critical Safety Areas to Address:** The SSPA can benefit new teams or programs that are just beginning to develop safety strategies by teaching them how to identify critical areas in need of policy or practice solutions.
- **Identify Safety Policies in Need of Enhancement:** For more established teams, the SSPA offers a mechanism for evaluating existing safety policies and practices, with an eye toward the identification of areas in need of enhancement.
- **Create Collaborative Safety Opportunities:** The SSPA encourages more involvement of athletes as well as minor athletes' parents toward a collaborative development of safety strategies.
- **Enhance Safety, Well-Being, and Performance:** Safety issues can cause athletes stress, distract them from their training, and interfere with critical concentration during competition. The SSPA can help address concerns and optimize well-being and performance.

INTRODUCTION & BACKGROUND

# Getting the Most Out of the SSPA Implementation Manual

The SSPA Implementation Manual should be viewed as a toolkit for successfully completing your team's SSPA process. The Manual provides information regarding:

- **How to make the best use of the SSPA,** including how to pick which teams to involve, how to work with multiple teams, and how to pick meeting Facilitators (see ***"Preparing for the SSPA"***);
- **Instructions** for carrying out each of the four steps, including tips for facilitating SSPA meetings and managing the workflow (see ***Steps 1–4)***;
- **Handouts and forms** that are key to the successful completion of the SSPA process (See the ***Appendices A***, ***B***, ***C***, and ***D***); and
- **Background information** on the development and foundation of the SSPA (see ***"The SSPA's Foundation & Development"***).

Other support for using the SSPA includes:

- **Instructional videos** that support and reinforce the material provided in the Manual (***watch supporting videos***); and
- **The U.S. Center for SafeSport,** which has personnel available to answer questions and offer support (contact us at ***SSPA@safesport.org***).

Team leadership and the SSPA Lead and Co-Lead (discussed in the next section, ***"Preparing for the SSPA"***) should review the complete content of the Manual and instructional videos. Except where specified, this manual is written with those leaders as the intended audience. Meeting Facilitators should familiarize themselves with the instructions, Facilitator script, and handouts associated with each of the four steps. Facilitators should also review the video examples that illustrate how each step should be conducted.

# References

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# Preparing for the SSPA

**Plan ahead and communicate program information with key stakeholders prior to beginning the SSPA. Good preparation will increase buy-in and efficiency.**

## PREPARATION OVERVIEW

The SSPA helps teams make positive changes related to safety in their athletic environments. Those positive outcomes will be easier to achieve and more successful when there is a high degree of readiness for change felt among stakeholders.

For sports organizations preparing to implement the SSPA, being ready requires planning, information sharing, and a group commitment toward working together to improve and maintain athlete safety. The simple preparation tasks described in this section will help your organization more effectively and efficiently carry out the SSPA process and maximize its benefits.

It's worth noting that the SSPA is designed to be carried out at the team level, meaning that its focus is on a group of athletes that trains and competes together. Since many athletic teams exist within larger sports organizations, this manual is written in such a way that it can guide teams as well as organizations (both small and large) through the SSPA process.

PREPARING FOR THE SSPA

# Key Preparation Tasks

### DETERMINE WHICH TEAMS/PROGRAMS IN YOUR ORGANIZATION WILL PARTICIPATE

*Larger organizations may want to determine a rotation in which a different set of athletic programs participates in the SSPA on a two- or three-year cycle.*

**Current programs/teams taking part in the SSPA are:**

_____ _____

_____ _____

### FORM THE SSPA WORKING GROUP(S)

*The Working Group(s) are involved in all four of the SSPA steps. If multiple teams/programs are participating, form a separate Working Group for each (include 3-8 people per Working Group).*

**Members of the SSPA Working Group include:**

_____ _____

_____ _____

_____ _____

_____ _____

### IDENTIFY THE SSPA IMPLEMENTATION LEADERS

*The SSPA Lead and Co-Lead are responsible for logistical planning, communication, and managing the progress of the SSPA. These individuals will also serve on the Working Group.*

**The SSPA Lead will be:** **The SSPA Co-Lead will be:**

_____ _____

### IDENTIFY SSPA CHAMPIONS

*The SSPA Champions are athletes and/or parents who are trained to be highly knowledgeable about the SSPA and can help to promote the program within their stakeholder group(s).*

**Athlete Champions:** ***Parent Champions:**

_____ _____

_____ _____

### INFORM KEY STAKEHOLDER GROUPS

*Share information about the SSPA ahead of time with stakeholders who will be taking part, including the following groups:*

- Coaches, staff, and/or volunteers
- Athletes (12 years and older)
- *Parents/guardians of youth athletes

** Parents are only involved when the participating team includes athletes under 18 years of age.*

PREPARING FOR THE SSPA

# Determining Which Athletic Groups to Focus On

Before beginning the SSPA, determine which athletic team(s) or program(s) to focus on. The focus should be on one or more groups of athletes who train and compete together.

Smaller sports organizations may be able to simultaneously include all their athletes who are 12 years of age and older in the SSPA. However, for larger organizations, it may be helpful to stagger team/program start dates and focus just on a subset of athletes first.

For example, a softball club with many teams across a broad range of age groups may decide that the SSPA will focus on just their teams for 12- to 14-year-olds in year one, their 15- to 17-year-olds in year two, and adult teams in year three before repeating the cycle. Another example could be a multisport organization that chooses two or three different sports to focus the SSPA on each year in a repeating cycle over time.

PREPARING FOR THE SSPA

# Forming the SSPA Working Group(s)

For each team or program taking part in the SSPA, form a Working Group composed of three to eight coaches and other athletic support personnel. The Working Group will be involved in all four of the SSPA's steps. This will require them to convene three two-hour meetings and to dedicate a small amount of time (one to two hours) to work offline as well.

Members of the Working Group should be knowledgeable about the team's policies and practices, and familiar with the specific team's athletes and athletic environment. While not an exhaustive list, below are examples of staff or volunteers who may be good options for Working Group members:

- Head Coaches
- Assistant Coaches
- Athletic Program Directors
- Trainers
- Sport Psychologists
- Nutritionists
- Sport Administrative Staff

## IDENTIFY THE SSPA LEAD AND CO-LEAD

Each Working Group should select one of its members to be the SSPA Lead. This person will be responsible for coordinating the meetings and activities for each of the four steps. This person will also organize and update the information obtained throughout the SSPA process (e.g., the SSPA Spreadsheet; see ***Appendix A.2*** for an example) and be the point of contact for anyone with questions or comments.

Consider the option of selecting a second member of the Working Group to be the SSPA Co-Lead. The Co-Lead's responsibility is to support the work of the SSPA Lead and fill in as needed as the point person for SSPA tasks, activities, and/or logistical planning.

## PREP WORK FOR THE SSPA IMPLEMENTATION LEADERS

It is important for the SSPA Lead and Co-Lead to have a clear understanding of the SSPA's goals and processes. They should read this manual in full, as well as the supplemental materials, and relay key points to the other Working Group members, athletes, and parents/guardians, as appropriate.

PREPARING FOR THE SSPA

# Inform Key Stakeholder Groups About the SSPA

A final essential preparation task involves communicating with coaches/staff, athletes, and (if applicable) parents/guardians to provide them with an overview of the SSPA and their role in the process. First, ask your key stakeholders to watch the ***SSPA Videos*** (the SSPA Introduction, 2 minutes; and the SSPA Overview, 5 minutes). Then, provide an opportunity for stakeholders to discuss the SSPA, learn specifics related to their team's involvement, and ask questions. These discussions can be informal and brief (maybe a half-hour long) and may be easiest to schedule at the beginning or end of a practice or other team gathering. The SSPA Lead or Co-Lead is the likely candidate to facilitate these discussions but consider giving the athlete and/or parent SSPA Champion opportunities to take the lead, as well.

Listed below are some suggested topics to cover in the half-hour preparation meeting. Note that some of the topics are included in the SSPA videos and only need to be revisited for clarification purposes when there is a need or if a specific question arises.

### THE OVERARCHING GOALS OF THE SSPA

- To promote athlete safety by addressing risks earlier, before they can cause athlete harm
- To reduce risks related to any form of misconduct as well risks related to mental and physical health, and accidental injury
- Consider showing videos 1 (SSPA Introduction) and 2 (SSPA Overview)

### INTRODUCE KEY SSPA POINTS OF CONTACT

- The SSPA Working Group
- The SSPA Lead and Co-Lead
- The SSPA Champions

### THE SSPA'S FOUR STEPS WITH EMPHASIS ON STEP 1

- The important role of coaches/staff, athletes, and parents
- How open and honest input in Step 1 will help the organization improve and excel with regard to safety
- Overview of the Risk Prompts (see Step 1 handouts, ***A.4, "Risk Prompts"***)
- Voluntary nature of participation
- Parental consent for minor athletes

### LOGISTICS AND SCHEDULING

- Share next steps regarding scheduling the Step 1 meetings
- Share longer-term plans for carrying out the other steps

STEP 01

# RISK BRAINSTORMING

STEP 01.1

# Risk Brainstorming

01

## Risk Brainstorming
## Jump to Section

1.1 OVERVIEW
1.2 DEFINING RISKS FOR ATHLETE HARM
1.3 PLANNING FOR SEPARATE STAKEHOLDER MEETINGS
1.4 MEETING FORMAT: IN-PERSON VS. VIRTUAL OPTIONS
1.5 SELECTING FACILITATORS AND NOTETAKERS
1.6 HANDOUTS AND FORMS
1.7 PREPARING TO FACILITATE A STEP 1 MEETING
1.8 TIPS FOR CONDUCTING RISK BRAINSTORMING MEETINGS
1.9 THE ANONYMOUS RISK BRAINSTORMING SURVEY
1.10 ORGANIZING THE STEP 1 SAFETY RISKS

**Step 1 Goal: To identify safety concerns early, when they are small and manageable, and before they can cause athlete harm.**

### STEP 1 OVERVIEW

When sport organization leaders have a clearer understanding of the risks within their own environment, they can make more informed decisions about how to promote athlete well-being and prevent harm.

Step 1 of the SSPA's process is designed to help users get the information they need to reduce risks and respond quickly to safety concerns. Acknowledging the presence of safety risks, including those that may have gone unnoticed, can be uncomfortable at first. Keep in mind that there are risks in all environments, even those considered safe. Risks that are ignored or go undetected are more likely to cause problems. Instead, we suggest thinking of risks as opportunities that your organization can act upon to keep athletes in your organization well protected.

In this first step, multiple groups of stakeholders are asked to think about and share their perspectives on current athlete safety concerns. We suggest inviting athletes, parents of minor athletes, coaches, and other important organizational stakeholders to take part in the Step 1 Risk Brainstorming process. The more stakeholder involvement there is, the more likely it is that Step 1 will produce a complete 360-degree picture of the team or organization's risk landscape.

The following page provides an outline of key tasks for Step 1, while the remainder of this section highlights details that will help you successfully implement this step.

STEP 01.1

# Key Tasks

01

### PLAN FOR AND SCHEDULE STEP 1 MEETINGS

*Prepare for separate Step 1 meetings with (a) coaches/staff/volunteers, (b) athletes, and (c) parents/guardians (if youth athletes are involved). Meeting size can be three to eight participants.*

- Determine number of Step 1 meetings (see ***Section 1.3***)
- Get parent/guardian permission for any youth involvement (see ***A.9, Parent or Guardian Consent Form***)
- Schedule place and time for meetings
  - See note below on suggested order for stakeholder meetings
  - Meetings are approximately two hours for adults; 1.5 hours for youth
- Conduct separate meetings for athletes based on gender identity and age range (i.e., ages 12–14, 15–17, and adults)
- Notify participants of meeting place and time
- Determine Facilitator and Notetaker for each meeting
- Prepare necessary Step 1 forms and handouts (see ***section 1.6***)
  - Download the ***SSPA Spreadsheet*** for notetaking
  - Provide handouts ahead of time (at least 48 hours), to allow participants time to review prior to the meeting

### SUGGESTED ORDER FOR STEP 1 MEETINGS

- Coaches/staff/volunteers meetings
- Parents of minor athlete meetings, if applicable
- Athlete meetings

### ADMINISTER THE ONLINE RISK BRAINSTORMING SURVEY

- Send the survey via anonymous link after each Step 1 meeting
  - Send to meeting attendees as well as key stakeholders who did not attend a Step 1 meeting

### ORGANIZE COLLECTED RISK INFORMATION

- Integrate identified safety risks from the various sources (all Risk Brainstorming meetings plus the online survey) into a single list
- Group related risks together to understand overarching themes

STEP 01.2

# Defining Risks for Athlete Harm

01

The SSPA has been designed as a holistic approach to athlete safety and well-being. Accordingly, the Risk Brainstorming process focuses on identifying those factors that may increase the likelihood of any form of athlete harm occurring.

**Set aside two hours for Step 1 meetings with adults and an hour and a half for any meetings with youth.**

The various forms of harm that the SSPA aims to prevent are listed along with brief definitions on Handout ***A.3, "Types of Athlete Harm,"*** in Appendix A. Briefly, they include any kind of

- **Misconduct;**
- **Mental or physical health concerns; and**
- **Preventable accidental injury.**

This handout is reviewed at the start of all Step 1, Risk Brainstorming, meetings, as indicated on the Handout ***A.1, "Step 1 Facilitator Script,"*** and further discussed below, in section 1.8.3.

**It is important to encourage stakeholders to identify risks related to a broad range of athlete harms rather than focusing on specific types of harm.**

For example, the belief that "what happens in the locker room stays in the locker room" is a risk that may contribute to many types of harm, including bullying, hazing, and sexual misconduct or exploitation. Asking stakeholders to think about risks related to any form of athlete harm fosters more productive brainstorming and reduces the chance of important risks being left out.

### 1.2.1 HOW MANY RISKS WILL BE IDENTIFIED?

Do not be surprised if, over the course of Step 1, your organization is able to identify a large number of risks in the athletic environment. Depending on how many stakeholders you involve in Risk Brainstorming (through meetings and the online survey), you may end up with anywhere from 50 to 150 safety risks.

Often these risks overlap, so section 1.10 provides guidance on grouping risks into key themes, and Step 2 involves prioritizing safety risks. These steps can help your organization better understand where and how to make strategic improvements.

STEP 01.3

01

# Planning for Separate Stakeholder Meetings

The main activities for Step 1 take place in a series of meetings that are similar to focus groups in structure and purpose. Each stakeholder takes part in only one Risk Brainstorming meeting. Conduct a separate Step 1 meeting with each stakeholder group, including:

- **Coaches, staff, and/or volunteers**
- **Athletes, separated by age and gender**
- **Parents/guardians, when the participating program includes youth.**

Risk Brainstorming meetings stimulate a high level of engagement, discussion, and participation by all attendees. It is important that the meetings are small enough to allow time for everyone to fully engage and contribute. Including multiple perspectives and different voices is important to promote a more productive Risk Brainstorming process. For these reasons, we recommend that a single meeting have between three and eight participants (not including the Facilitator or Notetaker), with a preference for the higher side of that range (6+).

Having more than eight participants in a single meeting is not recommended simply because there is not sufficient time to gather everyone's input within the confines of a 1.5-to-two-hour meeting with a larger group. Of course, additional meetings can be scheduled to allow the involvement of larger stakeholder groups.

Other considerations for planning Step 1 meetings with different stakeholder groups are discussed in the remainder of section 1.3. Figure 1.3 can help you determine how many meetings you need to hold to accommodate the various key stakeholder groups throughout the entire SSPA process.

### 1.3.1 COACH, STAFF, LEADERSHIP, AND/OR VOLUNTEER INVOLVEMENT

Members of the SSPA Working Group will participate in a Step 1, Risk Brainstorming, meeting and will also be responsible for carrying out the SSPA's Steps 2, 3, and 4.

If your organization has decided to form two or more Working Groups (to focus on more than one program or sport), then each Working Group will meet separately from one another for Step 1, Risk Brainstorming. Often, the Working Group will represent a subset of a larger number of coaches, administrators, trainers, and other athlete-support personnel.

For some teams, the Working Group will include fewer than eight individuals, but, for Step 1, it is advantageous to have broader coach, staff and/or volunteer involvement to assist in identifying safety risks. One strategy is to add additional members of the coaching/athlete-support team for this particular meeting (i.e., up to a total of eight members). If you have more than eight potential participants, you can consider scheduling additional coach/staff/volunteer Risk Brainstorming meetings to maximize input. Remember that the Step 1 anonymous online survey will provide another opportunity to get input on safety risks, even from individuals who are unable to attend a Step 1 meeting.

*(Continues on following page)*

STEP 01.3

## Planning for Separate Stakeholder Meetings

*(Continued from previous page)*

01

Coaches and other organizational staff/volunteers should be the first stakeholder group to meet for Risk Brainstorming. This helps prepare participating coaches and staff to answer athlete and/or parent questions about their upcoming Risk Brainstorming meeting. For a similar reason, we recommend that parent/guardian Step 1 meetings are scheduled to take place ahead of any Step 1 meetings for youth athletes.

### 1.3.2 ORGANIZATIONS WITH YOUTH ATHLETES — PARENT INVOLVEMENT

Organizations involving youth athletes in the SSPA should convene at least one Risk Brainstorming meeting for parents/guardians. We suggest having parents whose children participate together (on the same team or in the same program) meet together for Step 1. You may need to have multiple parent meetings depending on how many youth teams are to be included in the SSPA. Parent participation in the SSPA is very important because they can provide unique insights into athlete needs and can also speak to their own needs related to their children's safety.

Parent/guardian Step 1 meetings can be the most challenging to schedule but are well worth the effort. It works well to have the parent Risk Brainstorming meeting scheduled at the same time as their children's practice because this usually means parents are already gathered at the practice facility. Also, conducting virtual parent meetings may create more scheduling opportunities.

### 1.3.3 ORGANIZATIONS WITH YOUTH ATHLETES — YOUTH INVOLVEMENT

Organizations with minor athletes (12 to 17 years old) should include these athletes in the Step 1 Risk Brainstorming process. Youth athletes' parents should always be fully informed about their children's SSPA participation. We suggest holding the parents' Step 1 meeting first, before organizing any Step 1 meetings for youths. This gives parents who participate a chance to experience the process before their children take part.

Of course, all parents may not be able to attend a Step 1 meeting. This is why we recommend providing an overview of the SSPA to parents (as well as other key stakeholder groups) before beginning Step 1 meetings (see ***"Preparing for the SSPA"***). We also recommend that parents sign a consent form to allow their child to participate in the SSPA and that your organization keep signed copies on file (see ***Appendix A.9*** for a consent form template that you can modify based on your organization's needs).

If your organization includes both adult and minor athletes, they should meet separately. We also recommend scheduling separate meetings for younger (12 to 14 years old) and older (15 to 17 years old) athletes. Separate versions of the Step 1 Risk Prompts that address younger and older youths' developmental differences are included (see Handouts ***A.4.1***, ***A.4.2*** and ***A.4.3***).

*(Continues on following page)*

STEP 01.3

# Planning for Separate Stakeholder Meetings

*(Continued from previous page)*



While suggested age ranges have been offered for each version, you can decide which version to use with a particular age group.

Finally, while the SSPA was not designed specifically for athletes younger than 12 years of age, the process has been used successfully with parents of younger athletes.

### 1.3.4 ORGANIZATIONS WITH ATHLETES OF DIFFERENT GENDERS

Conduct separate Step 1 meetings for athletes who identify as men/boys and those who identify as women/girls. Separating athletes by gender will promote more open and honest sharing of risks on topics that may be uncomfortable for some athletes to discuss in mixed-gender groups. If there are athletes within your organization whose gender identity does not conform with the male/female binary, be sensitive to their needs and inclusive of their participation. If you aren't sure which meeting they would prefer to attend, ask them instead of assuming.

### 1.3.5 OTHER CONSIDERATIONS FOR ATHLETE INVOLVEMENT

Keep in mind that the goal of athlete participation is to encourage the inclusion of the athletes' voice in safety enhancements and to use their input to help create the most comprehensive picture of existing safety risks possible for each distinct team or program within the organization.

As such, it is beneficial to offer an opportunity to provide input to as many athletes as possible on each participating team or program. You can accomplish this by scheduling a sufficient number of athlete Step 1, Risk Brainstorming, meetings and offering all athletes a chance to respond to the anonymous online Risk Brainstorming survey (see ***section 1.9***, below, for more on the online survey).

Make sure that all athletes (both minors and adults) whom you invite to participate in Risk Brainstorming know that **their participation is voluntary** and that their choice to participate or not will not impact their treatment or standing on the team. While this is true for athletes of all ages, it is especially crucial to assure the message is well communicated to and understood by minors.

### 1.3.6 TIMING CONSIDERATIONS FOR SCHEDULING STEP 1 MEETINGS

It often works well to schedule athletes' Step 1 meetings prior to, during, or following, a regularly scheduled practice or training session. This reduces transportation issues and minimizes scheduling challenges and demands on athletes' time.

It is important to recognize that there is rarely a convenient time for more elite teams because of their year-round practice and competition schedules. In those situations, it may be better to look for downtime during a competition trip to minimize lost practice time.

FIGURE 01.3

# Determining Step 1 Stakeholder Meetings

01

**IN THE BOX BELOW EACH STAKEHOLDER GROUP, WRITE THE NUMBER OF STEP 1 MEETINGS THAT YOU PLAN TO HAVE.**

Include a maximum of 8 stakeholders per meeting. Organize more than one meeting to accommodate more stakeholders when necessary.

**COACH/STAFF/VOLUNTEERS**

| Required | Additional |
|---|---|
| 1 | |

This meeting will include the Working Group but can include other coaches, staff, and/or volunteers as well (indicate the number of additional meetings, if any, in the right-hand box).

**12- TO 14-YEAR-OLD ATHLETES**

| Boys | Girls |
|---|---|
| | |

**PARENTS/GUARDIANS**

| |
|---|
| |

If minor athletes are involved, always include parent groups (with a maximum of 8 parents per group)

**15- TO 17-YEAR-OLD ATHLETES**

| Boys | Girls |
|---|---|
| | |

**PARENTS/GUARDIANS**

| |
|---|
| |

If minor athletes are involved, always include parent groups (with a maximum of 8 parents per group)

**ADULT ATHLETES**

| Men | Women |
|---|---|
| | |

STEP 01.4

01

# Meeting Format: In-Person Versus Virtual Options

Conducting Step 1 meetings in person has a number of advantages (see Table 1.4 below). However, an online meeting format may be a better option in certain situations. Consider advantages and disadvantages of each format relative to planning particular teams' participation in the SSPA. Note that these considerations could apply to the Step 3 and 4 meetings as well. However, some considerations may be especially important when it comes to athletes' and parents' participation in the Risk Brainstorming process.

### TABLE 1.4: PROS AND CONS OF IN-PERSON AND VIRTUAL MEETINGS

## In-person Meetings

| ADVANTAGES | DISADVANTAGES |
|---|---|
| • No technology barriers<br>• Easier to promote engagement and group discussion<br>• Easier to notice if someone is uncomfortable or not understanding something<br>• Easier to collect worksheets after the meeting | • Excludes people who are out of town<br>• May limit scheduling options due to the need for people to be in a common location<br>• Will need a projector for participants to easily view the notes being taken<br>• If an attendee needs to excuse themselves for any reason, it is likely to draw some attention |

## Online Meetings

| ADVANTAGES | DISADVANTAGES |
|---|---|
| • May open more scheduling options<br>• Attendees can participate from any location<br>• Screen sharing makes it easy for attendees to see what the Notetaker is recording<br>• Attendees can take a moment to themselves by turning off their cameras without drawing much attention | • May create a technology barrier<br>• Can be harder to ensure privacy (e.g., difficult to know if parents are overhearing the youth athlete meeting)<br>• Makes it harder to collect worksheets<br>• Can be more challenging to promote engagement<br>• Can be more challenging to tell if a person is uncomfortable |

As you make your decision about whether an in-person or online format will work best for each Step 1 meeting, keep in mind that a combination of the two formats could be a good option. For example, sometimes all participants are available at the same time, but a few cannot make it to the meeting location. You may want to consider letting those attendees join remotely, either by using video conferencing or by calling in to the meeting.

STEP 01.5

# Selecting Step 1 Facilitators and Notetakers 01

The Facilitator and Notetaker play important roles in the Step 1 meeting.

**Facilitator** responsibilities are straightforward, and any adult or older teenager can do the job as long as they spend a few hours preparing ahead of time. For the coach/staff/volunteer meetings, it usually works best to have the SSPA Lead or Co-lead or another member of the Working Group fill the role of Facilitator.

It is helpful to have a designated **Notetaker**, particularly to support newer Facilitators. We recommend that a Facilitator conduct at least one Step 1 meeting with a designated Notetaker before attempting to conduct a meeting as both Facilitator and Notetaker.

### 1.5.1 FACILITATORS FOR ATHLETE AND PARENT MEETINGS

Step 1, Risk Brainstorming, meetings for athletes and parents will be more effective when participants feel like they can speak freely, so it's best if they are not facilitated, attended, or overheard by coaches, staff, or organization volunteers (except possibly in the case of parents who have dual roles as staff and volunteers).

It's best to pick a member of the stakeholder group (e.g., athletes or parents) as Facilitators and Notetakers for these meetings. Consider having older teen athletes of the same gender serve as the Facilitator and Notetaker for the 12- to 14-year-old team/program meetings. As a last resort, consider having a parent serve as Facilitator for the younger athlete meetings.

**If you have recruited athletes and/or parents to be "SSPA Champions," they may be good candidates for the role of Facilitator or Notetaker.**

Another possibility is to select a neutral third party to facilitate the Step 1 meetings for athletes and/or parents. This could be an internal person at the organization who is trusted but is in a more neutral role than a coach or program director (for example, a team nutritionist or sport psychologist, or an external consultant). When considering possible Facilitators, look for individuals who have experience running meetings or groups. Those skills will increase their chances for success in this role.

For information on how to prepare to facilitate a Step 1 meeting, see ***section 1.7***.

STEP 01.6

# Step 1 Handouts and Forms

01

All Step 1 handouts and forms can be found in Appendix A .

### STEP 1 FACILITATOR SCRIPT:

This document provides both a comprehensive outline and a detailed script for conducting a Step 1, Risk Brainstorming, meeting. The left-hand column, designed for more experienced Facilitators, provides an outline of key bulleted tasks. The right-hand column, designed for new Facilitators, contains a detailed script that can be read verbatim. (See ***A.1, "Step 1 Facilitator Script"***)

### THE SSPA SPREADSHEET:

This spreadsheet (***downloadable here***) will be used in every SSPA step. For Step 1, the spreadsheet is where the Notetaker will record the proposed risks during each meeting. Use a different tab, or a separate spreadsheet for each Step 1 meeting so that participants do not see any risks that other stakeholder groups have already suggested. After the Step 1 meetings have all been completed, risks identified by different stakeholder groups can be combined into one list to prepare for Step 2. The columns involved in Step 1 will be the "Source" column (which identifies the stakeholder group), the "Risk Prompt" column (which identifies the prompt that generated the risk), and the "Risk Brainstorming Notes" column (where the Notetaker will record the risks shared in the meetings). (See ***A.2, "The SSPA Spreadsheet"***)

### TYPES OF ATHLETE HARM:

This handout is designed to help participants brainstorm risks that lead to one or multiple types of harm. (See ***A.3, "Types of Athlete Harm"***). It describes and explains the six types of misconduct:

1. Sexual Misconduct
2. Bullying
3. Hazing
4. Harassment
5. Emotional Misconduct
6. Physical Misconduct

**And three other forms of harm:**

1. Physical Health Concerns
2. Mental Health Concerns
3. Accidental Injuries

(Go to ***uscenterforsafesport.org/response-and-resolution/safesport-code*** for more information).

*(Continues on following page)*

STEP 01.6

01

## Step 1 Handouts and Forms

*(Continued from previous page)*

### RISK PROMPTS:

The age range of your Step 1 meeting attendees will dictate which version of the Risk Prompts you will need. Use the same Risk Prompt document with all adult team stakeholder groups, and use the version of the youth prompts that corresponds with the age of the athletes.

The Risk Prompts have been adapted for age-appropriate language and level of detail for use with youth athletes. In the youth versions, descriptions have been simplified and adjusted to be shorter, more understandable, and more relatable to young athletes. (See ***A.4.1, "Risk Prompts — Adult Participants"; A.4.2, "Risk Prompts — Youth Athletes Ages 12 to 14"; and A.4.3, "Risk Prompts — Youth Athletes Ages 15 to 17"***)

### RISK EXAMPLES:

Similar to the Risk Prompts above, the age range of your team/program will determine which risk example document you should use for the Step 1 meeting. The examples have been tailored for each age group. Minor team/program participants will use the youth risk examples (including youth athletes, coaches of youth teams, and parents), while adult team/program participants will use the adult risk examples. (See ***A.5.1, "Risk Examples — Adult Teams"*** and ***A.5.2, "Risk Examples — Youth Teams"***)

### RISK BRAINSTORMING WORKSHEET

Participants should use this worksheet to take notes while they are brainstorming their own safety risks for each Risk Prompt. Once the group starts sharing, they can also use it to keep track of risks that have already been shared. The Facilitator will collect this worksheet at the end of the meeting and add any risks that were written down but not shared during the meeting to the SSPA Spreadsheet. (See ***A.6, "Risk Brainstorming Worksheet"***)

### "ICE BREAKER" EXERCISES:

To put meeting participants at ease, it may be helpful to begin SSPA meetings with an ice breaker exercise and introductions. This manual offers a number of options and identifies which ice breakers work best for various participant groups. Alternatively, the Facilitator or someone from the team/program can also offer their own ice breakers. (See ***A.7, "Ice Breakers"***)

### RESOURCE SHEET:

This document provides information on how participants can access the SafeSport Helpline if they need anonymous support. Tailor this resource sheet to include local resources as well. (See ***A.8, "Resource Sheet"***)

*(Continues on following page)*

STEP 01.6

01

## Step 1 Handouts and Forms

*(Continued from previous page)*

### PARENT OR GUARDIAN CONSENT:

This is a suggested template for the consent form that parents/guardians should sign to give permission for their child's SSPA participation. It explains the goal of the SSPA program, the tasks involved in the athlete's participation, and the safety measures built into the meeting. (See ***A.9, "Parent or Guardian Consent"***)

### INSTRUCTIONS FOR VIRTUAL MEETINGS:

This document will help guide the Facilitator's efforts in conducting a virtual Step 1 meeting. It addresses the preparation needed prior to the meeting, considerations during meeting, and actions to take after the meeting. (See ***A.10, "Virtual Meeting Instructions"***)

### PARTICIPANT RESPONSE TRACKING:

This document will help the Facilitator keep track of who has and has not yet been called on to share a risk for each Step 1 Risk Brainstorming Prompt. (See ***A.11, "Participant Response Tracking"***)

### INSTRUCTIONS FOR CREATING THE ONLINE SURVEY:

Use this document to guide your development of the anonymous online survey. The survey will provide your team with the opportunity to gather anonymous input on athlete safety risks. (See ***A.12, "Creating the Anonymous Risk Brainstorming Survey"***)

### STEP 1 MEETING CHECKLIST:

Use this checklist to help prepare for each Step 1, Risk Brainstorming, meeting. Included is a full list of materials/forms to bring to the meeting and important pre- and post-meeting tasks. (See ***A.13, "Step 1 Meeting Checklist"***)

STEP 01.7

# Preparing to Facilitate a Step 1 Meeting

01

## KEY MEETING PREPARATION TASKS

- Watch the ***Step 1 Simulation Video***
- Read the description of the ***Step 1 Handouts (1.6)***
  - Review each handout/form referenced in 1.6
  - Determine which version of the ***A.4.1-3, "Risk Prompts,"*** and ***A.5, "Risk Examples,"*** to use based on participants' age
- Read over the ***A.1, "Step 1 Facilitator Script,"*** in full
- Review your requirements to report abuse and misconduct as stipulated by:
  - Federal, state, or local law
  - The U.S. Center for SafeSport
  - Your sport organization
- Complete the ***A.13, "Step 1 Meeting Checklist"***
  - One for each meeting

### 1.7.1 TECHNOLOGICAL CONSIDERATIONS

Make sure that the Facilitator and Notetaker are familiar with the technology that will be used in the Step 1 meeting. For in-person meetings, we suggest that the Notetaker record notes on a computer or laptop that is connected to a smart-screen or a projector so that participants can read along and offer corrections. If this is not possible, a large monitor may allow participants to follow along as meeting notes are taken. For virtual meetings, the Notetaker can share their screen with participants to accomplish the same effect.

### 1.7.2 ADDITIONAL PREPARATION FOR YOUTH ATHLETE FACILITATORS

To help prepare youth athletes to facilitate Step 1 meetings, we recommend a two-step process involving a review of the Facilitator instructions followed by a practice meeting to get them ready. The SSPA Lead or Co-lead should review with them the Step 1 meeting simulation video and the Facilitator script, then answer any questions they may have. Check in with the youth Facilitator about each of the major sections in the Facilitator script to make sure they fully understand the key points.

During a practice Step 1 meeting, arrange for a group of four to six athletes, staff, or a combination of athletes and staff to serve as participants. The SSPA Lead or Co-Lead should provide supervision and coaching as the Facilitator-in-training carries out the process. The youth Facilitator should use the Handout ***A.1, "Step 1 Facilitator Script,"*** during the practice session.

*(Continues on following page)*

STEP 01.7

01

## Preparing to Facilitate a Step 1 Meeting

*(Continued from previous page)*

It is best to train two or more youth Facilitators as part of this process. Doing so allows for one to facilitate the group while the other serves as the Notetaker.

As part of the training, the SSPA Lead or Co-Lead should also outline the notetaking expectations and monitor that person's progress during the simulation. Each Facilitator-in-training should take a turn explaining the meeting task to the simulated participant group as well as conducting the process for two to three of the Risk Prompts.

Using the Facilitator Script as a guide, the Facilitator should complete each of the tasks for each Risk Prompt (including reading the prompt, going over the examples, giving the group one or two minutes to identify risks, and leading the round-robin discussion of identified risks).

Conduct the practice simulation in a fashion as close to the actual meeting as possible. Try to use the same equipment, technology and location where the meeting will be held.

STEP 01.8

01

# Tips for Conducting Risk Brainstorming Meetings

During Step 1 meetings, the Facilitator will conduct the Risk Brainstorming process using the Handout ***A.1, "Step 1 Facilitator Script,"*** as a guide. Below is an outline of the key meeting topics and activities, which are detailed in the script. The remainder of this section provides added clarification, tips, and reiteration of the key topics to help Facilitators and Notetakers achieve the best meeting outcomes.

## 1.8.1 OUTLINE OF THE RISK BRAINSTORMING MEETING STRUCTURE

### Meeting Opener

- Brief introductions and optional icebreaker
- Overview of the SSPA four-step process
- Description of meeting goals, expectations, and structure
- Distribution and description of handouts

### Risk Brainstorming

- Read aloud the first Risk Prompt
- Participants silently brainstorm and write risks on their worksheet
- Participants share risks that they thought of aloud
- Risks shared aloud are recorded by the Notetaker
- Repeat the process with all Risk Prompts

### Meeting Conclusion

- Collect worksheets
- Explain next steps
- Distribute resource sheet
- Stay to answer questions

## 1.8.2 MAINTAINING PARTICIPANT PRIVACY

There are several built-in layers of privacy for Step 1 meeting participants.

- Participants are able to write down risks without mentioning them out loud.
- All participants will receive an online anonymous risk survey.

The Facilitator and Notetaker should do their best to maintain those protections to create a space where participants feel comfortable providing input openly and without concern that they will face retaliation because of something they shared.

- Make sure that the meeting location allows for participant privacy.

Others in the building should not be able to overhear the meeting. If the meeting is virtual, ask participants to join from a private location. If a virtual meeting involves minor athletes, ask their parents ahead of time to do their best to respect their child's privacy to foster their complete and honest participation.

*(Continues on following page)*

STEP 01.8

01

## Tips for Conducting Risk Brainstorming Meetings

*(Continued from previous page)*

- Never use video or audio recording devices in the meeting. Instead, rely on the notes taken by both the Notetaker and by participants.
- Ensure that the Notetaker is aware that they should not link any of the safety risks with the participant who suggested them.
- Ask participants to respect one another's privacy and not share who said what outside of the meeting, with the exception of meeting their mandatory reporting requirements.

As noted above, in addition to sharing risks aloud, participants will be asked to write down risks that they know of in their athletic environment. Facilitators should emphasize that it is up to the participant to decide which risks they share out loud with the group. If they aren't comfortable sharing a particular risk aloud, they can write down the risk on their paper and the Facilitator or Notetaker will add it to the list after the meeting. Be sure to collect these notes from participants at the end of the meeting. If the meeting is virtual, ask participants to send an email with their notes or a picture of the notes (for example, from their phones) to the Facilitator and Notetaker after the meeting.

- Remind participants that they will also have a chance to provide additional risks on the anonymous online survey.

These can be either risks participants didn't think of until after the meeting, or ones that they may not have felt comfortable sharing during the meeting.

- The anonymous online survey should go out to all members of the team/program to ensure the most complete input possible.

In most cases, the anonymous online survey will go out to a larger number of stakeholders than those who attended the Step 1 meetings. The risks obtained from the online survey will then be added to the same SSPA Spreadsheet, along with all of the risks identified during each of the Step 1 meetings.

The spreadsheet will identify which group of stakeholders came up with a risk (i.e., whether athletes or coaches/staff/volunteers or parents) but will never specify the name of the participant who suggested the risk.

### 1.8.3 UNDERSTANDING SAFETY RISKS VERSUS INCIDENTS OF PAST HARM

The various forms of harms that may impact athletes can be found on Handout ***A.3, "Types of Athlete Harm"***. These definitions should be reviewed aloud briefly at the start of all Risk Brainstorming sessions, as indicated in the script. Safety risks can be any factors that make athlete harm more likely to occur—not the harmful occurrences themselves. Make sure that Step 1 participants understand that the purpose of the meeting is to identify current risk factors that may contribute to future harm, not to identify past incidents.

*(Continues on following page)*

STEP 01.8

01

## Tips for Conducting Risk Brainstorming Meetings

*(Continued from previous page)*

Step 1 meetings offer an excellent opportunity to remind participating stakeholders when and how to make a report, and where they can go for help in making a report or accessing resources. Encourage participants to stay after the meeting and ask questions. The SSPA Lead should ensure that Facilitators are aware of their reporting requirements and that they are prepared to help anyone after the meeting who has questions about reporting.

### 1.8.4 WHAT IF ABUSE OR MISCONDUCT IS DISCLOSED?

Following the meeting instructions reduces the likelihood that abuse or misconduct will be disclosed during the meeting. But it is always important to prepare for the possibility that disclosures may occur, no matter how unlikely.

The Facilitator should review the types of abuse and misconduct they are required to report to their organization, the U.S. Center for SafeSport, and to legal authorities. Mandatory reporting requirements can come from both state and federal law, as well as organizational or institutional requirements.

All adults participating in the Olympic & Paralympic Movement are mandatory reporters. The SafeSport Code outlines mandatory reporting requirements for Adult Participants. Adult Participants must report child abuse or neglect both to law enforcement and the U.S. Center for SafeSport. All sexual misconduct, even involving adults, must also be reported to the Center. Adult Participants must also comply with any other state or federal reporting requirements.

Individuals outside the Olympic & Paralympic Movement should familiarize themselves with any applicable reporting requirements under state or federal law, as well as any organization or institutional requirements, before participating in the SSPA.

If the Facilitator notices that someone has begun sharing something that seems likely to result in a disclosure, they should interrupt the person with a reminder that they focus on sharing safety risks and not specifics about past incidents. The Facilitator should then follow up with that person at the break or after the meeting to offer them support in accessing resources or in making a report.

If a Facilitator suspects that abuse or misconduct may have occurred, then the Facilitator must immediately report what they know per their mandatory reporting requirements. We suggest that if this happens, the Facilitator talk with the person who made the disclosure so that that person is aware why the report is being made and what they can expect to happen next.

STEP 01.9

# The Anonymous Risk Brainstorming Survey

01

The anonymous Risk Brainstorming survey provides another opportunity to gather information from key stakeholders about risks in their athletic environment, especially for those who did not take part in a Risk Brainstorming meeting. It also provides a means for stakeholders to share risk information that they might not have been comfortable sharing or didn't think about during the Step 1 meeting. Distribute the online anonymous survey shortly after all Step 1 meetings have been conducted.

There are a number of free online survey tools that can be used to develop and collect anonymous survey responses (such as Survey Monkey, Google Forms, HubSpot). If technology or survey development skills are a barrier to using an online tool, you could make a printed version of the survey available to stakeholders. Ask them to fill it out anonymously and place into a secure box. See Handout ***A.12, "Creating the Anonymous Risk Brainstorming Survey,"*** for a suggested format, question wording, and tips for creating your online survey.

STEP 01.10

# Organizing the Step 1 Safety Risks

01

After all Step 1 meetings have taken place, the identified risks need to be combined into a single spreadsheet in preparation for Step 2, Risk Prioritization. The risks provided in responses to the online survey should also be added to the compiled list of risks. A few tips:

- Make a copy of one of the Step 1 meeting notes
- Save it under a different name
- Copy over all other meeting notes to maintain the structure (i.e., columns for the risk notes, the prompt that generated it, the stakeholder group that mentioned it, and any notes)
- Copy or manually type in the additional risk information from the online survey.

The remainder of this section includes instructions for organizing your ***SSPA Spreadsheet***. This should be carried out by the SSPA Lead, Co-Lead, or another member of the Working Groups.

## 1.10.1 ASSIGNING THEMES

Once all the risks are listed in a single spreadsheet, organize them into categories by assigning themes and subthemes.

### Themes

These are larger groups of related risks ("travel," "locker rooms," "bullying") that help create a more structured picture of a team's safety concerns.

### Subthemes

These are even more closely related groups of risks within a theme (for example, within the "travel" theme, subthemes may be: "challenges keeping track of athletes in the airport," "bathroom safety in the airport," "hard to monitor athletes' behavior in the airport stores").

When it comes to creating solutions in Step 3, risks within a subtheme may be addressed with a single or a couple of related solutions.

It is important to recognize that the specific risks identified for a team will determine the number of themes and how many risks are included in each. It is not unusual for a team's risks to be organized into as few as five or as many as 20 themes. The number of risks in each theme can also vary quite a bit. As a guideline, it is most important to create themes and subthemes that reflect the most logical groupings of safety risks rather than aiming for a particular number of categories. Finally, note that all teams will have some risks that don't fit neatly into a theme and can instead be placed in an "other" category.

### To begin assigning themes:

First read through all of the risks and take notice of what types of risks, contexts, people, topics, etc., seem to be present. Then create a set of themes that capture the overarching concerns and make note of what theme each risk falls into using the designated column in the spreadsheet.

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STEP 01.10

01

## Organizing the Step 1 Safety Risks

*(Continued from previous page)*

For example, there might be multiple identified risks that relate to locker rooms, so a theme could simply be "locker room." Or if there are a number of risks that relate to parents' behaviors or knowledge of team policy, a theme could be "parents' involvement." Create a final theme of "other" for risks that don't seem to fit in any of the thematic groupings.

**To begin assigning subthemes:**

Begin by adding a secondary descriptor to the theme label. Remember that the purpose of creating subthemes is to group a small number of risks that could be addressed by a single or a couple of related solutions. Using the theme "locker room" as an example, there might be enough risks within that theme to create subthemes both for "locker room — bullying" and "locker room — phone camera use." This technique may be especially useful for the "other" category to ensure that risks that are related but are too few to be their own category can still be viewed together and, in Step 3, considered together during the solution development process.

**Examples:**

The list below contains sample categories that may be useful when determining themes (e.g., "Mental Health") and subthemes (e.g., "stigma," or "stress"). These examples are based on common risk categories that emerged during the piloting and development of the SSPA program. However, since each sport organization is unique, you will need to create additional themes and subthemes to best describe your organization's safety risks.

- Lack of Policy
- Power Dynamics
- Mental Health — stigma
- Mental Health — stress
- Transportation — driving
- Transportation — bus
- Coach-athlete 1:1 communication
- Equipment and Supplies
- Teasing and Group dynamics
- Other — lack of sleep
- Other — athlete sideline behavior

*(Continues on following page)*

STEP 01.10

01

## Organizing the Step 1 Safety Risks

*(Continued from previous page)*

### 1.10.2 RISKS THAT INCLUDE INACCURACIES OR INCONSISTENCIES

Sometimes participants in Step 1 will identify risks which other group members do not necessarily agree are risks. This may be based on differences in level of experience with the team or other factors that may influence their perceptions. This does not necessarily impede the goals of SSPA, as long as the SSPA Working Group recognizes which risks contain inconsistencies or inaccuracies. The information may still direct the team's attention to important and productive safety enhancement actions.

A common example is when parents or athletes believe a policy does not exist when in reality it is simply not easily accessible or well known. This may signal that the team or organization could improve communication around their policies during onboarding or orientation.

Alternatively, risks may be brought up that represent hypothetical worries rather than concerns based on experience. These risks can be useful for acknowledging the potential for future issues to develop if not carefully considered proactively. An example may be: "I am unsure if bullying occurs in the locker rooms, but it is always something that could arise with new groups of athletes." In these cases, we recommend framing the risk in terms of the need to maintain the positive culture or practices that already exist. Additionally, this may provide motivation to formalize existing positive structures to help ensure they continue over time as different people cycle through the organization.

Risks that may appear inconsistent or inaccurate could be flagged during the process of assigning themes. For example, if a parent identifies during Risk Brainstorming that there is no formal athlete code-of-conduct related to locker-room behavior, but actually there is such a code, the risk might be assigned to the theme: "Needed Policy Orientation/On-Boarding." Inconsistent or inaccurate risks can also be marked during the Step 2 Prioritization process when the Working Group identifies the most important risks to address first.

The Working Group could note risks that they disagree with or feel are inaccurate and reframe those descriptions in such a way so that everyone can come to an agreement on them. This will allow solutions generated in Step 3 to more directly address the existing gaps that the inconsistent or inaccurate risk actually represents.

### 1.10.3 ASSIGNING RISK IDENTIFICATION NUMBERS

- Once all risks are connected to a theme, sort the full list of risks by theme so that the risks are physically grouped together on the spreadsheet.
- Number the risks in the "ID#" column, starting with "1" at the top and assigning each a number. The largest number should be the same as the total number of risks on the spreadsheet. This will help your Working Group keep track of the risks that solutions and Implementation Plans are intended to address.
- Sorting the spreadsheet by the ID# column will result in the risks being organized by theme.

STEP 01 | RISK BRAINSTORMING

# Appendix A

## Risk Brainstorming
## Jump to Handout/Form

A.1 "STEP 1 FACILITATOR SCRIPT"
A.2 "EXAMPLE SSPA SPREADSHEET"
A.3 "TYPES OF ATHLETE HARM"
A.4. "RISK PROMPTS"
A.5 "RISK EXAMPLES"
A.6 "RISK BRAINSTORMING WORKSHEET"
A.7 "ICE BREAKERS"
A.8 "RESOURCE SHEET"
A.9 "PARENT OR GUARDIAN CONSENT FORM"
A.10 "VIRTUAL MEETING INSTRUCTIONS"
A.11 "PARTICIPANT RESPONSE TRACKING"
A.12 "CREATING THE ANONYMOUS RISK BRAINSTORMING SURVEY"
A.13 "STEP 1 MEETING CHECKLIST"

STEP 01 | A.1

# Facilitator Script

Read Section Aloud | *Written Instructions*

01

### INSTRUCTIONS:

Read through this document in full BEFORE conducting a Step 1, Risk Brainstorming, meeting. The column on the right is a full script for conducting the meeting, and the left side is an outlined version of the key points for meeting facilitation. Facilitators less familiar with the process may want to read the script during the brainstorming meeting, while experienced SSPA Facilitators may prefer to work from the outline. Note that most of the script in the right column can be read as written except for the italicized/indented portions, which contain notes and instructions for the Facilitator.

**REMEMBER** to bring the **Step 1, Risk Brainstorming, handouts to the meeting**. A full list of necessary materials and preparation tasks can be found on ***A.13, the Step 1 Meeting Checklist***.

**IF POSSIBLE,** use a smart screen or a projector to **display the notes to participants as they are recorded** (or screenshare if the meeting is virtual).

**MEETING LENGTH** should be two-hours if participants are adults, or 1.5 hours if participants are youth athletes (under 18 years old).

## Outline

(EXPERIENCED FACILITATORS)

☐ **Brief introductions**
- Icebreaker (optional)
- Meeting length
- Break halfway through

☐ **The Sport Situational Prevention Approach (SSPA)**
- Helps identify and address safety risks in order to prevent athlete harms

## Full Script

### MEETING OPENER

*Open the meeting with a brief round of introductions (if needed), including first names and roles in sport.*

*You may choose to use a short icebreaker as an option (see Handout A.7 for icebreaker ideas).*

*Remind participants how long the meeting is expected to run (2 hours for adults, 1.5 hours for youths under 18), and that there will be a break halfway through.*

### SSPA OVERVIEW

Before we start, I'd like to provide you with a brief overview of this project. Today we'll be using a strategy developed by Dr. Keith Kaufman called the "Sport Situational Prevention Approach," or the SSPA. The SSPA is the newest version of Dr. Kaufman's Situational Prevention Approach. Other versions have been very successful in creating positive safety outcomes for students on college and university campuses as well as for children and teens in youth-serving organizations including the Boys and Girls Clubs of America and in children's hospitals.

*(Continues on following page)*

**STEP 01 | A.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

01

OUTLINE

FULL SCRIPT

The focus of the SSPA is on preventing abuse and other forms of athlete harm. This includes preventing sexual, emotional, and physical abuse as well as other concerns related to athletes' mental and physical wellbeing. We understand these topics can be sensitive and will talk in a bit about practicing self-care if these topics are or become difficult for you.

☐ **Prevention program**
- Addresses sexual violence as well as other harms
- Shifting the focus of safety in sports toward prevention

The SSPA is part of a larger effort to shift the focus for safety efforts in sports toward prevention. We can do this by identifying and dealing with existing risks early on before they cause athlete harm.

☐ **A Four-Step Process**
1: Risk Brainstorming
2: Prioritization
3: Solution Development
4: Implementation Plans

The SSPA is a four-step process, which includes:

1. Risk Brainstorming any existing safety risks in the athletes' environments
2. Prioritizing risks based on the relative degree of concern and urgency
3. Developing prevention and risk-reduction solutions to address identified risks
4. Creating detailed and effective Implementation Plans for each solution for actionable steps.

☐ **360° view of athlete safety**
- Input on risks from athletes, administrators, coaches, trainers, & parents of minors

One of the key features of this program is its 360-degree view of athlete safety. For Step 1, Risk Brainstorming, we will gather input from multiple team stakeholders, including athletes, sports administrators, trainers and coaches, **[FOR TEAMS WITH YOUNGER ATHLETES]** and parents of younger athletes.

### GOALS FOR THE SSPA

☐ **Today's meeting goal**
- Identify as many safety risks as possible

**The primary goal of this risk brainstorm meeting is for you to help identify as many safety risks that could affect the athletes on your team as possible.**

Identifying a risk doesn't guarantee that it will be solved over the course of this four-step program, but by bringing risks to light you're giving your team a better understanding of the safety-related work that needs to be done.

*(Continues on following page)*

**STEP 01 | A.1**

01

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

| OUTLINE | FULL SCRIPT |
|---|---|
| ☐ **There are risks in all environments**<br>• Identifying/understanding risks helps to enhance safety | Keep in mind that there are always going to be safety risks. They exist in every environment. When risks are ignored or go undetected, they are more likely to become problems. On the other hand, when risks are identified, acknowledged, and understood, they can become safety enhancement opportunities. |
| ☐ **Risks identified today compiled with risks from:**<br>• Other brainstorming groups<br>• Anonymous online survey | The risks you identify today will be combined with risks identified by other groups of team stakeholders and risks identified through a 10-minute anonymous online survey. |
| ☐ **Compiled list of risks will be shared with the Working Group (leaders and decision-makers), which will:**<br>• Generate Solutions<br>• Create Implementation Plans | The combined list of risks from all team stakeholders will be shared with your team's SSPA Working Group.<br>*If needed, briefly describe who makes up the members of the Working Group (coaches, other team leaders and decision-makers, etc.).*<br>The Working Group will be responsible for prioritizing and coming up with effective solutions and Implementation Plans to address identified risks.<br>*If the Working Group plans to include athletes or parents in the Solution process, mention that as well.* |
| ☐ **Questions?** | Before I explain the goals for today's meeting are there any questions about the SSPA process so far? |
| | **MEETING GUIDELINES** |
| ☐ **The goal is to accurately record risks and listen respectfully** | I'd like to briefly review a number of meeting ground rules. First, our goal for the meeting is to listen to and record your ideas as accurately as possible and not to judge what you feel is a risk to athlete safety. Please respectfully listen to all perspectives. |
| ☐ **Risks are kept anonymous** | Privacy is of the utmost importance. We will not be linking anyone's name to information that is gathered in this meeting, with the exception of making mandatory reports of abuse or addressing any imminent safety concerns. We ask that you not discuss who shared what with others outside of this meeting. We truly value your honest feedback so that we can ensure athlete well-being in the best way possible. |
| ☐ **Be as open and honest as you can** | |

*(Continues on following page)*

**STEP 01 | A.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

01

| OUTLINE | FULL SCRIPT |
|---|---|
| ☐ **Be brief, but specific (who, what, when, where, & why)** | When identifying risks, try to be brief, but please do include enough specifics to allow for effective solutions. **We're looking for one really descriptive sentence that tells us the who, what, when, where, and why of the safety risk.**<br><br>An example of a really clear risk would be, "I don't feel safe walking home to my apartment on 1st Avenue and Main from Miller Gym after our evening practice because it's late, the streets are dark, I'm usually alone, and there have been reports of crime in the area." |
| ☐ **No names on forms**<br>☐ **Don't tell 'who said what'** | Please don't put your names on anything, and, again, please don't share outside of this meeting what anyone in particular said during the meeting, with the exception of meeting mandatory reporting requirements. |
| ☐ **Take care of yourself however you need**<br>• Talk to us at break or at end about locating resources | Please be sure to take care of yourself however you need to during the meeting. Feel free to step away if need be and return if and when you feel ready. Let me/us know at the break or at the end if you need help locating any resources. |
| ☐ **Share risk, not incidents**<br>☐ **Report cases of abuse and misconduct through proper channels**<br>• I can help you locate those channels<br>• Ideally, don't disclose incidents in this meeting | The intention of this meeting is not to discuss past incidents but rather to identify risks that can be addressed to improve safety. It's best if we focus our conversation on the risk factors without talking about incidents of abuse or misconduct that have happened in the past.<br><br>We've mentioned a few times about mandatory reporting requirements, and we want to talk a little bit more about what that means.<br><br>***[If your organization is within the Olympic & Paralympic Movement]:*** |
| ☐ **Commitment to report, and/or mandatory reporting** | Many adults in sport, including all adults participating in the Olympic and Paralympic Movement, are mandatory reporters under state and federal law. Adults participating in the Olympic and Paralympic Movement must report any suspicion of child abuse or neglect to law enforcement and the U.S. Center for SafeSport. Sexual misconduct, even involving adults, must also be reported to the U.S. Center for SafeSport. |

*(Continues on following page)*

**STEP 01 | A.1**

01

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

| OUTLINE | FULL SCRIPT |
|---|---|
| | ***[If your organization is outside the Movement]:*** |
| | Many adults in sport are mandatory reporters of child abuse and neglect. Make sure you understand your mandatory reporting obligations under state and federal law, as well as any obligations your organization imposes. |
| | ***[For everyone]:*** |
| | If you disclose specific incidents of abuse or misconduct during this brainstorming session, it will likely need to be reported. **If you know of any past or present abuse or misconduct, or if the risks you look at today make you suspect that some form of abuse has occurred, I encourage you to make a report through the proper channels.** |
| ☐ **We will give you a resource sheet and help you access them** | At the end of the meeting, I will hand out a resource sheet with information on where to report, and I can help you access those resources if you like. |
| ☐ **Questions?** | What questions do you have about what I've told you so far? |
| | **EXPLAIN THE MEETING STRUCTURE (WHAT WE WILL DO)** |
| ☐ **Distribute Handouts** | *Distribute Handouts A.3, A.4, A.5, and A.6* |
| ☐ **Risk Brainstorming Prompts**<br>• Broad category and description | **We'll be using a series of Risk Prompts to structure our conversation about safety risks.** The Risk Prompts are numbered on Handout A.4, "Risk Brainstorming Prompts," and consist of a broad risk category and a description of the kinds of risks that could fall into each category. |
| ☐ **Handout A.4: Risk Prompts** | For each area, I will read you the Risk Prompt found on Handout A.4. |
| ☐ **Handout A.5: Examples** | Then I will ask you to look over the list of example risks for each prompt that is provided on Handout A.5. |
| | After I read the definition, you will have about five minutes to write down the risks that come to your mind. Please focus on safety risks that are connected to your team, including your training, practices, competition, and socialization with members of the team and others connected with the team. |

*(Continues on following page)*

**STEP 01 | A.1**

01

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

OUTLINE

- ☐ **Handout A.6: Brainstorming Worksheet**
  - Write risks here
  - Write clearly
  - No names. We will collect this form
  - Remember we are looking for one good sentence — who, what, when, and where
  - You can write down any risks you don't want to share aloud
- ☐ **We will go around, each person sharing one risk at a time**
  - Goal: One sentence telling who, what, when, where and why
  - Skip risks already shared
  - Add new risks to A.6 anytime
- ☐ **Think of all types of athlete harm**
  - Handout A.3
  - 6 forms of misconduct
  - + Physical/mental health & accident prevention

FULL SCRIPT

Please write clearly, and don't put your name on your notes sheet. I will collect it at the end of the meeting. This is also a place where you can write down any risks that you don't want to share out loud. In this way you can provide the safety risk information to us anonymously.

After you've had a chance to write down your ideas, we will share them with the group. Each person should share at least one risk as we go around the room. Try your best to capture in one sentence the important parts of the risk (the who, what, when, where, and why). If an idea on your list has already been shared, you can skip it unless you have something more to add.

**You can write down safety risks** on your sheet for any of the Risk Prompts at any time during our meeting. Again, be sure to write clearly so if there isn't time to share them all aloud (or if you choose not to share them aloud), we can still add them to our list of safety risks after the meeting.

As you brainstorm risks in each category, **we want you to be thinking about the full range of safety concerns** that could potentially cause athlete harm. Handout A.3, "Types of Athlete Harm," provides an overview of different safety concerns. The front page describes six forms of misconduct, including:

- sexual misconduct
- bullying
- hazing
- harassment
- emotional misconduct
- and physical misconduct

The back page outlines:

- physical health
- mental health, and
- accidental injuries

I'm not going to read all of these for the sake of time, but I do want you know that these are all the different types of harms that we want to prevent. The risks you identify today can be related to any one of these types of harm or to multiple types at once.

*(Continues on following page)*

**STEP 01 | A.1**

01

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

OUTLINE

- ☐ **Read the first Risk Prompt**
- ☐ **Questions?**
- ☐ **Look at the examples (A.5)**
  - Add any risks from the example list, if it is true for your team.
- ☐ **Think about all types of athlete harm (A.3)**
- ☐ **Remember to write clearly**
  - One good sentence
  - Who, what, when, where, & why
- ☐ **Five minutes for silently writing risks**
- ☐ **Sharing Risks**
  - One risk at a time
- ☐ **Review wording of risks as Notetaker records them**
  - Was your meaning captured?
  - Offer corrections
- ☐ **Check off risks as you share them**
  - Also check off risks if someone else shares the same thing

FULL SCRIPT

### CONDUCTING THE BRAINSTORMING PROCESS

*Read aloud the first Risk Brainstorming Prompt (e.g., "High Risk Locations") on Handout A.4.*

Any questions about this Risk Prompt's definition?

Take a look at the examples on Handout A.5 before you start writing down risks. If you see a risk on the list that applies to your team, write it on your worksheet (A.6) along with any changes or additions you want to make. And, of course, write down your own ideas about what safety risks exist for athletes on your team, as well.

Remember to think about all types of athlete harm (see A.3) as you are brainstorming high-risk locations.

I'll let you know when your five minutes are up. Remember to please write clearly. Finally, remember that for each safety risk, **we are looking for one really good sentence** that tells us the who, what, when, where, and why of that risk. Please go ahead and get started.

*Allow five minutes for silently brainstorming and writing down risks.*

Please finish up what you're writing. Next, we will go around, and I'd like you to take turns sharing **one risk at a time** from your list in a round-robin fashion. Be brief, specific, and don't repeat risks if they've already been mentioned. Please start by sharing your most important safety risks.

As risks are shared, they'll be recorded by the Notetaker. Please take a look at the wording of your risks as they are typed to **make sure that it captures exactly what you mean**. Offer corrections to what you see on the screen if necessary.

After you share a safety risk you've written down, **put a check next to it** to show that the risk was recorded. If someone shares a risk that you also have written down, please put a check mark next to it, so we don't have repeats of risks suggested. This will also make it easy to look back at your notes later and find the risks that were NOT shared aloud in this meeting.

*(Continues on following page)*

**STEP 01 | A.1**

01

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

| OUTLINE | FULL SCRIPT |
|---|---|
| ☐ **12 minutes round-robin style** | *Work your way around the room asking for one risk at a time. Continue circling around the room until all risks have been recorded, or until the 12 minutes runs out. Help group members keep their answers brief. Point out when you hear a well-stated safety risk and interrupt when needed to create a briefer safety risk (with who, what, when, where, and why).* |
| ☐ **Repeat the process with the remaining Risk Prompts on A.4** | Now that you have a feel for how this process works, we will continue the meeting by working on **two risk areas at a time**. We will now focus on the second and third Risk Prompt on A.4. I will read both of the Risk Prompts aloud, and you will have five minutes to write down risks about each of the two prompts. Then, we will repeat the process of round-robin sharing.<br><br>You may find as we continue that you've already shared or written down risks that could belong in one of these other categories. That's fine, and you don't need to repeat them. That said, if there are any other risks that you know of but haven't written down or shared yet, write those down. |
| ☐ **Work on two Risk Prompts at a time for remainder of meeting**<br>• 10-minutes total writing time for two prompts (five mins. each)<br>• 20 min total for sharing for two prompts (10 mins. each) | *Read the definitions for both the second and third Risk Brainstorming Prompts on A.4.*<br><br>*Give the group about 10 minutes total to write down their ideas about risks for both areas (remind them to switch prompts after about five minutes).*<br><br>*Repeat the process for sharing and recording risks (this time give them 20-24 minutes total for sharing [10-12 minutes for each of the two risk areas]).* |
| ☐ **Take 10–15 min break halfway through** | *Repeat the process of reading aloud two Risk Prompts, providing about 10 minutes of silent brainstorming time and about 20 minutes for sharing risks aloud with the group as they are recorded by the Notetaker. Continue in this way until the end of the meeting, pausing for a break about halfway through.* |

*(Continues on following page)*

**STEP 01 | A.1**

01

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

| OUTLINE | FULL SCRIPT |
|---|---|
| | **CONCLUDING THE MEETING** |
| ☐ **Collect Handout A.6 (or other notes)** | *Collect participants' notes (A.6, "Risk Brainstorming Worksheet"). If meeting is virtual, ask participants to send you a copy (or a picture of) their notes.* |
| ☐ **Thank you** | Thank you very much for your time and effort in this meeting. Your input today will help the coaches and other leaders make better-informed decisions about how they can enhance safety. |
| ☐ **Reminder to report abuse and misconduct** | Again, I want to encourage you to report *anything* you feel concerned about regarding athlete abuse or misconduct to the U.S. Center for SafeSport, and in the case of criminal acts, to legal authorities as well. Contacts for the Center are on the resource sheet that we are about to hand out to you. |
| ☐ **A.8, Safety Resources** | *Provide participants with A.8, the list of Safety Resources, and encourage them to reach out to one of the sources listed if they have any concerns following the meeting.* |
| ☐ **Reminder about online survey** | Remember there will be a short survey sent out for you to provide any risks not shared today or ones that you think of after this meeting. Please keep an eye out for that email and fill it out as soon as possible. |
| | *Invite participants to stay after the meeting if they have any questions or concerns.* |
| ☐ **Save notes** | *Facilitator or Notetaker should immediately save the notes taken during the meeting in a secure location, and also email a copy to the SSPA Lead, Co-Lead, and/or another member of your team's SSPA Working Group.* |

STEP 01 | A.2

# Example SSPA Spreadsheet

01

## Spreadsheet Instructions for Step 1:

For conducting any Step 1 meeting, begin with a blank spreadsheet (***downloadable here***). During the meeting the Notetaker will fill in the columns on the "Safety Comments" sheet labeled "Stakeholder Group," "Risk Prompt," and "Step 1 Risk Brainstorming Notes" (see explanation under each heading, below).

After all Step 1 meetings are conducted and the anonymous survey has been administered, combine all the information gathered in Step 1 into a single spreadsheet. A Working Group member will then review the risks and determine overarching "Theme & Subtheme" categories that can be used to group similar risks together. Once all risks have been assigned a theme and subtheme, sort the list by that column. Then, assign each risk a unique ID number. Columns F will be used in Step 2, and Column G in Step 3.

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| ID# | Stakeholder Group | Risk Prompt | Step 1 Risk Brainstorming Notes | Theme & Subtheme | Step 2 Prioritization | Step 3 Solution Notes | Other Notes |
| Assign each risk a unique ID# in this column. | Note which group identified each risk (e.g., coaches; athletes; or parents). | Note which Risk Brainstorming Prompt was used to generate each risk (e.g., High Risk Locations). | Record the safety risks that are shared aloud.<br>After the meeting, add any risks that were written down by participants but not shared aloud and risks collected through the anonymous survey. | Determine themes and subthemes. Sort the spreadsheet by this column in order to group risks thematically before prioritizing. | Identify the highest priority risks to address first. Once resolved, prioritize remaining risks. Use #1 to identify highest priority. | Record the solution ideas that are generated. The solution may relate to multiple risks, not just the risk that is in this row. When this occurs, note, in this column, the ID# of the other risks that are addressed by this solution. | Record any additional notes or comments. |
| | | | | | | | |
| | | | | | | | |

### A: ID#
Assign each risk a unique ID# in this column.

### B: Stakeholder Group
Note which group identified each risk (e.g., coaches; athletes; or parents).

### C: Risk Prompt
Note which Risk Brainstorming Prompt was used to generate each risk (e.g., High Risk Locations).

### D: Step 1 Risk Brainstorming Notes
Record the safety risks that are shared aloud. After the meeting, add any risks that were written down by participants but not shared aloud and risks collected through the anonymous survey.

### E: Theme & Subtheme
Determine themes and subthemes. Sort the spreadsheet by this column in order to group risks thematically before prioritizing.

### F: Step 2 Prioritization
Identify the highest priority risks to address first. Once resolved, prioritize remaining risks. Use #1 to identify highest priority.

### G: Step 3 Solution Notes
Record the solution ideas that are generated. The solution may relate to multiple risks, not just the risk that is in this row. When this occurs, note, in this column, the ID# of the other risks that are addressed by this solution.

### H: Other Notes
Record any additional notes or comments.

STEP 01 | A.3

01

# Types of Athlete Harm

## Six Types of Misconduct

**1. SEXUAL MISCONDUCT** includes a wide range of nonconsensual sexual conduct, including contact and noncontact behaviors. It can be perpetrated by adults and by minors in any of the following ways:

- **Sexual Harassment:** Any unwelcome sexual advance, request for sexual favors, or other unwanted conduct (including harassment related to gender, sexual orientation, gender identity, or gender expression) when:
  - Submission to or rejection of such conduct is made a condition of or limits employment or participation in sports.
  - The conduct is sufficiently severe, persistent, or pervasive that it limits the opportunity to participate in sports.
- **Nonconsensual sexual contact or intercourse:** Intentional touching of a sexual nature without consent or sexual intercourse without consent.
- **Sexual exploitation:** Includes observing, allowing observation of, recording, or photographing private sexual activity or intimate parts without consent of all parties involved, or disseminating images of the same. Sexual exploitation also includes prostituting or trafficking another individual, or intentionally exposing another to a sexually transmitted disease without that person's knowledge.
- **Child sexual abuse:** Includes the employment, use, persuasion, inducement, enticement, or coercion of a child to engage in, or assist another person to engage in, sexually explicit conduct or sexual exploitation of children, including child pornography.
- **Any other inappropriate conduct of a sexual nature:** This can include bullying and hazing when there is a sexual component. It can also include inappropriate intimate relationships such as a coach dating an athlete (regardless of their age difference).

**2. BULLYING** includes repeated or severe behaviors that are: aggressive; directed at a minor; and intended or likely to hurt, control, or diminish the minor emotionally, physically, or sexually.

**3. HAZING** is conduct that subjects another person (whether physically, mentally, emotionally, or psychologically) to anything that may endanger, abuse, humiliate, degrade, or intimidate them as a condition to join or be accepted by a group or team.

**4. HARASSMENT** is repeated or severe conduct that causes fear, humiliation, or annoyance; offends or degrades; creates a hostile environment; or reflects discriminatory bias in an attempt to establish dominance, superiority, or power over an individual or group.

**5. EMOTIONAL MISCONDUCT** includes behaviors and actions that can cause emotional harm to another person, including verbal acts, physical acts, acts that deny attention or support, and stalking.

**6. PHYSICAL MISCONDUCT** is any intentional contact or non-contact behavior that cause, or reasonably threatens to cause, physical harm to another person.

STEP 01 | A.3

01

# Types of Athlete Harm

## Health, Mental Health, and Accidental Injury

**1. PHYSICAL HEALTH CONCERNS relate to any physical illness, ailment, or condition. These might be related to sleep or nutrition, long-term or short-term illnesses, or physical conditions.**

Physical health concerns relate to anything that affects an athlete's body, such as preventing food poisoning by using proper food-handling techniques or preventing the spread of communicable diseases. Other times, it means managing long-term conditions such as AIDS or cancer. It can also relate to care regarding a variety of more short-term conditions (for example the response to a concussion).

**2. MENTAL HEALTH CONCERNS can be any issue regarding a temporary or long-term mental health condition.**

Mental health concerns relate to both the preservation and management of an athlete's psychological and emotional well-being. This applies to both short and long-term mental wellbeing concerns, including any level of stress, anxiety, or depression, as well as conditions such as schizophrenia, autism, ADHD, and others. Concerns can also relate to a lack of mental health resource availability, and/or social stigma around mental illness.

**3. ACCIDENTAL INJURIES are unintended harms to athletes.**

Accidents can occur by random chance. However, they can also be the result of a lack of oversight, carelessness, or poor decision-making. Accidents can be the result of anything from athletes getting inadequate rest and recovery time to not using proper safety equipment or using facilities or equipment that are damaged or faulty in some way.

STEP 01 | A.4.1

01

# Risk Prompts

## Adult Participants

**This document is for any Step 1 group composed of adults, regardless of the ages of the athletes on the team. The following Risk Prompts will help organize our discussion and help you identify risks across all parts of the sport environment during this meeting. They are numbered below, followed by a detailed description and an example of a risk for each prompt. All examples are completely made up.**

### 1. HIGH-RISK LOCATIONS

This category refers to specific indoor or outdoor locations used by athletes on your team that feel unsafe or dangerous in some way. This can include any places used for practicing, training, or competing. It can also include medical settings, areas or pathways around buildings, and parking areas used by athletes or other members of the organization. Locations visited during team trips for training, practice, competition, or social events should be included here as well. A location can be considered high risk for many reasons. Some locations (such as locker rooms, stairwells, medical clinics, private offices, or hotel rooms used during team travel) may be considered high risk because they are isolated, secluded, or private. These are places where dangerous or harmful activities or behaviors can go unnoticed or be hidden from view. A location might be higher risk if it is visited during off-hours when there are few other athletes or staff present (for example, late at night or very early in the morning). Think only of locations that are owned, managed or connected with your athletic organization, or places visited when traveling with the team.

- **Example:** The parking lot outside of Smith Hockey Arena feels unsafe at night because it is very poorly lit.

### 2. RULES AND POLICIES, AND SAFETY CLIMATE OR NORMS

This category includes missing policies, those policies that need to be updated or improved, and well-designed policies that coaches, athletes, or other organizational members do not follow or know about. Think of both policies that accidentally create or maintain unsafe conditions, as well as good safety policies that either have not been adopted by a team or that don't seem to be enforced. Climate or norms refers to commonly held beliefs or ways of behaving that reflect unwritten rules or social codes. Examples of risks related to climate or norms might include teams that encourage "win at all costs" or "pain equals gain" attitudes, or ideas about power, toughness or authority figures that may lead to athlete harm. Other risks may relate to a lack of athlete understanding about the importance of getting consent before and during sexual activity, or a lack of athlete knowledge about what consent is and is not. Risks might also relate to bullying or hazing, or a tendency to not hold certain groups of people responsible for their actions. Policies and norms may be specifically related to this team, or they may apply to the larger organization. Be sure to think about policies as well as climate or norms at both the team level and the larger organizational level.

- **Example:** It's normal for coaches to send private texts to athletes to set up meetings even though it's against the team's policy. No one seems to either be aware of this policy or bother enforcing it.

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## Risk Prompts | Adult Participants

*(Continued from previous page)*

### 3. LIFESTYLE AND DAILY ACTIVITIES

Lifestyle and daily activities are everyday ways of doing things or routines that both athletes and coaches/staff do as part of their team involvement. Safety risks that have to do with athletes' lifestyles may include unhealthy eating habits (like not eating enough), or alcohol and drug use. Other risks can include safety rules or policies that aren't followed. This category also includes the use of cell phones, social media, and technology, and how they impact athlete safety. Examples of this may include inappropriate texts between coaches and athletes or between older and younger athletes.

- **Example:** Sometimes pictures of athletes are passed around by their teammates through text messages as a way of embarrassing or making fun of them.

### 4. RISKS RELATED TO BEING A COMPETITIVE ATHLETE

This category refers to the ways in which athletes' safety is impacted by the stress and pressure of simply being an athlete—the pressure to perform, the pressures of high-level competition, or to receive training support. Risks in this area can relate to feeling pressured to always do what they are told and not to "rock the boat." This can lead to athletes compromising their safety in a number of ways, such as taking unnecessary risks in practice; pushing their bodies beyond safe limits; returning to play too soon after an injury; or tolerating and not reporting hazing or abuse (emotional, physical, or sexual). Any of these risks can be due to pressure athletes put on themselves to keep up with their teammates or competitors, or the pressure placed on them by coaches, parents, or others. Risks may be related to sleep difficulties, physical or mental health concerns, and problematic eating habits connected to stress or pressure to perform.

- **Example:** Athletes feel like they can't speak up or report abuse because they don't want to risk their reputations or damage their relationships with their coaches or teammates.

### 5. RISKS RELATED TO ABUSES OF POWER AND BOUNDARY VIOLATIONS

Abuses of power happen when a person in a trusted position, like a coach, team captain, or team leader, uses their power to harm or take advantage of someone with less power, sometimes making that person feel they must do something that they don't want to do or that is inappropriate. Often abuses of power involve a boundary violation. Boundaries can be physical, emotional, or sexual. Respecting and maintaining healthy personal boundaries is one important way to help prevent any type of misconduct from harming athletes. Examples of abuses of power and boundary violations may include a coach calling a player names when they make a mistake in practice (emotional misconduct), hitting or threatening to hit an athlete for not following directions (physical misconduct), or taking advantage of their trust by trying to establish an intimate or sexual relationship with an athlete (sexual misconduct). Other examples may be the

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## Risk Prompts | Adult Participants

*(Continued from previous page)*

older athletes (or those with more seniority) on a team hazing newer athletes by telling them they need to do something unsafe or embarrassing to be accepted, or team captains being granted too much power by the coaches.

Remember that boundary violations can happen in small way, too. Examples include a trainer whose massages sometimes feel inappropriate or an athlete who often makes comments about teammates that are much more mean than funny.

- **Example:** Some of the trainers and coaches tell stories that are supposed to be funny about the hazing from their youth. These stories send the message that hazing newer team members is OK and not a big deal, which is totally wrong.

### 6. THE LARGER COMMUNITY ENVIRONMENT

These are risks athletes deal with while in the neighborhoods and communities in and around the locations used for training, practices, and competitions. This includes buildings, streets or paths, or any areas that are close to the facilities used by the team but that are not owned by the organization or under their control. Examples include places where athletes travel through or hang out on their way to and from practices and competition. Think of risks related to places, people, and/or situations in public or community areas that may harm athletes. Examples might include traveling alone on a path late at night, or going to or from training, practice, and competition facilities through high-crime neighborhoods or on very busy streets. Risks could also be connected to attending team parties or staying overnight at apartments or houses in the community when traveling for a team event.

- **Example:** The bus stop on 5th and Murdock across the street from our practice field is dark and empty at night, and athletes are sometimes harassed by strangers while they wait there.

### 7. TEAM TRAVEL RISKS

This category includes risks that athletes face during team travel. Risks can be related to the facilities where athletes meet, practice, and/or compete while traveling. These safety risks can be related to how athletes get to different places (in cars, buses, or planes). Risky situations can occur in the hotels or lodging facilities where athletes stay. When travel is international, risks can be connected to differences in the local laws, practices, languages, and/or cultural practices. Team travel risks can also include unsafe travel policies or unsafe travel destinations (for example, places with high rates of crime or that are lacking in proper security measures for practice, housing, or competition facilities).

- **Example:** When the team travels for competitions it's not uncommon for the coaches to invite individual athletes to their hotel rooms in the evenings to go over competition strategies.

*(Continues on following page)*

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## Risk Prompts | Adult Participants

*(Continued from previous page)*

### 8. MISCONDUCT, PHYSICAL AND MENTAL HEALTH, AND ACCIDENTAL INJURY

This category includes risks related to anything involving misconduct, physical health, mental health, or accidental injuries. Misconduct includes emotional, physical, and sexual abuse as well as bullying, harassment, and hazing. Physical health risks can include physical illness and health conditions (both short-term and long-term). Mental health risks refer to any temporary or long-term psychological or stress-related condition and may include issues of access to mental health resources, and stigma around having a mental health issue. It also includes lack of accountability for those who disrespect or harm others and retaliation against those who report or point out the disrespect and harm. Finally, risks related to accidental injuries includes anything that increases the likelihood of unintentional harm to athletes.

- **Example:** Athletes avoid asking for mental health help because of concerns that it will make them look weak to others on the team.

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01

# Risk Prompts

## Youth Athletes Ages 12-14

**This document is for Step 1 groups composed of athletes ages 12-14.**

**REMINDER – Write risks that you know of on your worksheets using complete sentences, and include the who, what, when, where and why of each risk.**

### 1. HIGH-RISK LOCATIONS

Think of any places where you and other athletes on your team go that make you feel uncomfortable or worried that something harmful, inappropriate, or upsetting might happen. Include rooms and locations inside and nearby the buildings where you practice and compete. Places can also be seen as unsafe at certain times such as "off-hours" (for example early in the morning or late at night) or if it is away from coach or adult supervision. Write down where those places are and what about them worries or concerns you.

- **Example:** The parking lot outside the Smith Gym feels unsafe at night because it is very poorly lit.

### 2A. RULES AND POLICIES

Think of any team rules or policies that should be changed or added in order to improve safety. These might include missing rules or policies, or rules that don't seem to work well. Also think about team rules or policies that may be good ones but that are not given attention or enforced.

- **Example:** It's normal for coaches to send private one-on-one texts to athletes about the team's schedule. I'm not sure if there is a policy against this, but maybe there should be.

### 2B. SAFETY CLIMATE AND NORMS

Safety climate and norms refers to the ways in which people on this team (including athletes, coaches, and parents) behave and treat one another. It is the shared attitudes and behaviors of people on this team. This includes what coaches say to their athletes and the expectations they have of their athletes. It also includes what athletes say and do to each other, and what athletes think they must do to be successful. Think of any problems with attitudes or behaviors, or risks you notice that affect this team's safety climate and norms.

- **Example:** It seems like athletes are expected to ignore when they are injured and just keep playing anyway. If we ask to sit out, we're made to feel like we're just complaining or being weak.

*(Continues on following page)*

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## Risk Prompts | Youth Athletes Ages 12-14

*(Continued from previous page)*

### 3. LIFESTYLE AND DAILY ACTIVITIES

Lifestyle and daily activities are everyday ways of doing things or routines that have been established that both athletes and coaches do as a part of being around the team. These can include workout or practice routines, habits around eating, drinking, or sleeping as well as what people do and say in texts or on social media. Think of any risks relating to this team's lifestyle and daily activities.

- **Example:** Sometimes embarrassing or unflattering pictures of athletes are passed around by teammates through text messages as a way of making fun of them.

### 4. RISKS RELATED TO BEING A YOUTH ATHLETE

There are a lot of great things about participating in sports! But sometimes playing sports can also cause worries or stress. Some stress is all right, but feeling too much stress or pressure isn't fun or healthy. There can be stress when it is hard to keep up with everything (for example school, athletics, and friends). Stress can also be a problem when you push your body too hard and are worried about performing well; are competing against your teammates for playing time or a spot on the team or competing against other teams; or putting up with some form of abuse (emotional, physical, or sexual). Think of any safety risks related to stress or pressure felt by athletes on this team.

- **Example:** Practice ends late in the evening, and sometimes it's hard to get homework done and also get enough sleep because there's just not enough time.

### 5. RISKS RELATED TO ABUSES OF POWER AND BOUNDARY VIOLATIONS

Abuses of power happen when a person in a trusted position, like a coach or a team captain, uses their power to harm or take advantage of someone in order to get them to do something that they don't want to do or that is inappropriate. Often abuses of power involve a boundary violation. Boundaries are your personal rules about how you want to be treated. Boundary violations can be physical, emotional, or sexual. Think of any risks for this team related to abuses of power and boundary violations.

- **Example:** There is one trainer who is always commenting on how athletes' bodies look in their uniforms. It feels uncomfortable.

*(Continues on following page)*

STEP 01 | A.4.2

01

## Risk Prompts | Youth Athletes Ages 12-14

*(Continued from previous page)*

### 6. THE LARGER COMMUNITY ENVIRONMENT

These are risks that athletes deal with while in the neighborhoods and communities in and around the locations used for training, practices, and competitions. This includes buildings, streets or paths, or any areas that are close to the facilities used by the team (but not inside the training and competition buildings or on their grounds). It also includes communities you travel through on the way to practice and competition settings. Safety concerns can be about threatening or unsafe places, people, and situations. Think about any risks for athletes on this team related to the larger community environment.

- **Example:** The bus stop across the street from our practice facility is dark and feels uncomfortable at night. Sometimes athletes are bothered by strangers while they wait there.

### 7. TEAM TRAVEL RISKS

This category includes risks that athletes face during any kind of team travel. These safety risks can be about how athletes get to different places, where they stay when they are out of town, where they spend time when they're not practicing or competing, and where they practice or compete while on a trip. Being in a new city and not knowing your way around or the safe areas can also cause travel risks. Think about any risks related to traveling with this team.

- **Example A:** When the team travels for competitions, sometimes we will go as a team to a nearby mall when we have downtime. Even though we go as a team and are supposed to stay in groups, sometimes the groups break apart and single athletes end up on their own.
- **Example B:** When the team travels for competitions, coaches often invite individual athletes to their hotel rooms in the evenings to go over tapes or competition strategies.

### 8. MISCONDUCT, PHYSICAL AND MENTAL HEALTH, AND ACCIDENTAL INJURY

Misconduct includes emotional, physical, and sexual abuse as well as bullying, harassment, and hazing. Physical health risks can include physical illness and health conditions (both short term and long term). Mental health risks refer to any temporary or long-term psychological or stress-related condition, and may include issues of access to mental health resources as well as the stigma around having a mental health issues (such as people being mean to or critical of someone for having a mental health difficulty). This also includes lack of accountability for those who disrespect or harm others and retaliation against those who report or point out the disrespect and harm. Finally, accidental injuries include anything that makes it more likely for athletes to be harmed by mistake. Think of any other risks related to misconduct, physical health, mental health, or accidental injuries.

- **Example:** Athletes avoid asking for mental health help because of concerns about what others will think.

STEP 01 | A.4.3

01

# Risk Prompts

## Youth Athletes Ages 15-17

**This document is for Step 1 groups composed of athletes ages 15–17. The following Risk Prompts will help organize our discussion and help you identify risks across all parts of the sport environment during this meeting. They are numbered below, followed by a detailed description and an example of a risk for each prompt. All examples are completely made up.**

### 1. HIGH-RISK LOCATIONS

This category refers to specific indoor or outdoor locations used by athletes on your team that feel unsafe or are dangerous in some way. This can include any places used for practicing, training, or competing. It can also include medical settings, areas or pathways around buildings, and parking areas used by athletes and their families. Locations visited during team trips for training, practice, competition, or social events should be included here as well. A location may be high risk for a variety of reasons including it being out of the way, used at "off-hours" (e.g., early in the morning or late at night), or away from coach or adult supervision.

Think only of locations that are owned, managed, or connected with your athletic organization or places visited when traveling with the team.

- **Example:** The parking lot outside of the Smith Gym feels unsafe at night because it is very poorly lit.

### 2A. RULES AND POLICIES

This category includes missing policies, those policies that need to be updated or improved, and well-designed policies that coaches, athletes, or other organizational members do not follow or know about. Think both of policies that accidentally create or maintain unsafe conditions, as well as good safety policies that either have not been adopted by a team, or that don't seem to be enforced.

- **Example:** It's normal for coaches to send private (one-on-one) texts to athletes about the team's schedule. I'm not sure if there is a policy against this, but maybe there should be.

### 2B. SAFETY CLIMATE AND NORMS

Safety climate and norms are all about which attitudes and behaviors are OK or not OK on the team, and how these attitudes and behaviors make athletes more or less safe. A team's safety climate and norms come straight from the leadership and can be seen in how coaches treat athletes and how athletes are encouraged to treat each other. It can also be seen in what behaviors coaches allow, what they ask athletes to do, and the team rules that have been put in place to keep athletes safe. Think about safety climate and norms on your team that make you feel unsafe in some way. Be sure to think about policies as well as climate or norms at both the team level and the larger organizational level.

- **Example:** It seems like athletes are expected to ignore when they are injured and just keep playing anyway. If we ask to sit out, we're made to feel like we're just complaining or being weak.

*(Continues on following page)*

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## Risk Prompts | Youth Athletes Ages 15-17

*(Continued from previous page)*

### 3. LIFESTYLE AND DAILY ACTIVITIES

Lifestyle and daily activities are everyday things that both athletes and coaches/staff do as part of their team involvement. These can include going to and from the practice facility, daily workouts or practice routines, habits around eating drinking or sleeping as well as what people do and say on texts or on social media. It can also include the things that your coaches, staff, parents, or teammates do including driving you to games, texting you or yelling at you to get you motivated, or pressuring you to change your weight and/or look a certain way. Think of lifestyle or daily activities that make you feel unsafe or disrespected in some way. Other risks might relate to cyber-bullying or harassment that occurs online or via other technology. Be sure to think about the daily face-to-face activities and the use technology use by athletes as well as coaches and staff that may create safety risks.

- **Example:** Sometimes embarrassing or unflattering pictures of athletes are passed around by teammates through text messages as a way of making fun of them.

### 4. RISKS RELATED TO BEING A COMPETITIVE ATHLETE

This category refers to any way that athletes' safety is affected by the stress and pressure that they are under to make teams, receive training support, and compete at high levels. Risks in this area can include feeling pressured to always do what you are told and not to "rock the boat." This can lead to athletes taking unnecessary risks in practice; pushing their bodies beyond safe limits or advancing to the next level of tricks or moves before they are ready; returning to play too soon after an injury or a concussion; or putting up with and not reporting hazing or some form of abuse (emotional, physical, sexual). These risks can happen when athletes push themselves to keep up with their teammates or competitors and/or the pressure placed on them by coaches, parents, or others.

- **Example:** Athletes feel like they can't speak up or report abuse because they don't want to risk their reputations or hurt their relationships with their coaches or teammates

### 5. RISKS RELATED TO ABUSES OF POWER AND BOUNDARY VIOLATIONS

Abuses of power happen when a person in a trusted position, like a coach, captain, or team leader, uses their power to harm or take advantage of someone with less power to get them to do something that they don't want to do or that is inappropriate. Often abuses of power involve a boundary violation. Boundaries are your personal rules about how you want to be treated. Boundaries can be physical, emotional, or sexual. Examples of abuses of power and boundary violations may include a coach calling a player names, hitting or threatening to hit an athlete, or taking advantage of their trust by trying to create a romantic or sexual relationship with them. Another example may be athletes hazing newer athletes by telling them they need to do something unsafe or embarrassing to be accepted.

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## Risk Prompts | Youth Athletes Ages 15-17

*(Continued from previous page)*

Remember that boundary violations can happen in smaller ways, too (for example, a trainer whose massages sometimes feel inappropriate, or an athlete who often makes comments about teammates that are much more mean than funny).

- **Example:** Some of the trainers and coaches tell stories that are supposed to be funny about the hazing that went on when they were younger. These stories send the message that hazing newer team members is OK and not a big deal, which is totally wrong.

### 6. THE LARGER COMMUNITY ENVIRONMENT

These are risks athletes deal with while in the neighborhoods and communities in and around the locations used for training, practices, and competitions. This includes buildings, streets or paths, or any areas that are close to the facilities used by the team but that are not owned by the organization or under their control. Other examples may include any of the places that athletes travel through or "hang out" in on their way to and from practices and competition. Think of risks connected to places, people, and/or situations in public or community areas that may harm athletes. For example, going to or from training late at night, practice, and competition facilities through high-crime neighborhoods or having to cross very busy streets to get to practice. Risks could also be connected to attending team parties or staying in a local home when traveling for competition.

- **Example:** The bus stop on 5th and Murdock across the street from our practice field is dark and empty at night, and athletes are sometimes harassed by strangers while they wait there.

### 7. TEAM TRAVEL RISKS

This category includes risks that athletes face during team travel. Risks can be related to the places where athletes meet, practice, and/or compete while traveling. These safety risks can include how athletes get to different places (like cars, buses, or planes). Risky situations can occur in the hotels or lodging facilities where athletes stay. When travel is international, risks can be connected to differences in the local laws, practices, languages, and/or cultural practices. Team travel risks can also include unsafe travel policies or unsafe travel destinations (for example, places with high rates of crime, or that are lacking in proper security measures for practice, housing, or competition facilities).

- **Example:** When the team travels for competitions coaches often invite individual athletes to their hotel rooms in the evenings to go over tapes or competition strategies.

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## Risk Prompts | Youth Athletes Ages 15-17

*(Continued from previous page)*

### 8. MISCONDUCT, PHYSICAL AND MENTAL HEALTH, AND ACCIDENTAL INJURY

This category includes risks related to either misconduct, physical health, mental health, or accidental injuries. Misconduct includes emotional, physical, and sexual abuse as well as bullying, harassment, and hazing. Physical health risks can include physical illness and health conditions (both short term and long term). Mental health risks refer to any temporary or long-term psychological or stress related condition and may include issues of access to mental health resources as well as the stigma around having a mental health issue. This also includes lack of accountability for those who disrespect or harm others and retaliation against those who report or point out the disrespect and harm. Finally, risks related to accidental injuries includes anything that makes it more likely for athletes to get hurt unintentionally.

- **Example:** Athletes avoid asking for mental health help because of concerns that it will make them look weak to others on the team.

STEP 01 | A.5.1

01

# Risk Examples

## Adult Teams

**This document is for Step 1 groups identifying risks for adult athletic teams.**

### 1. HIGH-RISK LOCATIONS

- Isolated training facilities or private rooms
- Weight rooms
- Parking garages
- Stairwells
- Bathrooms, changing rooms, and locker rooms
- Parks or wooded areas near training facilities
- Equipment storage areas
- Medical facilities
- Busy crosswalks or roads
- Athlete lodging facilities

### 2. RULES AND POLICIES, AND CLIMATE OR NORMS

- Inconsistent and inadequate safety training policies for coaches, parents, athletes, or volunteers
- Security or monitoring policies that are lacking
- Anti-hazing policies that are not enforced
- A lack of consequences for ignoring safety policies or rules
- Zero-tolerance policies for alcohol that cause more problems than they prevent, for example:
  - Athletes not reporting sexual abuse that occurred when they were drinking; or
  - Athletes going to unsafe locations to drink because it is not allowed in their residences
- People not taking safety seriously because they think "it will never happen here," or "not in my sport"
- Norms that encourage heavy drinking or underage drinking
- Norms that support dating between older or more senior athletes and newer/younger team members
- Lack of policies that address mental health concerns or that make mental health a priority
- Unfriendly climate toward those who express mental health concerns

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### 3. LIFESTYLE AND DAILY ACTIVITIES

- One-on-one coaching sessions
- Practices/workouts that end late in the evening
- Propping open locked facility doors on a routine basis, making it so anyone could enter
- Coaches or adult athletes regularly giving rides to minor athletes
- Social media and electronic communications that violate safety policies in some way
- High stress levels for athletes
- Commuting to and from events or practices
- Alcohol or drug use
- Inappropriate relationships between practice facility or training center staff and athletes

*(Continues on following page)*

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01

# Risk Examples | Adult Teams

*(Continued from previous page)*

### 4. RISKS RELATED TO BEING A HIGH-PERFORMING ATHLETE

- Negative effects on sleep, eating habits, or other areas of well-being
- Taking unnecessary or dangerous risks because of pressure to outperform self or others
- Athletes feeling like they can't complain or can't say no without somehow jeopardizing their athletic career
- Being encouraged to return to play too soon after an injury or to play through an injury
- Being tempted to take performance-enhancing drugs to gain a competitive edge
- Using mental health issues as evidence that they aren't "cut out" for the sport
- Obsessive thoughts and internal pressure to achieve personal records
- Coaching or training methods that are abusive to athletes such as:
  - Yelling or belittling an athlete for making a mistake
  - Withholding food, water, or rest from an athlete as a punishment

### 5. RISKS RELATED TO ABUSES OF POWER AND BOUNDARY VIOLATIONS

- A coach who's tough training techniques cross the line, for instance by denying water or breaks
- A staff member who asks overly personal or sexual questions about athletes
- An older athlete on the team who gives massages to younger team members that feel inappropriate
- When bullying or hazing is expected and if it happens it is considered no big deal
- A coach calling or texting an athlete repeatedly to talk about personal subjects
- People on the team making fun of athletes because of their sexual orientation
- A trainer who gets angry at athletes and yells or throws things
- Someone in power degrading or minimizing the importance of mental health

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### 6. THE LARGER COMMUNITY ENVIRONMENT

- Busy streets with high traffic near practice facilities
- Lack of safe public transportation options to and from facilities
- Isolated bus stops
- Running or walking paths or nature areas that are risky in some way or in unsafe areas
- Nearby high-crime neighborhoods
- Exercising outside with unpredictable, rapid changes in the weather
- Unmaintained roads and sidewalks (potholes, uneven sidewalks, ice or snow in the winter months)
- Areas lacking cell service
- Neighborhoods with vigilant, potentially intolerant and/or armed, locals
- Being a part of a community that is unsupportive, or even intolerant, of mental issues, thereby directly or indirectly discouraging athletes from seeking help

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01

## Risk Examples | Adult Teams

*(Continued from previous page)*

### 7. TEAM TRAVEL RISKS

- Traveling to places with laws or cultural practices that could pose risks to some athletes
- Bus, plane, or train travel, and associated risks
- Any risks related to sleeping arrangements
- Unsafe or limited healthy food options
- Visiting locations with high rates of crime
- Those with mental health issues lacking access to services, medication, or personal help
- Disrupted routines contributing to added stress

### 8. MISCONDUCT, PHYSICAL AND MENTAL HEALTH, AND ACCIDENTAL INJURY

- Lack of discussion surrounding mental health
- Absence of routine mental health checks
- Bad food-handling practices in dining halls
- Mold on building walls or furniture that could make people ill
- Bathrooms that are left wet and slippery
- Factors that limit access to health care, dental care, or mental health care
- Air quality in gyms or locker rooms
- Limited time off for injuries, illness, or pregnancy

STEP 01 | A.5.2

01

# Risk Examples

## Youth Teams

**This document is for Step 1 groups identifying risks for youth athletics teams or programs.**

### 1. HIGH-RISK LOCATIONS

- Isolated or private places
- Weight rooms
- Parking garages or lots
- Stairwells
- Bathrooms and locker rooms
- Parks or wooded areas near training facilities
- Equipment storage areas
- Medical facilities or doctors' offices
- Busy crosswalks or roads
- Athlete lodging facilities, such as hotels visited during team travel

### 2A. RULES AND POLICIES

- Inconsistent and inadequate safety training policies for coaches, parents, athletes, or volunteers
- Security or monitoring policies that are lacking
- Anti-hazing or anti-bullying policies that are not followed
- A lack of consequences for ignoring safety policies or rules
- Lack of policies that address mental health concerns or that make mental health a priority
- Zero-tolerance policies for alcohol that cause more problems than they prevent, for example:
- Athletes not reporting sexual abuse that occurred when they were drinking for fear of being thrown off the team

### 2B. SAFETY CLIMATE AND NORMS

- People not taking safety seriously because they think "it will never happen here," or "not in my sport"
- Coaches looking the other way when athletes fight or bully each other
- Codes of silence for athletes, such as "what happens in the locker room stays in the locker room"
- Norms that encourage underage drinking, smoking, or other unhealthy habits
- Norms that support dating between older athletes and much younger team members
- Behaviors or attitudes by some that make other team members feel bad about themselves
- Unfriendly climate toward those who express mental health concerns

### 3. LIFESTYLE AND DAILY ACTIVITIES

- One-on-one coaching sessions
- Practices/workouts that end late in the evening
- Propping open locked facility doors on a routine basis, making it so anyone could enter
- Coaches or adult athletes regularly giving rides to minor athletes
- Social media and electronic communications that violate safety policies in some way
- High stress levels for athletes
- Commuting to and from events or practices
- Alcohol or drug use
- Inappropriate relationships between practice facility or training center staff and athletes

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01

# Risk Examples | Youth Teams

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### 4. RISKS RELATED TO BEING A YOUTH ATHLETE

- Negative effects on sleep, eating habits, or other areas of well-being
- Taking unnecessary or very dangerous risks because of pressure to outperform self or others
- Athletes feeling like they can't complain or can't say no without somehow jeopardizing athletic career
- Being encouraged to return to play too soon after an injury, or to play through an injury
- Being tempted to take performance enhancing drugs to gain competitive edge
- Using mental health issues as evidence that athletes aren't "cut out" for the sport
- Obsessive thoughts and internal pressure to achieve personal records
- Coaching or training methods that are abusive to athletes such as:
  - Yelling or belittling an athlete for making a mistake
  - Withholding food, water, or rest from an athlete as a punishment

### 5. RISKS RELATED TO ABUSES OF POWER AND BOUNDARY VIOLATIONS

- A coach who's tough training techniques cross the line, for instance by denying water or breaks
- A staff member who asks overly personal or sexual questions about athletes
- An older athlete on the team who gives massages to younger team members that feel inappropriate
- Bullying or hazing is expected, and if it happens it is no big deal
- A coach calling or texting an athlete repeatedly to talk about personal subjects
- People on the team making fun of athletes because of their sexual orientation
- A trainer who gets angry at athletes and yells or throws things
- Someone in power degrading or minimizing the importance of mental health

### 6. THE LARGER COMMUNITY ENVIRONMENT

- Busy streets with a lot of traffic near practice facilities
- Lack of safe transit options to and from facilities
- Isolated bus stops
- Running or walking paths or nature areas that are risky in some way or in unsafe areas
- Nearby high-crime neighborhoods
- Exercising outside with unpredictable, rapid changes in the weather
- Unmaintained roads and sidewalks (ex. potholes, uneven sidewalks, ice or snow in the winter months)
- Areas lacking cell service
- Neighborhoods with vigilant, potentially intolerant and/or armed, locals
- The sport community being unsupportive, or even intolerant, of mental issues, thereby directly or indirectly discouraging athletes from seeking help

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01

## Risk Examples | Youth Teams

*(Continued from previous page)*

### 7. TEAM TRAVEL RISKS

- Bus, taxi, plane or train travel, and associated risks
- Any risks related to sleeping arrangements when travelling
- Visiting locations with high rates of crime in the communities
- Traveling to places with laws or cultural practices that could pose risks to some athletes
- Individual coaches doing bed checks (checking that athletes are in bed at curfew) without another coach or adult present
- Any limitations that travel causes to access to services, medication, or personal help
- Disrupted routines contributing to added stress

### 8. MISCONDUCT, PHYSICAL AND MENTAL HEALTH, AND ACCIDENTAL INJURY

- Lack of discussion surrounding mental health
- Absence of routine mental health checks
- Bad food-handling practices in places where athletes eat
- Mold on building walls or furniture that could make people ill
- Bathrooms that are left wet and slippery
- Factors that limit access to health care, dental care, or mental health care
- Poor air quality in gyms or locker rooms
- Limited time off for injuries, illness, or mental health concerns

STEP 01 | A.6

# Risk Brainstorming Worksheet

01

| Risk Brainstorming Prompt # | List Risks in the Space Below<br>*Remember to include the who, what, when, where, and why for each risk* | Check Box if risk **WAS MENTIONED** in meeting |
|---|---|---|
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STEP 01 | A.7

# Ice Breakers

01

**If introductions are necessary, have each meeting member say their name before giving their answer to the ice breaker. Pick ONE ice breaker from below or use your own.**

## COACHES AND STAFF

1. What is the best part about working with athletes?
2. How would you like to see your athletes develop?
3. If you could meet one famous person from any time in history, who would it be?
4. What favorite childhood memory do you have relating to sports?
5. What life lesson have you picked up from working with athletes?
6. What is one thing on your bucket list?
7. What country would you like to visit someday and why?
8. Which decade's style and/or music do you love the most?
9. Who are your two favorite professional athletes and why?
10. If you were stuck on an island and could only bring three things, what would they be?

## ATHLETES 15 YEARS OF AGE AND OVER

1. What is your favorite memory from playing sports?
2. What skill are you currently working most to develop as an athlete?
3. If you could meet one famous person from any time in history, who would it be?
4. What is your favorite way to de-stress?
5. What is one thing on your bucket list?
6. What is your favorite non-sport hobby?
7. What country would you like to visit someday and why?
8. What superpower would you like to have?
9. Outside of our team, who are your two favorite athletes and why?
10. If you were stuck on an island and could only bring three things, what would they be?

## ATHLETES 14 YEARS OF AGE AND UNDER

1. What is your favorite memory from playing sports?
2. What skill are you currently working most to develop as an athlete?
3. If you could meet one famous person from any time in history, who would it be?
4. What subject do you wish was taught at school?
5. What non-sport activity do you enjoy a lot?
6. Who is your favorite movie or TV character?
7. What vacation would you love to go on?
8. What superpower would you like to have?
9. Outside of our team, who are your two favorite athletes and why?
10. If you were stuck on an island and could only bring three things, what would they be?

## PARENTS

1. What is your favorite memory of your child playing sports?
2. What skill have you noticed your child improve significantly?
3. If you could meet one famous person from any time in history, who would it be?
4. What favorite childhood memory do you have relating to sports?
5. What is something that your child has taught you?
6. What is one thing on your bucket list?
7. What country would you like to visit someday and why?
8. Which decade's style and/music do you love the most?
9. Outside of our team, who are your two favorite athletes and why?
10. If you were stuck on an island and could only bring three things, what would they be?

STEP 01 | A.8

# Resource Sheet

01

**REPORT TO THE CENTER:**
**833-5US-SAFE (587-7233) | USCENTERFORSAFESPORT.ORG**

## 24-Hour Hotlines

### SAFESPORT HELPLINE

- Chat: **safesporthelpline.org**
- Phone: **1-866-200-0796**

### NATIONAL SEXUAL ASSAULT HOTLINE

- Chat: **hotline.rainn.org**
- Phone: **1-800-656-4673**

### NATIONAL DOMESTIC VIOLENCE HOTLINE

- Chat: **thehotline.org**
- Phone: **1-800-799-7233**

### TEEN DATING VIOLENCE HOTLINE

- Chat: **loveisrespect.org**
- Phone: **1-866-331-9474**

### NATIONAL SUICIDE PREVENTION LIFELINE

- Chat: **suicidepreventionlifeline.org**
- Phone: **1-800-273-8255**

### FIND SERVICES IN YOUR COMMUNITY:

- National Sexual Violence Resource Center
- National Network to End Domestic Violence
- National Child Advocacy Center

STEP 01 | A.9

01

# Parent Consent Template

*Disclaimer: This is a sample parent consent form designed to help organizations implement the SSPA. Each organization is responsible for ensuring the form meets their specific organizational and legal requirements, and all users of this template are responsible for obtaining appropriate legal advice as it pertains to the usage of this form.*

## Permission to Participate in Athlete Safety Program

### THE SPORT SITUATIONAL PREVENTION APPROACH

I, _____ *(Print Name of Parent/Guardian)* certify that I am the parent or legal guardian of _____ *(Print Name of Child/Teen Athlete)*. I give permission for my child to participate in the safety meeting and an anonymous 10-minute online safety survey that the _____ *(Print Team Name)* team will be doing as part of the Sport Situational Prevention Approach (SSPA), a safety program developed by and piloted with the U.S. Center for SafeSport.

**Goals of the Sport Situational Prevention Approach:**

- Athletes and other stakeholders provide input to help make their environments even safer through a simple but effective prevention approach to identify and address safety risks early when they are small, manageable, and before they have caused athlete harm;
- Improve strategies for addressing all types of safety risks (for example emotional, physical, sexual, accidental injury, health, and mental health)

**Your Child/Teen's Participation will involve:**

- Voluntary participation in a group meeting with other team members to identify a broad range of potential safety risks; and
- Completion of a 10-minute anonymous online survey to identify safety risks.

**Safety Built into This Meeting**

- While not the purpose of this meeting, the Facilitator of the athletes' meeting will remind all athletes about what, where, and how to report misconduct. Facilitators are committed to reporting any child abuse that is disclosed to them by meeting participants. Facilitator(s) will also help to direct participants to the best place to make their own reports or access other types of resources if needed; and
- Meeting participants will NOT be associated with any safety risk that they identify in this meeting or online survey, and their choice to participate will in no way affect their standing on the team.

**For questions, please contact your child/teen's coach at:** _____

**Parent/Guardian Signature:** _____ **Date:** _____

SAMPLE

STEP 01 | A.10

# Virtual Meeting Instructions

01

## INSTRUCTIONS FOR FACILITATORS CONDUCTING SSPA VIRTUAL MEETINGS

**Goal: To provide instructions specific to the completion of the SSPA meetings online.**

### BEFORE THE MEETING

- Confirm everyone has the ability to meet at a set time, and
  - Has a computer, tablet, or phone to log in
  - Has a stable internet connection
  - Can be somewhere quiet and private away from others (who are not participating)
  - Has downloaded or has access to the video conferencing program (i.e., Zoom, Microsoft Teams, Google Hangout)
- Send meeting handouts and forms for participants to review at least two days before meetings
  - Suggest that participants print them out if possible
  - Inform participants that they can use their own paper rather than the SSPA worksheets.
  - Note that the worksheets will be good guides and, in some cases, will need to be shared (for example by taking and sending a photo of the information on the form)
- Send calendar invite with meeting code and/or link to the video conferencing program
  - Also email code and/or link and passcode (if applicable)
  - Invite them to contact you by phone or email if they have questions
- Decide ahead of time if meeting will have breaks

### DURING THE MEETING

- Have meeting handouts and forms open so they are ready to screen share when the time comes
- Log in 5–10 minutes early
  - Check that settings are correct (e.g., be sure that people who need screen sharing capability have it)
  - Admit people as they log on

*(Continues on following page)*

**STEP 01 | A.10**

01

## Virtual Meeting Instructions

*(Continued from previous page)*

- Ask everyone to turn on their cameras and mute their microphones after checking that everyone's sound works
  - Acknowledge that there may be different comfort levels, so do not force but strongly recommend showing their video
- If introductions are necessary, write down everyone's names (because the names on screen may be incorrect if someone is using another person's account)
- Have them turn off cameras and microphones during breaks (if you'll be including breaks)
- Note that the meeting scripts have instructions to distribute forms, but for virtual meetings this means the Facilitator should either distribute them prior to the meeting, or share a link during the meeting, or screen share when possible. Have the meeting Notetaker share their screen so that participants can correct any notetaking errors
- Consider having participants use the chat box feature to take and share notes during the meeting, in particular:
  - During Step 1, they could share Risks
  - During Step 3, they could share Solution notes

### AFTER THE MEETING

- Check the chat box to make sure all information or questions were addressed and/or recorded. If necessary, follow up with an email to answer unanswered questions
- Remind everyone to take pictures of and email any written notes that they took on paper during the meeting
  - Notes should be sent to whoever is compiling the risks on to the SSPA Spreadsheet (likely the SSPA Lead)
- Let everyone know you will stay on for questions or comments at the end of the meetings

STEP 01 | A.11

# Participant Response Tracking

01

## For Facilitators: SSPA Online Participant Input Tracking Form

### INSTRUCTIONS:

At the start of the Step 1, Risk Brainstorming, meeting, write or type each participant's name into one of the boxes below. The numbers represent the Risk Prompts (1 = High-Risk Locations, etc.). As you facilitate, circle the numbers underneath the participants' names to show that they were called on to provide input on the corresponding Risk Prompt (i.e., if you ask someone to share a risk that they thought of for "High-Risk Locations," circle the "1" under their name). This will help you keep track of who has responded and who hasn't. You can also use this sheet to keep track of the person you called on to respond first for each Risk Prompt. Try to alternate the order as you go so that everyone has a turn responding first.

**Note: This is an optional tool to help Facilitators run the meeting smoothly. New Facilitators may find it particularly useful, while experienced Facilitators may develop their own preferred methods.*

| NAME: | NAME: | NAME: | NAME: |
|---|---|---|---|
| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 6 7 8 9 10 | 6 7 8 9 10 | 6 7 8 9 10 | 6 7 8 9 10 |

| NAME: | NAME: | NAME: | NAME: |
|---|---|---|---|
| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 6 7 8 9 10 | 6 7 8 9 10 | 6 7 8 9 10 | 6 7 8 9 10 |

STEP 01 | A.12

01

# Creating the Anonymous Risk Brainstorming Survey

## Brief Anonymous Risk Brainstorming Survey Instructions

### GOALS:

- **Create and send out a brief (10-minute) anonymous online Risk Brainstorm survey to your sport organization's key stakeholder groups (e.g., coaches/staff, athletes, parents)**
- **Use this survey to get follow-up information from stakeholders who attended the Risk Brainstorm groups as well as to obtain input from stakeholders who were not able to attend the Brainstorming groups.**

### INSTRUCTIONS:

Use a free online survey platform (SurveyMonkey and Google Forms are both good options) to create your anonymous online Risk Brainstorm survey. The survey should include three parts:

1. **A brief survey description**
2. **A linked-to or attached copy of the Risk Prompts for participants to use as a reference (*A.4.1*; *A.4.2*; or *A.4.3*, depending on your survey audience)**
3. **A text box for participants to record their responses**

Below is an example of the survey text. Customize the description to best fit your sport program.

### EXAMPLE:

**[Title]: Anonymous Risk Brainstorming Survey**

**[1]** Please take 10 minutes to respond to this brief anonymous survey. Your responses will contribute to **[insert team name]**'s efforts to create and maintain the safest possible environment for our athletes.

**This anonymous survey means that your responses cannot be connected back to you.**

Use this survey to share any safety concerns or risks that you are aware of that may harm or may be harming the **[insert team name]** athletes. Risks can be anything that could make an athlete more likely to be injured or harmed physically, sexually, mentally, or emotionally. Please be brief but specific when explaining your risks and include the names of places but not people.

If you attended a Risk Brainstorming meeting recently, use this space to add any risks or concerns that were not brought up in the meeting.

*(Continues on following page)*

**STEP 01 | A.12**

01

## Creating the Anonymous Risk Brainstorming Survey

*(Continued from previous page)*

Please focus your responses on risk factors that may contribute to future athlete harm.

**DO NOT** use this survey to report past abuse or misconduct. Instead, to make a report, go to uscenterforsafesport.org and click on "Report a Concern," or call **833-5US-SAFE (587-7233)**.

Federal law states that coaches and other adults who work with minor athletes must report suspected or known child abuse, including child sexual abuse, immediately. If you share details related to abuse or misconduct through this survey, it will be reported to the U.S. Center for SafeSport and law enforcement in accordance with applicable mandatory reporting laws.

Contact ***[insert SSPA Lead name and contact info]*** if you have questions or need support in accessing resources or making a report.

Use the text box below to list the current safety risks that you are aware of for athletes on this team. If you would like to look at a list of possible risk areas and examples to help you brainstorm safety concerns, click here: **[2]** ***[insert link to the Risk Prompts handout]***.

**[3]**

[Text Box]

SUBMIT

STEP 01 | A.13

# Step 1 Meeting Checklist

01

**PARTICIPATING SPORT:**

**MEETING TIME & DATE:**

**TEAM/PROGRAM AFFILIATION:**

**MEETING LOCATION:**

**GROUP TYPE (CHECK ONE):**

- ☐ Athletes only
- ☐ Parents only
- ☐ Staff Working Group

**IF "ATHLETES ONLY," SPECIFY...**

| Gender* | Age |
|---|---|
| ☐ Women/Girls | ☐ 12-14 |
| ☐ Men/Boys | ☐ 15-17 |
| ☐ Mixed Gender | ☐ 18+ |

**Instructions:** Use this checklist to help you prepare for and carry out Step 1 of the Sport Situational Prevention Approach. For each Risk Brainstorming meeting, check off the items below as you complete them. *Note: For instructions to use during the meeting see **A.1, the "Step 1 Facilitator Script"***

## A. MATERIALS FOR STEP 1 BRAINSTORMING MEETING

- ☐ **A copy of A.1: Step 1 Facilitator Script (read beforehand and bring it to meeting)**
- ☐ **Print Handouts/Forms (1 for each participant plus extras; email handouts if meeting is online)**
  - ☐ Handout ***A.3, "Types of Athlete Harm"***
  - ☐ Risk Brainstorming Prompts (either Handout ***A.4.1***, ***A.4.2***, or ***A.4.3***)
  - ☐ Risk Examples (either Handout ***A.5.1***, or ***A.5.2***)
  - ☐ Handout ***A.6, "Risk Brainstorming Worksheet"***
  - ☐ Handout ***A.8, "Resource Sheet"***
- ☐ **Other materials to take to the meeting**
  - ☐ Pens/Pencils
  - ☐ Laptop with projector or smart board setup

  **OR**
  - ☐ Flipchart paper and markers

## B. BRAINSTORM MEETING RECRUITMENT

*(For Coaches/staff/volunteer groups, 3-8 participants)*

- ☐ **Suggested types of staff to include in Working Groups:**
  - ☐ Coaches
  - ☐ Trainers
  - ☐ Medical Staff
  - ☐ Program directors or administrators
  - ☐ Team Sport Psychologist
- ☐ **For Athlete Only Brainstorming Groups**
  - ☐ 5-8 athletes
- ☐ **For Parent Brainstorming Groups**
  - ☐ 5-8 parents of minor athletes

**See section **1.3.4 ORGANIZATIONS WITH ATHLETES OF DIFFERENT GENDERS** for a discussion on including non-binary athletes in the SSPA.*

*(Continues on following page)*

STEP 01 | A.13

01

## Step 1 Meeting Checklist

*(Continued from previous page)*

### C. MEETING PREPARATION TASKS

- ☐ If participants include minor athletes, send out ***A.9, the "Parent or Guardian Consent Form,"*** (to be signed by athletes' parent/guardian prior to a minor's participation)
- ☐ Schedule Meeting
- ☐ Reserve room (or schedule videoconference)
  - ☐ Confirm time
  - ☐ Confirm location
- ☐ Notify meeting participants of meeting date/time
  - ☐ Send them a reminder the day before the meeting
- ☐ Arrange for tech supplies: a computer or laptop and a projector, if possible, to share notes with the group

### D. DELEGATE KEY MEETING TASKS

- ☐ Facilitate meeting
  **NAME:** _____
- ☐ Take notes
  **NAME:** _____
- ☐ Order snacks
  **NAME:** _____
- ☐ Bring materials and handouts to meeting
  **NAME:** _____

### E. CONDUCTING THE MEETING

- ☐ Bring handouts and supplies to the meeting
- ☐ Conduct the Risk Brainstorming process (See ***A.1, the "Step 1 Facilitator Script"*** for directions)

### F. COLLECT FORMS AT END OF MEETING

- ☐ Collect Handout ***A.6, the "Risk Brainstorm Worksheet,"*** from each participant (you will need to go through these to prepare for Step 2)
- ☐ Save and send a copy of the meeting notes to a colleague as a backup

STEP 02

# RISK PRIORITIZATION

02

STEP 02.1

# Risk Prioritization

02

**Risk Prioritization**
Jump to Section

**2.1** OVERVIEW & KEY TASKS
**2.2** HANDOUTS AND FORMS
**2.3** COMPLETING THE RISK PRIORITIZATION PROCESS
**2.4** OPTIONAL ATHLETE OR PARENT INVOLVEMENT

## Step 2 Goal: To prioritize the safety risks identified by key stakeholders and determine in what order risks should be addressed based on degree of concern.

### STEP 2 OVERVIEW

The primary goal for Step 2 in the SSPA process is to prioritize identified safety risks. Completing this step helps to ensure that the most pressing athlete safety risks are those that are addressed first.

Risk prioritization is carried out by the SSPA Working Group. As a reminder, this group reflects a cross-section of the organization's leadership (see ***"Preparing for the SSPA"***). Members of the Working Group should prioritize risks based on their perception of each safety risk's potential for athlete harm, their determination of their team's ability to impact the risk, and their team's capacity to respond to the risk at that point in time.

Risks need to be prioritized in a structured way because of the volume and scope of the risks that may have been identified in Step 1. Because Step 1 is designed to create the fullest possible understanding of current safety risks, it tends to result in the identification of between 50 and 150 risks that can fall along a broad spectrum in regard to the degree of risk to athletes.

One of the primary goals of Step 1 is to identify risks earlier when they are small and manageable. It is important that more demanding safety risks are brought to the forefront and resolved ahead of the others.

Often, as a part of this process, there will be a smaller number of identified safety risks that fall mostly or entirely outside of the control of the team or organization. A secondary goal, then, for Step 2 is to begin identifying the safety risks that are not under the team's control so that efforts can be made to encourage others to address them (see ***section 3.9***).

The following page provides an outline for key tasks associated with completing Step 2, Risk Prioritization.

STEP 02.1

# Key Tasks

02

### PREPARE FOR STEP 2 RISK PRIORITIZATION

*The following preparation tasks should be carried out and/or coordinated by the SSPA Lead (or another designated member of the Working Group):*

- Double-check that the list of safety risks generated in Step 1 are all clearly written and understandable
- Determine how many risks the Working Group will prioritize in this round (set a goal to prioritize about one-third of the list)
- Send the spreadsheet containing the risks to the rest of the Working Group along with instructions for prioritizing

### INDEPENDENT RISK PRIORITIZATION TASK

- Working Group members complete the prioritization task individually
  - Determine a deadline for task completion
  - Each member reads the risks and ranks their highest priority risks in the spreadsheet
  - Members return their choices for highest-priority risk rankings to the SSPA Lead

### COMBINE RANKINGS TO CREATE OVERALL PRIORITY ORDER

- The SSPA Lead combines the Working Group members' ranking choices into a single column on the ***SSPA Spreadsheet***
  - Share the updated spreadsheet containing the priority order to all Working Group members to provide feedback

STEP 02.2

# Handouts and Forms

02

The two forms described here can be helpful for clarifying the tasks involved in Step 2. They can be useful as physical worksheets for individuals who prefer working with hard copies. Alternatively, the full Step 2 process can be completed within the ***SSPA Spreadsheet*** rather than on these handouts. In either case, refer to the instructions provided within the forms as a guide.

### PRIORITIZATION AND RANKING WORKSHEET

This handout is completed by the Working Group members. Members are each asked to indicate a set number of risks that they see as highest priority to be resolved first, and to rank order them starting with their top priority. Some teams may elect to also ask a select number of athletes and/or parents to take part in prioritization by following the instructions on this worksheet.
(See ***B.1, "Prioritization and Ranking Worksheet"***)

### PRIORITIZATION SUMMARY

This form provides instructions for compiling the prioritized and rank-ordered risks chosen by the group (i.e., those who filled out the worksheet). Prior to the Step 3, Developing Solutions, meeting a single Working Group member completes this task.
(See ***B.2, "Prioritization Summary"***)

STEP 02.3

# Completing the Risk Prioritization Process

02

## Tasks 1-4

The Working Group's SSPA Lead should prepare the Prioritization and Ranking Worksheet for the prioritization of identified team safety risks by completing four tasks as follow:

### TASK 1

**Ensure that the list of identified safety risks has been "cleaned"** to remove safety risks that are duplicates, out of the team's power to address, or risks that have already been resolved or that never existed.

### TASK 2

**Calculate the number of initial risks to be prioritized.** Aim to prioritize about one-third of the risks on the ***SSPA Spreadsheet***. For example, if 105 safety risks were identified in Step 1, then the Working Group should prioritize about 35 risks total.

### TASK 3

**Determine how many high-priority risks each Working Group member should select.** To prioritize one-third of the risks overall, each working group member will identify an equal number of risks that, together, will total the determined number representing one third (35 in our example). However, to account for duplication, each member should select 50% more than the equal split of one-third of risks. For example, imagine that you have six Working Group members and are aiming to prioritize 35 risks total. You first calculate 35 divided by six to get approximately six; then add on 50 percent more to get a total of nine. Fill in the placeholder at the top of the ***B.1 Worksheet***, or otherwise communicate to Working Group members how many risks they should select to prioritize.

### TASK 4

**Send each Working Group member a request to identify and prioritize their top safety risks.** Determine whether the group will be working on paper worksheets or a shared copy of the electronic spreadsheet, then send either an electronic or printed version of:

- A complete list of safety risks identified by team stakeholders (e.g., the Risk Brainstorming notes in the SSPA Spreadsheet);
- Handout ***B.1*** and information regarding how many risks to prioritize and when to return them; and
- A description of tasks five through eight (see below)

STEP 02.3

# Completing the Risk Prioritization Process

02

## Tasks 5-8

Tasks five through eight are completed independently by all members of the SSPA Working Group (including the Lead and Co-lead, and optionally, select athletes and/or parents [see ***section 2.4***]).

### TASK 5

**Each person individually reviews the full list of risks identified in Step 1.** From that list, they select the required number of high-priority risks. Continuing the above example, the six Working Group members would each review the full list of 105 risks and select nine that they see as highest priority.

### TASK 6

**If working on paper, list the required number of high-priority safety risks on Handout *B.1*.** These risks do not have to be entered on Handout B.1 in any particular order. Skip this step if working only on an electronic spreadsheet.

### TASK 7

**Working Group members rank each of the risks that they chose as high-priority relative to one another.** Their highest-priority risk to resolve first should receive a rank of #1, with the next most important risk receiving a #2, and so on.

### TASK 8

**Once these tasks are completed, Handout *B.1* (or the updated spreadsheet) should be returned to the SSPA Lead** or the person compiling the prioritized lists.

STEP 02.3

# Completing the Risk Prioritization Process

02

## Tasks 9-11

Tasks nine through 11 are completed by the SSPA Lead. These tasks will result in a final list of priorities across Working Group members.

### TASK 9

**Create a combined list of high-priority safety risks; these will be the first group of concerns to be discussed in the Step 3, Developing Solutions, Meeting.** The Lead does this by combining each of the Working Group members' priority lists deleting duplicate items and contacting members (if necessary) to clarify their choices.

### TASK 10

**The SSPA Lead enters the high-priority safety risks generated by the Working Group members onto *Handout B.2* (or, if preferred, directly into the *SSPA Spreadsheet*).** The SSPA Lead includes the original Risk number (the unique number initially assigned to each risk during SSPA Step 1) as well as the Working Group member's priority ranking. This should be entered into the SSPA Spreadsheet in a column labeled "Priority."

### TASK 11

Once complete, this list is available to guide the selection of risks for inclusion in the next step in the SSPA process, which is the development of solutions for high-priority safety concerns.

STEP 02.4

# Optional Athlete or Parent Involvement

Teams have the option to select one or two athletes and/or parents to participate in this prioritization step and to offer their input on stakeholders' safety priorities. This would be an ideal task for any athletes and/or parents you have identified as "SSPA Champions." If involved, they will perform the same role as the Working Group members.

STEP 02 | RISK PRIORITIZATION

# Appendix B

**Risk Prioritization**
## Jump to Handout/Form


**B.1** "PRIORITIZATION AND RANKING WORKSHEET"

**B.2** "PRIORITIZATION SUMMARY"

**B.3** "STEP 2 SSPA PRIORITIZATION PROCESS CHECKLIST"

STEP 02 | B.1

# Prioritization and Ranking Worksheet

02

## Selection of High-Priority Risks

**How many risks have you been asked to prioritize? _____**

Confirm with your SSPA Working Group Lead which of the options below they would prefer you to use.

### OPTION 1, SPREADSHEET:

To use this option, you should have access to an editable electronic version of the SSPA Spreadsheet. Make sure there is a blank column labeled "Priority." First, read through all the risks. Next, place your initials in the "Priority" column in the rows that represent your choices for highest-priority risks. Finally, go back through your high-priority picks and rank your choices by placing a number in the same cells containing your initials. For example, Joan Doe's number-one highest-priority risk would contain "1 – JD" in the "Priority" column.

### OPTION 2, HARDCOPY:

Use this option if you are working with a printed (hardcopy) version of the SSPA Spreadsheet. Using the space below, write in your choices for the highest-priority risks from an athlete safety standpoint along with their unique Risk ID#. Once you have reached the number of risks that you were asked to prioritize, rank each of your selected risks in the right-hand column in order of importance. Start with 1, to indicate the highest-priority risk and continue rank ordering until your list is complete. Return this sheet to the SSPA Working Group member who will be compiling the Prioritization Summary.

| Risk ID # | High-Priority Risks | Priority Ranking |
|---|---|---|
| 47 | *(Example) Individual coaches doing bed checks (checking that athletes are in bed at curfew) without another coach or adult present.* | 11 |
| 83 | *(Example) Athletes' lack of easy access to mental health services.* | 2 |
| | | |
| | | |
| | | |

STEP 02 | B.1

# Prioritization and Ranking Worksheet

02

| Risk ID # | High-Priority Risks | Priority Ranking |
|---|---|---|
| | | |
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STEP 02 | B.2

# Prioritization Summary

02

## Compiled High-Priority Risks in Rank Order

**How many risks are in your team's top third of the total safety risks identified? _____**

### INSTRUCTIONS:

Indicate all the risks that have been prioritized by members of your SSPA Working Group and anyone else who completed the prioritization task. You may use the space below or mark them directly on the SSPA Spreadsheet (first making sure you have a blank column labeled "Priority" to work within).

Begin by noting each of the risks that anyone assigned a priority ranking of 1. Indicate the ranking chosen for each risk in the "Priority" column. If there are no duplicates, you will end up with the same number of risks with a priority ranking of "1" as there were people who provided prioritization feedback. Next list all of the risks assigned a priority ranking of 2, and so forth.

Do not duplicate risks. If the same risk was assigned different priority ranking by different people, keep the ranking choice that puts the risk closer to the top of the list (the numerically lower number, denoting higher priority positioning). For example: If one risk was assigned a 2, 4, 5, and 7 by different people, keep it ranked as 2.

| Risk ID # | High-Priority Risks | Priority |
|---|---|---|
| 47 | *(Example) Individual coaches doing bed checks (checking that athletes are in bed at curfew) without another coach or adult present.* | 1 |
| 83 | *(Example) Athletes' lack of easy access to mental health services.* | 1 |
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STEP 02 | B.2

# Prioritization Summary

02

| Risk ID # | High-Priority Risks | Priority |
|---|---|---|
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STEP 02 | B.3

# SSPA Prioritization Process Checklist

02

**PARTICIPATING SPORT:** _____

**TEAM/PROGRAM:** _____

**WORKING GROUP PARTICIPANTS:**

_____ _____

_____ _____

_____ _____

**Instructions:** Use this checklist to help you prepare for and carry out the Step 2 Risk Prioritization process. For each Step 2 task completed, check off the items below as you complete them.
*(For instructions, see **Step 2 of the SSPA manual**)*

## A. MATERIALS FOR STEP 2 PRIORITIZATION PROCESS

- ☐ **Lead and/or Co-Lead Will Need**
  - ☐ The full list of Risks identified in Step 1
  - ☐ ***B.1 "Prioritization and Ranking Worksheet"***
  - ☐ ***B.2 "Prioritization Summary"***
- ☐ **Working Group Members Will Need**
  - ☐ The full list of Risks identified in Step 1
  - ☐ ***B.1 "Prioritization and Ranking Worksheet"***
  - ☐ Instructions from the Lead/Co-Lead regarding how many risks to prioritize and how to do so

## B. RISK PRIORITIZATION PREPARATION TASKS

*(Completed by The Lead or Co-Lead)*

- ☐ Review the full list of risks to ensure that they have been "cleaned" (e.g., no duplicates, typos)
- ☐ Calculate the total number of safety risks from Step 1 to be prioritized by the Working Group
- ☐ Calculate the number of safety risks each Working Group member should prioritize
- ☐ Gather materials necessary to send to Working Group members to complete this task
- ☐ Email the instructions and the Handout B.1 to each of the Working Group members

## C. RISK PRIORITIZATION TASK

*(Completed by Each Working Group Member)*

- ☐ Individually reviews the complete list of identified safety risks
- ☐ Selects the required number of high-priority risks and enters them on Handout B.1
- ☐ Rank orders each risk in the high priority group of safety concerns on Handout B.1
- ☐ Emails the completed Handout B.1 to the SSPA Lead or Co-Lead

## D. PREPARING A COMPREHENSIVE LIST OF HIGH-PRIORITY SAFETY RISK

*(Completed by Lead/Co-Lead)*

- ☐ Creates a combined list of high-priority safety risks (across Handouts B.1)
- ☐ Enter the high-priority safety risks into Handout B.2, and update the SSPA Spreadsheet
- ☐ Once completed, the updated SSPA Spreadsheet is ready for use in Step 3

STEP 03

# DEVELOPING SOLUTIONS

03

STEP 03.1

# Developing Solutions

03

## Developing Solutions Jump to Section

**3.1** OVERVIEW & KEY TASKS
3.2 SELECTING A FACILITATOR AND NOTETAKER
3.3 DEVELOPING PREVENTION OR RISK-REDUCTION SOLUTIONS
3.4 STEP 3 HANDOUTS AND FORMS
3.5 PREPARING THE SOLUTION DEVELOPMENT MEETING EXCEL WORKSHEET
3.6 PREPARING AND DISTRIBUTING SOLUTION MEETING HANDOUTS
3.7 CONDUCTING THE SOLUTION DEVELOPMENT MEETING
3.8 RISKS OUTSIDE OF YOUR ORGANIZATION'S CONTROL
3.9 OPTIONS FOR DEVELOPING SOLUTIONS FOR REMAINING RISKS
3.10 OPTIONAL ADDITIONAL SOLUTION MEETING TO OBTAIN ATHLETE INPUT

**Step 3 Goal: To develop tailored solutions to address identified safety risks within the team culture and context.**

### STEP 3 OVERVIEW

The goal of Step 3 is to develop tailored solutions designed to address the safety risks identified in Step 1 and prioritized in Step 2 of the SSPA process. In this step Working Group members are asked to provide bullet points to create a comprehensive tailored solution that takes into account existing policies as well as their current capacity to carry out the solution. Preference is given to prevention-oriented solutions whenever possible, with risk-reduction solutions used when a prevention strategy is not possible. The expectation is for Working Groups to develop solutions, based on their prioritization process, for the risks that they have the ability to impact over time.

Solutions should draw upon existing organizational and team strengths, resources, and other protective factors as much as possible. Solutions may also include plans for implementing new safety approaches and resources when needed.

The practical outcome for this step is the creation of solutions that have clearly described components that form a comprehensive strategy addressing the identified safety risks. In the final step (Step 4), the Working Group will add additional details to each solution to create an actionable Implementation Plan to guide the resolution of each identified safety concern.

STEP 03.1

# Key Tasks

03

## PREPARING FOR THE STEP 3 SOLUTION MEETING

*The following preparation tasks should be completed by the Working Group Lead and Co-Lead:*

- Review the list of safety risks that were prioritized in Step 2 to ensure that all risks are clear and understandable as well as correctly prioritized
- Send an electronic copy of the prioritized safety risks to all Working Group members for their review prior to the meeting and make sure to remind everyone about the document's confidential nature
- Notify the Working Group of the meeting place and time
- Determine who will be the Facilitator and Notetaker
- Prepare necessary Step 3 forms and handouts (see ***section 3.5***)
  - Use print copies if meeting in person
  - Email forms if meeting virtually

## CONDUCTING THE STEP 3 MEETING

*Tasks for facilitating the Step 3 meeting:*

- Review meeting goals
- Provide meeting reminders (e.g., mandatory reporting)
- Explain the meeting structure and tasks involved in developing solutions for high-priority safety risks
- Support the Working Group in the creation of multi-component solutions to address identified safety risks
- Wrap up and discuss timing for additional Step 3 meetings as needed.

## ORGANIZING SOLUTIONS STRATEGIES FOR NEXT STEP

*Organize and refine the solutions generated in Step 3 in preparation for the creation of Implementation Plans:*

- Review components of each solution to make sure the wording is clear
- Copy the solutions into blank Implementation Plans, which will be filled out during the Step 4 meeting(s)

STEP 03.2

# Selecting a Facilitator and Notetaker

03

**THE SSPA LEAD OR CO-LEAD SHOULD ENSURE THAT, FOR ANY STEP 3 MEETING, THE ROLES OF FACILITATOR AND NOTETAKER HAVE BEEN ASSIGNED.**

Facilitating the solutions meeting is relatively straightforward and can be carried out by any of the Working Group members. Since it will likely require more than one meeting to create solutions for all of the identified safety risks, multiple Working Group members will have an opportunity to facilitate a Solutions meeting.

The SSPA is intended to be repeated on a regular basis (e.g., annually) to foster enhanced ongoing athlete safety, so there is value in having more than one Working Group member get experience running groups for each of the SSPA steps. At the same time, there may be benefits to selecting a Facilitator who has prior experience running meetings or facilitating focus groups. With that in mind, the most experienced member of the group should facilitate the first meeting so that other members can observe successful approaches.

Prior to facilitating a meeting, the Facilitator should review this section of the manual in full as well as the Step 3 Handout ***C.1, "Facilitator Script"***. Facilitators should also use the script as a guide during the Step 3 meeting to ensure a consistent process with positive outcomes. A brief video is also available to help Facilitators prepare (see ***video link***).

The Solution Development meeting works best when there is both a Facilitator and Notetaker present. Having a Notetaker ensures that the Facilitator can focus their attention on the flow of the meeting while the Notetaker can focus on accurately capturing and clarifying the group's discussion of solution components. Ideally, notes will be taken using a computer or laptop, meaning that Notetakers should have basic experience with word processing. For teams that will be conducting multiple Solution Development meetings, consider rotating both the Facilitator and the Notetaker role among various Working Group members.

STEP 03.3

03

# Developing Prevention or Risk-Reduction Solutions

When it comes to developing solutions, there are two basic types that should be considered:

- **Prevention solutions**
- **Risk-reduction solutions**

Facilitators should be prepared to discuss the difference between prevention and risk-reduction with Working Group members during the Step 3 meeting.

## PREVENTION SOLUTIONS

Prevention solutions are intended to completely eliminate a risk. For example, if there is a faulty piece of training equipment that presents a risk of injury to athletes, replacing it with a new piece of equipment would be a prevention solution. For another example, if there are concerns about unauthorized people entering the team's locker room at the wrong time, a prevention solution could be to assign a door monitor to ensure that no one outside of the team enters.

## RISK-REDUCTION SOLUTIONS

There are times, however, when prevention solutions are not possible or are at odds with other team priorities. In those cases, it is best to use a risk-reduction strategy to address safety concerns. Risk-reduction strategies decrease some aspects of a safety risk, but do not completely eliminate all safety concerns. When using risk-reduction solutions, it is often a good idea to use more than one strategy to increase overall effectiveness. For example, it may be impossible to eliminate all risks that come with opening your practice facility to the community for an open house. In this situation, a risk-reduction solution could be requiring attendees to register, sign in, and wear a name tag during the open house; these precautions signal that there is a basic level of monitoring in effect.

Solutions should be structured as a series of key solution components that together form a comprehensive solution for a high-priority safety risk. These solution components should be tailored to the club/teams' particular safety needs and reflect their capacity to respond.

**Common solution components may include, but are not limited to:**

- New training components for coaches/staff, athletes, and parents (e.g., communication skills); Policy additions or modifications (e.g., establishing codes of conduct)
- Modifications in the physical environment to reduce risks (e.g., locking and alarming secondary doors at the practice facility)
- Changes in day-to-day practice (e.g., adjusting practice schedules to reduce the overlap between younger and older athletes in the locker rooms)
- Notifying coaches/staff, athletes, and parents of policy and practice changes via email; and adding signage to keep key safety policies in athletes'/parents' awareness (e.g., no adults in the locker room while youth athletes are changing).

Comprehensive examples of this solution structure are provided in Handout ***C.4, "Solution Examples."*** Solutions are drafted by a member of the Working Group and then discussed to give each member an opportunity to comment and provide additions (see below for details).

STEP 03.4

# Handouts and Forms

03

**FACILITATOR SCRIPT:** This document provides both a comprehensive outline and a detailed script for carrying out Step 3, Solution Development meetings. The left-hand column offers an outline of key tasks for the more experienced Facilitator while the right-hand column provides a detailed script that could be read verbatim by a new (or inexperienced) Facilitator during the meeting. (See ***C.1, "Step 3 Facilitator Script"***)

**THE SSPA SPREADSHEET:** By the time you begin Step 3, this spreadsheet should contain a complete list of team safety risks from Step 1 and should show the order in which risks were prioritized during Step 2. (It is OK if not every risk has an assigned priority yet. As long as 10 to 20 have been identified as the highest priority, those can be the focus of the Step 3 meeting). The spreadsheet is typically organized so that related risks are grouped together (e.g., in a "Theme" column, which may include categories such as travel risks, return to play after injury, or mental health concerns). The spreadsheet will also include the risk's unique ID number and a "Source" column showing which stakeholder group suggested the risk (e.g., coaches/staff, athlete, or athletes' parents). Finally, the spreadsheet includes blank columns to record the solutions and comments made during Step 3 meetings. (See ***C.2, "Step 3 Example SSPA Spreadsheet"***)

**STEPS FOR CREATING EFFECTIVE SOLUTIONS:** This handout describes five steps to help develop effective solutions. (See ***C.3., "Steps for Creating Effective Solutions"***)

- Reviewing the high-priority safety risks
- Determining if it's possible to develop a prevention solution (if not, create a risk-reduction solution)
- Working as a group to develop the most effective tailored solution (based on effectiveness, feasibility, sustainability, etc.)
- Structuring the response as a series of bullet points that reflect the components necessary to create an effective solution
- Noting any cost, questions, or concerns to be discussed

**SSPA STEP 3 SOLUTION EXAMPLES:** This handout provides two sample SSPA solutions. One reflects a prevention solution while the other is a risk-reduction solution. (See ***C.4, "Step 3 Solution Examples"***)

**SOLUTIONS WORKSHEET:** This worksheet provides a space for meeting attendees to note ideas that they have regarding solutions. (See ***C.5, "Solutions Worksheet"***)

**STEP 3 MEETING CHECKLIST:** This document provides the meeting Facilitator with a checklist to help them ensure that all Step 3 meeting tasks are accomplished. (See ***C.6, "Step 3 Meeting Checklist"***)

STEP 03.5

03

# Preparing the Solution Development Meeting Excel Worksheet

In Step 2 of the SSPA process, Working Group members prioritized their identified safety risks. Since safety risks were organized into themes or related clusters at the end of Step 1, Risk Brainstorming, the Step 2 process involved prioritizing either individual risks or a group of related risks. A spreadsheet was created containing all of the identified risks generated in this process, with the prioritized risks clearly identified. For the Step 3 meeting, you will use a single (previously empty) column on the spreadsheet to allow for the addition of the solutions developed as part of this step (See Handout ***C.2, "Step 3 Example SSPA Spreadsheet,"*** for an example of what this spreadsheet should look like going into the Solutions meeting). The spreadsheet includes the following columns:

**COLUMN #1:**
**UNIQUE ID NUMBERS**

Each safety risk identified in Step 1 was assigned a unique number

**COLUMN #2:**
**STAKEHOLDER GROUP**

Indicates which key stakeholder group suggested this safety risk (i.e., athletes, team staff, parents)

**COLUMN #3:**
**RISK PROMPT**

Reflects the Risk Prompt in Step 1 that generated this risk

**COLUMN #4:**
**SAFETY RISKS**

Represents the safety risks identified in Step 1 both during meetings and via the online survey

**COLUMN #5:**
**THEME**

A brief title is given to each cluster of safety risks to reflect their connected nature (e.g., Lack of Policy, Travel – Ground Transportation, Locker Rooms)

**COLUMN #6:**
**PRIORITY**

Reflects the Working Group members' rankings for their top safety risks to address. Recall that each Group member was asked to select and rank a specified number of risks based on the total number of risks identified for the team. This means that the priority column will contain a set of ranks for each Working Group member (e.g., #1, #2, #3 ...), with the #1s reflecting their highest priority

**COLUMN #7:**
**SOLUTIONS**

This column is where the Solution Development meeting's Notetaker will record the solutions developed in the Step 3 meeting(s) to address each of the identified safety risks

**COLUMN #8:**
**NOTES**

This column provides space for notes related to Solution development and may contain a broad range of entries from reminders to check on policy restrictions to suggestions for connecting to other proposed solutions.

STEP 03.6

03

# Preparing and Distributing Solution Meeting Handouts

The meeting Facilitator should ensure that all group members have access to the handouts for this meeting. In addition to the Excel spreadsheet already discussed, group members should receive hard copies of Handout ***C.3, "Steps for Creating Effective Solutions,"*** and Handout ***C.4, "Solution Examples,"*** during an in-person meeting. If the meeting will be online, we recommend emailing these handouts with the meeting notice. This is simple and has the added advantage of offering group members an opportunity to review the handouts prior to the meeting.

STEP 03.7

# Conducting the Solution Development Meetings

**Initial Solution Development meeting should include:**

- A two-hour time block
- Development of 10 to 15 solutions/clusters of solutions to high-priority risks
- Attention to risks that share a common theme, as they might be addressed together by a single, well-designed solution

The Solution Development meeting is designed to help the team create tailored solutions to address the safety risks identified in Step 1, Risk Brainstorming, and prioritized in Step 2, Risk Prioritization. The meeting Facilitator is encouraged to carefully review the Handout ***C.1, "Step 3 Facilitator Script,"*** prior to the meeting. The Facilitator should use the script throughout the meeting to guide their work. The instructions below are intended to provide an overview of the meeting process and to complement the Facilitator script.

### 3.7.1 BRIEF INTRODUCTION TO COVER BACKGROUND AND GOALS

The meeting begins with introductions and logistics, and a brief reminder about the SSPA's foundation and overall purpose. This is followed by a discussion of the specific goals for the Solution Development meeting. The discussion covers the creation of solutions tailored to the team's needs and resources as well as addressing the safety risks identified in Step 1 of the SSPA process by key stakeholders.

This introduction also notes that the development of solutions will begin with a focus on the high-priority risks identified by Working Group members. Over time, the intent is for the Working Group to develop solutions for all risks that are under the team's control and pertinent to athlete safety. The background discussion should include warnings regarding obligations for mandatory reporting of child abuse.

*(Continues on following page)*

STEP 03.7

# Conducting the Solution Development Meetings

03

*(Continued from previous page)*

### 3.7.2 DESCRIBING THE SOLUTION DEVELOPMENT MEETING STRUCTURE

The Facilitator then describes the structure and tasks involved in this meeting:

- Distribute key meeting handouts (such as the Excel worksheet containing prioritized risk, Steps for Creating Effective Solutions, and Solution Examples) if they haven't been emailed ahead of the meeting
- Review the Excel spreadsheet containing the prioritized list of safety risks. Be sure to review each of the column headings and remind group members what these columns represent (e.g., prioritization rankings from Working Group members, which stakeholder group generated the risks—team staff, athletes, parents)

### 3.7.3 GUIDING SOLUTION DEVELOPMENT

Facilitate the meeting by following the Solution Development meeting Facilitator Script (see Handout ***C.1, "Facilitator Script"***). Conducting the meeting will involve the following tasks:

- Each Working Group member taking a turn selecting one of their top three safety risks to address
- Giving the group two to three minutes to individually write down solution components that would combine to create a comprehensive solution
- Asking the group member who suggested the particular high-priority risk to present their solution components
- Inviting the rest of the group to offer other components or suggest modifications to components to strengthen the overall solution
- Once discussion of the solution is complete, checking with the Notetaker to ensure that they are clear on all components
- Aim to spend 7–10 minutes working on each solution outline. In some cases, a solution may need to be set aside for the next meeting because of identified challenges and complexities.
- Repeat across group members in a round-robin fashion to allow for balanced input until the meeting time has expired
- After the meeting, the SSPA Lead should ensure that drafts for any set aside solutions are completed between meetings to encourage a timely response

*(Continues on following page)*

STEP 03.7

# Conducting the Solution Development Meetings

03

*(Continued from previous page)*

### 3.7.4 SOLUTION DEVELOPMENT MEETING WRAP-UP

Reserve approximately 10 minutes at the end of this meeting for a brief discussion of this meeting's process and plans for working through additional solutions. In reviewing this meeting, consider these questions:

- **What went well?**
- **What could be improved next time?**

Additionally, discuss plans for next steps and identify a realistic timeline for completing Step 4, Creating Implementation Plans, for each solution and revisiting the Solution Development process to address more of the remaining safety risks. Finally, be sure to clarify assignments for group members to complete between meetings, including working on drafts of more complicated solutions that did not fit into this meeting's timeframe.

STEP 03.8

# Risks Outside of Your Organization's Control

Some situations will produce risks that are outside your organization's direct control. These risks typically fall into two categories:

- **Those that are difficult or impossible to predict**
- **Those that are not under your organization's direct control but are controlled to some degree by other outside agencies.**

For the **difficult-to-predict safety concerns**, it is important to recognize that there is some measure of risk in everything we do on a day-to-day basis and that not all risks are preventable. For these risks, it is helpful to have general risk-reduction strategies in place to minimize the chances of these risks causing athlete harm. For example, most teams have a list of rules in place for team travel. These general rules might include requiring athletes to travel in pairs when outside the hotel, informing staff about their destination and timeframe when leaving the hotel, and having a required time to be back at the hotel on non-competition day.

In contrast, **risks that are under the control of another organization or agency** offer the potential for negotiating stronger prevention solutions and/or collaborative approaches to resolving these concerns. An example might include a bus stop across from the practice facility being poorly lit at night that put athletes at risk. In this case, pursuing a joint solution with the city transit bureau may be the best course of action. The point here is that once risks are identified and the person who is in a position to do something about them is determined, options for solutions are easier to generate.

STEP 03.9

03

# Options for Developing Solutions for Remaining Risks

The first or second Solution Development meetings will likely address many of your team's most pressing safety risks. At the same time, it is critical to work to resolve all of the risks that require a solution in as timely a fashion as possible. To do so, we recommend a combination of two approaches:

### 1. ADDITIONAL WORKING GROUP SOLUTION DEVELOPMENT MEETINGS

This involves scheduling and conducting additional meetings to create solutions for remaining safety risks. It offers the advantage of interactive discussion and may be helpful in resolving more complex safety risks. However, it is more time consuming to work through the list of safety concerns in a group format.

### 2. INDIVIDUAL WORKING GROUP MEMBERS DRAFTING SOLUTIONS AND THEN OBTAINING GROUP INPUT

This option involves:

- Asking group members to select priority risks from the remaining safety concerns for which they want to develop solutions
- Having group members draft solutions for a particular number of safety risks (e.g., five) by a certain date
- Asking group members to share their draft solutions with the entire Working Group
- Requesting that all group members review the draft solutions and then provide input to strengthen these solutions to ensure that they are comprehensive
- Having the point person for the Working Group compile these solutions into a final list available for SSPA Step 4, Creating Implementation Plans. This process can then be repeated until all risks have been addressed. This option will likely be a more efficient use of time in the long run. Of course, brief meetings can be scheduled as needed for risks that are challenging to address and require group discussion.

STEP 03.10

03

# Optional Additional Solution Meeting to Obtain Athlete Input

The SSPA offers the option of conducting an additional solution meeting to obtain input from athlete representatives. This additional meeting is designed to follow the Working Group's initial solution development session and focuses on a select group of draft solutions that would benefit from athlete's input. The benefit here is twofold.

- **First**, it communicates the value of athlete input on safety solution development.
- **Second**, it provides critical insights into the impact of safety solutions (for example, policies and practices) on athletes and ensures that safety benefits are maximized while unintentional adverse impacts are minimized.

For teams choosing to obtain additional athlete input, the process is straightforward. At the end of the first Step 3 meeting, the Working Group identifies five to 10 draft solutions that they believe would benefit from athlete input. Two to four athlete representatives are invited to a 1.5 – 2-hour meeting (depending on the number of solutions to review in the meeting) with the explanation that they are being asked to offer their input on draft solutions in response to safety risks identified as part of the SSPA Risk Brainstorming process. Athlete representatives can either be appointed by the Working Group or voted on by their athlete peers. The meeting should begin with a review of goals, a request for the athletes' honest reactions to the proposed solutions, and an expression of appreciation to the athletes for their help. Each of the risks to be addressed should be presented by one of the Working Group members along with the draft solution that has been proposed. Athlete representatives should be invited to offer their suggestions to strengthen each of the proposed solutions. The following questions may be helpful to structure the athletes' input:

- What strengths do you see in the proposed solution?
- What parts of the solution may be problematic or challenging for athletes?
- What suggestions do you have for strengthening the solution?
- What questions or other comments do you have about the draft solution?

This process should be repeated until all of the proposed solutions on the meeting agenda are covered. The meeting wrap-up should include:

- Asking the athletes if they have any questions about the process or next steps
- Thanking the athletes for their help
- Encouraging them to share the meeting process with other athletes on the team
- Letting athletes know that they will consider all of their suggestions, but may not be able to incorporate all of their recommendations

While this optional process was designed as a single additional meeting, teams can always schedule more time to get athletes' input on other solutions as well. Finally, the team should make it a point to provide feedback to athletes about how their input help shaped more effective solutions to identified safety risks.

STEP 03 | DEVELOPING SOLUTIONS

# Appendix C

**Risk Prioritization**
## Jump to Handout/Form


C.1 "STEP 3 FACILITATOR SCRIPT"
C.2 "STEP 3 EXAMPLE SSPA SPREADSHEET"
C.3 "STEPS FOR CREATING EFFECTIVE SOLUTIONS"
C.4 "STEP 3 SOLUTION EXAMPLES"
C.5 "SOLUTION WORKSHEET"
C.6 "STEP 3 MEETING CHECKLIST"

STEP 03 | C.1

# Facilitator Script

Read Section Aloud | *Written Instructions*

03

### INSTRUCTIONS:

Read through this entire document before conducting a Step 3, Developing Solutions, meeting. The right column is a full script for conducting the meeting, and the left column is an outlined version of the key meeting points. Facilitators less familiar with the process may want to read the script during the meeting, while more experienced SSPA Facilitators may prefer to work from the outline. Note that most of the script on the right column can be read as written except for the italicized/indented portions, which contain notes and instructions for the Facilitator.

**REMEMBER** to bring the **Step 3, Developing Solutions, meeting handouts**. A full list of necessary materials and preparation tasks can be found in appendix ***C.6, "Step 3 Meeting Checklist."***

**IF POSSIBLE,** use a smart screen or a projector to **display the notes to participants as they are recorded** (or screensharing if the meeting is virtual).

## Outline

(EXPERIENCED FACILITATORS)

## Full Script

### MEETING OPENER

☐ **Brief introductions**
- Icebreaker (optional)
- Meeting length (2 hours)
- Break halfway through

*Open the meeting with a brief round of introductions (if needed), including first names and roles in sport.*

*You may choose to use a short icebreaker as an option (see Handout A.7 for icebreaker ideas).*

*Remind participants how long the meeting is expected to run (usually two hours) and that there will be a break halfway through.*

### SSPA OVERVIEW

☐ **The Sport Situational Prevention Approach (SSPA)**
- Helps identify and address safety risks in order to prevent athlete harms

Before we start, I'd like to briefly refresh your memory about the Sport Situational Prevention Approach. The SSPA is a prevention program that we are using to help us identify and address athlete safety risks early—when they are small and manageable—before they can cause athletes harm.

☐ **A Four-Step Approach**

1: Risk Brainstorming
2: Prioritization
3: Today's meeting focuses on Solution Development
4: Implementation Plans

The SSPA is a four-step approach. In the Step 1, Risk Brainstorming, we gathered information about safety risks in our athletic environment through focus group meetings and an anonymous online survey. The second step involved prioritizing the risks identified in Step 1, so that the risks that are most concerning from an athlete safety perspective can be resolved first. Today we will be working on Step 3, Developing Solutions. This will position us for the final SSPA step, which involves Creating Implementation Plans to help put solutions into action.

☐ **Questions?**

Before I explain the goals for today's meeting are there any questions about the SSPA process so far?

*(Continues on following page)*

**STEP 03 | C.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

03

OUTLINE

FULL SCRIPT

### MEETING GOALS AND STRUCTURE (WHAT WE WILL DO)

☐ **Meeting focus:**
- Developing Solutions to high-priority safety risks

Today's meeting focuses on developing solutions to address athlete safety risks. We will start with the risks that were selected in Step 2 as high priority, and under the control of our team/organization's leadership to resolve.

☐ **Reminder to always report abuse and misconduct to:**
- Our organization
- U.S. Center for SafeSport
- Law enforcement

Our discussions today may include topics related to abuse or misconduct. However, the intention for this meeting is not to discuss past incidents but, rather, to generate solutions that will resolve or lessen risks. As always, if you know of any incidents of past abuse or misconduct, please immediately make a report to the organization, the U.S. Center for SafeSport, and in the case of child abuse, law enforcement as well. If you have any questions about when or how to make a report, please let me know after this meeting.

☐ Distribute updated SSPA Spreadsheet & Handouts C.3, C.4, and C.5

*Distribute the prepared list of safety risks with priority assignments (SSPA Step 3 spreadsheet), along with Handouts C.3, "Steps for Creating Effective Solutions"; C.4, "Solution Examples"; and C.5, "Solutions Worksheet."*

☐ Review the steps to create effective solutions on Handout C.3

Simplified step-by-step directions for today's meeting are on Handout C.3, "Steps for Creating Effective Solutions." Let's take a moment to review steps A through E.

*Give the group a minute or two to read Handout C.3 on their own. Alternatively, you can review the key points aloud with the group.*

☐ **Review the list of safety risks**
- Notice prioritized risks
- Unique ID#s
- Related risks are grouped together ("Theme")
- Column for "Risk Prompt"
- Column for "Source"

Look at and familiarize yourself with the list of safety risks. This list includes all of the risks identified during Step 1 and shows which were prioritized during Step 2. Each has a unique ID number.

Notice that the list of safety risks has been organized so that similar risks are grouped together (see the categories under the heading "Theme").

Also, note that there is a column that identifies which Risk Prompt was used in Step 1 to generate each risk (for example, "High-Risk Locations"). Finally, a "Source" column shows what group of stakeholders each risk came from.

*(Continues on following page)*

**STEP 03 | C.1**

03

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

| OUTLINE | FULL SCRIPT |
|---|---|
| ☐ **Your task is to generate solutions for high-priority risks** | Your task today will be to generate solution strategies to address risks (or groups of risks) from this list, beginning with those that have been identified as higher priority. Handout C.4 has a few examples of what these solution strategies may look like. |
| ☐ **See example Solutions on C.4** | *Review the examples on Handout C.4.* |
| ☐ **Explain prevention versus risk-reduction strategies**<br>• Preference for prevention<br>• Use risk-reduction if prevention is not possible | Notice that solution strategies can take the form of either prevention (see Example #1) or risk-reduction approaches (see Examples #2 and #3). Prevention strategies are those that eliminate a risk entirely. Risk-reduction strategies reduce some elements of the risk and/or reduce the chances of harm stemming from a risk when it cannot be eliminated completely.<br><br>Our preference is always for prevention strategies, when possible, since effective prevention ensures that risks will no longer exist. However, risk-reduction strategies can also have a big impact in cases when prevention is not possible. |
| ☐ **Solutions should be:**<br>• Practical<br>• Affordable<br>• Effective<br>• Concise (details come in Step 4) | As you think about solutions, do your best to identify a practical, affordable, and effective solution for each risk (or group of related risks). Try to be concise; we are looking for a clear but brief solution in just a couple sentences. The details will come later in the process, during Step 4. |
| ☐ **Share solutions as a group**<br>• Offer corrections to what is recorded | You will each have a chance to share your solution ideas with the group, and they will be recorded into the SSPA Spreadsheet. Please follow along as information is recorded and offer corrections if something is recorded inaccurately. |
| ☐ **Note solution ideas on C.5**<br>• Be sure to note the risk ID# | You can take notes as you go on your Handout C.5, "Solutions Worksheet." Feel free to use more than one row, but be sure to write down the risk ID# to make it clear what risk or risks you are referring to. |
| ☐ **Suggestions from multiple people can improve solutions**<br>• See Example 2 on Handout C.4<br>• Collaboration is welcomed | Often, the best solutions are a combination of components suggested by a number of people. Take Example #2 from Handout C.4, for instance. One person could have come up with the first part of the solution: sending an email to families and youths using the facility and asking them to stay out of the gym when another team's practice is in progress. |

*(Continues on following page)*

**STEP 03 | C.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

03

| OUTLINE | FULL SCRIPT |
|---|---|
| | Then a second person might suggest that putting signs to this effect on the outside of the gym doors would be a good reminder. A third person could offer the idea of emailing and bringing up this issue quarterly with applicable staff members or volunteers. Our hope is for this to be a very collaborative process that takes advantage of the Working Group members' experience. |
| ☐ **Some risks may be outside of your direct control**<br>• Consider external collaborators | Keep in mind that some risks may be very difficult to resolve or they may be outside of the control of this team or your organization—for example, risks that are related to the larger community environment (such as a busy street in front of the practice facility) or to societal norms or values (such as negative behaviors by professional athletes who are idolized and seen as role models by athletes). While these types of risks may be more challenging to impact, an effort should still be made to come up with solution ideas, particularly when they represent high-priority safety concerns. For safety risks outside the organization's control, efforts to collaborate with state or local agencies in a position to make a change may be effective. For complex safety issues, it is helpful to break the concern down and create solution components that address each aspect of the risk, as already mentioned. |
| ☐ **Some risks may be very complex**<br>• Break these down into smaller pieces to address | |
| ☐ **Process for each solution:**<br>• Work silently (2-3 mins)<br>• Discuss solution ideas (5–7 mins)<br>• Look for solutions to address multiple risks (note ID#s) | We will begin work on each solution by giving you 2–3 minutes to silently write down your ideas for effective solution components, before discussing these suggestions for another 5 minutes or so as a group. Overall, we will try to spend an average of 7–10 minutes total on each solution. Some may take a bit longer. Also, it is important to keep an eye out for solutions that will address multiple risks and make note of related risks that the solution will address on your Handout C.5, "Solutions Worksheet." Remember that, in this meeting, we are looking for the basic outline of a solution including its key points. Please provide a single sentence to describe each of the solution's key components. Details will be added in the next meeting (Step 4) when we create solution Implementation Plans. |

*(Continues on following page)*

## STEP 03 | C.1

# Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

03

OUTLINE

FULL SCRIPT

☐ **We likely won't get through all identified risks in this meeting**
- Start with high priority

☐ **Questions?**

It is likely that we won't be able to work through every risk that was identified in Step 1 during this meeting. For that reason, our work today will focus on developing solutions for the safety risks that have been identified as top priorities to address first. At the end of the meeting, we can discuss our next steps for this process. Do you have any questions before we begin?

### GENERATING SOLUTIONS

Let's get started. I'm going to ask each of you, one at a time, to select one of your top three high-priority risks for us to develop a solution to address. I'll ask you each to pick a risk that we haven't worked on before.

☐ **Ask one group member to select first high-priority risk(s) to work on**

*Choose one person to select first risk.*

Which one of your top three risks should we focus on first?

*Have that person read aloud the risk and ID#*

☐ **Reminders**
- Keep solution components brief
- Try to generate prevention solutions first, then risk-reduction

Great! Next, we are going to create a solution to resolve that risk first. Everyone will work independently on generating solution ideas for this same risk, then share ideas as a group. I will give you 2–3 minutes to write down solution ideas before we discuss them. Remember to keep your solution components to just a couple of sentences or bullet points that clearly describe what should be done. Be sure that each component deals with one aspect of the solution (for example, staff training, signage, changes to policies).

Remember that our preference will always be for a prevention strategy that eliminates the risk. If that's not possible, select a risk-reduction strategy instead.

☐ **Give 2–3 minutes for silent solution development**

*Give the group 2–3 minutes to silently work on generating solution ideas for the risk or group of risk and write ideas down on their worksheet. Once the group is ready to discuss solutions, ask the group member who suggested the high-priority risk to share the solution components that they came up with first. Then, open it up to the group to add additional suggestions or to offer modifications to something that has already been suggested.*

*(Continues on following page)*

**STEP 03 | C.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

03

OUTLINE

- ☐ **Give 5–7 minutes for group to discuss their solution ideas**
  - Start the sharing with person who chose the risk(s)
  - Allow everyone to comment and share their additional ideas
  - Set aside risks/solutions that are taking too long
  - Notetaker records solution ideas as they are shared
- ☐ **Alternative process**
  - Optionally, skip silent independent work
  - Instead, complete the whole process as a group discussion
- ☐ **Repeat the process of generating and discussing solutions**
  - Group members take turns choosing risk(s) to work on
  - Stop for break halfway through

FULL SCRIPT

*Do your best to spend no more than 5–7 minutes discussing any one solution. If a solution plan will require a much longer discussion, put it aside for one of the group members to work on individually (and then review with the group either via email or in the next meeting). The Notetaker should record the key solution components and other information of note into the spreadsheet.*

*As an alternative, some groups may prefer to skip the initial 2–3 minutes of developing solution components individually. Instead, they can simply talk through their ideas as a group. This decision can be left up to either the Facilitator or to the group. Otherwise, the rest of the process is the same.*

*Repeat the above process, having group members take turns choosing the next high-priority risk or group of risks to work on and generating and discussing solutions for each.*

*Remember to stop for a brief break about halfway through the meeting.*

### CONCLUDING THE MEETING

- ☐ **Collect forms**
- ☐ **Briefly discuss next steps**
- ☐ **Thank group members**
  - Stay to discuss questions
- ☐ **Save and send the meeting notes**

Please hand in all your forms.

*Collect all handouts from participants. Briefly discuss next steps regarding Step 4 as well as continuing to develop solutions for remaining risks (see SSPA Implementation Manual section 3.9 for options).*

Thank you all for taking the time today to help our team/organization work to enhance the safety of our athletes. I'll stay around after the meeting; please feel free to stay and ask any questions you may have.

*Remember to save the updated spreadsheet including the solution notes in at least one secure place (such as a desktop or flash drive) and email a copy to at least one project colleague.*

STEP 03 | C.2

# Example SSPA Spreadsheet

03

## Spreadsheet Instructions for Step 3:

Prior to the Step 3 meeting, all columns to the left of column G ("Step 3 Solution Notes") should be filled in. Note that there may not be an entry in each cell in column F, "Step 2 Prioritization." Sort the spreadsheet by column F from smallest to largest to bring the highest-priority risks to the top prior to beginning the Step 2 meeting. Conduct the Step 3 meeting by focusing the solution development on those risks that are rated highest priority. Take notes in column G "Step 3 Solution Notes," as described below.

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| ID# | Stakeholder Group | Risk Prompt | Step 1 Risk Brainstorming Notes | Theme & Subtheme | Step 2 Prioritization | Step 3 Solution Notes | Other Notes |
| Assign each risk a unique ID# in this column. | Note which group identified each risk (e.g., coaches; athletes; or parents). | Note which Risk Brainstorming Prompt was used to generate each risk (e.g., High Risk Locations). | Record the safety risks that are shared aloud.<br>After the meeting, add any risks that were written down by participants but not shared aloud and risks collected through the anonymous survey. | Determine themes and subthemes. Sort the spreadsheet by this column in order to group risks thematically before prioritizing. | Identify the highest priority risks to address first. Once resolved, prioritize remaining risks. Use #1 to identify highest priority. | Record the solution ideas that are generated. The solution may relate to multiple risks, not just the risk that is in this row. When this occurs, note, in this column, the ID# of the other risks that are addressed by this solution. | Record any additional notes or comments. |
| | | | | | | | |
| | | | | | | | |

### A: ID#
Assign each risk a unique ID# in this column.

### B: Stakeholder Group
Note which group identified each risk (e.g., coaches; athletes; or parents).

### C: Risk Prompt
Note which Risk Brainstorming Prompt was used to generate each risk (e.g., High Risk Locations).

### D: Step 1 Risk Brainstorming Notes
Record the safety risks that are shared aloud. After the meeting, add any risks that were written down by participants but not shared aloud and risks collected through the anonymous survey.

### E: Theme & Subtheme
Determine themes and subthemes. Sort the spreadsheet by this column in order to group risks thematically before prioritizing.

### F: Step 2 Prioritization
Determine priority risks, with 1 being the highest priority.

### G: Step 3 Solution Notes
Record the solution ideas that are generated. The solution may relate to multiple risks, not just the risk that is in this row. When this occurs, note, in this column, the ID# of the other risks that are addressed by this solution.

### H: Other Notes
Record any additional notes or comments.

STEP 03 | C.3

# Steps for Creating Effective Solutions

03

- In order of priority, review the risks identified as affecting athletes on your team.
- Determine if a **prevention** solution is possible for each risk and what that prevention strategy would be. If a prevention solution is not possible, decide what **risk-reduction** strategy would work to reduce this concern. Generate several possible solutions (or solution components) to resolve each risk. Note solution ideas on your Handout ***C.5 "Solutions Worksheet."***
- Discuss as a group and determine the best solution strategy based on the following criteria: is it effective (either a known evidence-based strategy, or a strategy that has worked in the past); affordable, doable, sustainable over time, and consistent with team/organizational policy.
- Structure your solution as a list of related bullet points that together represent a comprehensive solution to address the identified safety concern. Solutions will often include a combination of components that may involve the need to obtain input from team staff, athletes, and/or parents; changes to team routines or daily practice behaviors; the need for adjustments to policy language; additions of signage to practice facility as reminders; additional athlete, athlete parent, and/or staff training; and emails to clarify changes to safety policy or practice.
- Make note of any issues or questions that need to be resolved around each solution on the Solutions Worksheet, using the column marked "Costs/Questions/Concerns," and put any other notes or thoughts in the column "Other Comments." If your solution and other notes don't fit in a single row on the worksheet feel free to use multiple rows (just be sure to fill in the Risk # column on each row so that it's clear).

STEP 03 | C.4

03

# Solution Examples

## EXAMPLE 1

**Risk:** The exit on the south side of the Wilson Training Center is often propped open, allowing people to enter without using a key card and without being screened by front desk staff.

| RISK ID# | RELATED RISK #S | PREVENTION (P) OR RISK-REDUCTION (RR) STRATEGY | COSTS/QUESTIONS/ CONCERNS | OTHER COMMENTS |
|---|---|---|---|---|
| 10 | 5, 9, 11 | **(P)** Alarm all nonessential doors as "fire doors" except the front door of the training center.<br>Place posters around the training center ahead of time explaining when and why the changes are taking place.<br>Email athletes and coaches to remind them that access will be by keycard only starting May 1st and briefly explain the change. | Cost of printing signs and alarms that will be placed on the newly designated "fire doors."<br>No cost. | Check on whether this is a problem that should be addressed in other training centers, as well. |

## EXAMPLE 2

**Risk:** There is a common attitude among players that "What happens in the locker-room should stay in the locker-room." At the same time, there are concerns about locker-room behavior between athletes that could escalate into bullying or harassment if it continues to go unchecked.

| RISK ID# | RELATED RISK #S | PREVENTION (P) OR RISK-REDUCTION (RR) STRATEGY | COSTS/QUESTIONS/ CONCERNS | OTHER COMMENTS |
|---|---|---|---|---|
| 72 | 75, 80, 81, 86 | **(RR)** Double check that the code of conduct includes clear expectations of appropriate athlete behavior, and the consequences for unacceptable behaviors (e.g., harassment, hazing, bullying).<br>Communicate to players more thoroughly and more often about the code-of-conduct, where to go for support, that standing up for and respecting one another helps the whole team.<br>Look into team-building programs to promote the values of inclusion and respect among players. | Investment of time to update and communicate the policy.<br>No cost.<br>Potential cost for team-building programs or activities. | Consider posting a sign in the locker-room outlining rules and expectations. |

STEP 03 | C.4

03

## Solution Examples

*(Continued from previous page)*

### EXAMPLE 3

**Risk:** International travel can be risky because of language barriers. Athletes could more easily be taken advantage of and could have more trouble finding help when difficulties arise.

| RISK ID# | RELATED RISK #S | PREVENTION (P) OR RISK-REDUCTION (RR) STRATEGY | COSTS/QUESTIONS/ CONCERNS | OTHER COMMENTS |
|---|---|---|---|---|
| 15 | 17 | **(RR)** Make sure athletes and staff are aware of team travel policies and protocols intended to keep them safe abroad.<br>Create and disseminate safety plans for athletes to follow in case something bad happens while they are traveling.<br>Distribute team athlete and staff phone rosters prior to all trips and update regularly.<br>On the daily schedule, identify who are the primary and secondary staff members on call if issues arise. | Time investment to communicate policies; cost of printing safety plans for each athlete to carry with them.<br>Check with each athlete to see whether they have international phone access.<br>Confirm on-call staff assignments for trips. | Could also supply athletes with a card to carry with them that has common phrases in the nation's language, important numbers to call, etc. |

**NOTE:**

**All risk examples and solutions above are fabricated and used here strictly for their illustrative value.**

STEP 03 | C.5

# Solution Worksheet

03

| RISK ID# | RELATED RISK #S | PREVENTION (P) OR RISK-REDUCTION (RR) STRATEGY | COSTS/QUESTIONS/ CONCERNS | OTHER COMMENTS |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

STEP 03 | C.6

# Meeting Checklist

03

**MEETING PREPARATION TASKS**

**TEAM/PROGRAM AFFILIATION:**

**LIST WORKING GROUP STEP 3 MEETING ATTENDEES:**

**Instructions:** Use this checklist to help you prepare for and carry out Step 3 of the Sport Situational Prevention Approach. For each Solutions meeting conducted, check off the items below as you complete them. (You will need a separate copy of this checklist for each Step 3 Developing Solutions Meeting).

*Note: For instructions to use during the meeting, see the **Step 3 Facilitator Script***

## A. MATERIALS FOR STEP 3 MEETING

- ☐ **A copy of *C.1, "Step 3 Facilitator Script"* (read beforehand and bring it to meeting)**
- ☐ **Form/Handouts (print 1 for each participant plus extras)**
  - ☐ ***SSPA Spreadsheet*** (prepared as per ***C.2 Step 3 Example SSPA Spreadsheet***)
  - ☐ Handout ***C.3, "Steps for Creating Effective Solutions"***
  - ☐ Handout ***C.4, "Solution Examples"***
  - ☐ Handout ***C.5, "Solution Worksheet"*** (at least three per participant)
  - ☐ Maps of your training facilities (optional)
- ☐ **Other materials to take to the meeting**
  - ☐ Pens/Pencils
  - ☐ Laptop with projector or smart board setup

  **OR**
  - ☐ Flipchart paper and markers
  - ☐ Snacks and drinks

## B. CONTACT SOLUTION MEETING PARTICIPANTS

- ☐ **Same staff Working Group as participated in Step 1**
- ☐ **OPTIONAL: Consider including one or two athletes, and/or one or two parents in this group**

*(Continues on following page)*

STEP 03 | C.6

03

# Meeting Checklist

*(Continued from previous page)*

## C. MEETING PREPARATION TASKS

- ☐ **Schedule Meeting**
  - ☐ Reserve room
  - ☐ Confirm time
  - ☐ Confirm location
- ☐ **Notify meeting participants of meeting date/time**
  - ☐ Send them a reminder the day before the meeting
- ☐ **Arrange for computer and projector (if possible) for taking notes as well as for displaying them to the group**

## D. DELEGATE KEY MEETING TASKS

☐ Facilitate meeting
**NAME:**

_____

☐ Take notes
**NAME:**

_____

☐ Order snacks
**NAME:**

_____

☐ Bring materials and handouts to meeting
**NAME:**

_____

## E. CONDUCTING THE MEETING

- ☐ **Bring handouts and supplies to the meeting**
- ☐ **Set out the snacks/drinks prior to start**
- ☐ **Conduct the Solution Meeting process (see *C.1, "Step 3 Facilitator Script"*)**

## F. COLLECT FORMS AT END OF MEETING

- ☐ **Collect Handout *C.5, "Solutions Worksheet,"* from each participant**
- ☐ **Save and send a copy of the meeting notes to a colleague (as a backup copy)**

STEP 04

# CREATING IMPLEMENTATION PLANS

04

STEP 04.1

# Creating Implementation Plans

04

## Developing Solutions
## Jump to Section

**4.1** OVERVIEW & KEY TASKS
4.2 HANDOUTS & FORMS
4.3 PREPARING FOR THE IMPLEMENTATION PLAN MEETINGS
4.4 PREPARING AND DISTRIBUTING IMPLEMENTATION PLAN MEETING HANDOUTS
4.5 SCHEDULING MEETING TO CREATE IMPLEMENTATION PLANS
4.6 CONDUCTING THE IMPLEMENTATION PLAN CREATION MEETING

**Step 4 Goal: To create Implementation Plans that detail the steps necessary for successfully carrying out the solutions previously developed to address safety risks.**

### STEP 4 OVERVIEW

The goal of Step 4 is to create Implementation Plans for each tailored solution that was developed in Step 3 of the SSPA process. Implementation Plans are intended as a guide for your team or sport organization in how to take the actions necessary to resolve the safety risks identified in Step 1. This is accomplished by breaking down each solution into well-defined and manageable steps.

Implementation Plans provide details related to the specific next steps that need to be carried out in order to successfully resolve the risks. This includes who is responsible for carrying out each step, due dates, and any anticipated costs. Implementation Plans are developed by the SSPA Working Group and are created and carried out in order of highest priority (as determined in Step 2, Risk Prioritization).

STEP 04.1

# Key Tasks

04

### PREPARING FOR THE STEP 4 SOLUTION MEETING

*The SSPA Lead or Co-Lead should complete or assign the following tasks prior to any Step 4 meeting:*

- Review Solutions generated in Step 3 to ensure that they are clearly written and understandable
- At least 48 hours prior to the meeting, distribute to Working Group members the electronic spreadsheet, containing:
  - The solutions developed in Step 3
  - The risks associated with each solution
  - The priority order established in Step 2
- Schedule place and time for meeting
- Distribute additional handouts/worksheets (see ***4.2***)
  - Determine if Implementation Plans will be developed on paper or electronically, and plan accordingly

Prior to any Step 4 meetings, the meeting Facilitator should:

- Review the Handout ***D.1, "Step 4 Facilitator Script"***
- Send a reminder to members the day before the Step 4 meeting is scheduled to occur

### CONDUCT THE STEP 4 MEETING

*During any Step 4 meetings, the meeting Facilitator should:*

- Review meeting goals with the Working Group
- Provide meeting information (e.g., mandatory reporting) and logistics
- Explain the meeting structure and tasks involved in creating Implementation Plans to guide taking action on solutions
- Facilitate the Working Group to support the creation of Implementation Plans for each risk-solution pair
- Wrap up and describe next steps

### COORDINATE, SCHEDULE, AND CONDUCT ADDITIONAL STEP 4 MEETINGS

*As needed, plan and carry out additional Step 4 meetings to create additional Implementation Plans to address risks and enhance safety for your athletes.*

STEP 04.2

# Handouts and Forms

04

**STEP 4 FACILITATOR SCRIPT:** This document provides both a comprehensive outline and a detailed script for carrying out Step 4 tasks. The left-hand column offers an outline of key bulleted tasks for the more experienced Facilitator while the right-hand column provides a detailed script that could be read verbatim by a new or inexperienced Facilitator to carry out the Step 4 meeting. (See ***D.1, "Step 4 Facilitator Script"***)

**SSPA SPREADSHEET WITH IMPLEMENTATION PLAN WORKSHEETS:** The first part of this spreadsheet is identical to what was used and modified during the Step 3 meeting (see ***A.2, "Example SSPA Spreadsheet"***). It contains a complete list of the identified safety risks, including those that have been prioritized, and the solutions that have been developed to address the risks. In addition, the spreadsheet should now be organized so that each tab represents a separate Implementation Plan, or a spreadsheet reflecting a solution to a particular safety risk or cluster of related risks.

Also provided on the Implementation Plan spreadsheet are each risk's unique ID number as well as empty columns with headings for recording the Step 4 meeting results. These columns are intended to record the steps necessary to complete the solution, who is responsible for carrying out these steps, the due date for completion of each step, when the step was completed, what costs are involved (and possible funding sources), and if any policy modifications are necessary to accommodate the solution. (See ***D.2, "Example Implementation Plan Spreadsheet"***).

**IMPLEMENTATION PLAN EXAMPLE:** This handout provides an illustrative example of a completed SSPA Implementation Plan. This example not only provides an illustration of a fully completed Implementation Plan but also reflects how a related cluster of risk items can be addressed with a single Solution/Implementation Plan. (See ***D.3, "Implementation Plan Example"***).

**IMPLEMENTATION PLAN WORKSHEET (HARDCOPY):** This handout is for creating a hard copy of Implementation Plans during the Step 4 meeting. The worksheet can be used instead of the Excel spreadsheet described above and can be particularly useful for in-person meetings when laptops are not available. When used for this purpose, it is typically printed with one risk and its associated solution (and the risk ID#) on each page. This allows for solutions to be assigned to each Working Group member for completion during the meeting. For online meetings, the spreadsheet described above takes the place of this form. The electronic spreadsheet can also be used in person, if all the Working Group members are able to bring a laptop to the meeting. Use the hard copy anytime handwritten notes are preferred. (See ***D.4, "Implementation Plan Worksheet,"*** hardcopy)

**STEP 4 MEETING CHECKLIST:** This handout provides the SSPA Lead and the Facilitator with a checklist to help them ensure that all Step 4 meeting tasks are accomplished. (See ***D.5, "Step 4 Meeting Checklist"***).

STEP 04.3

04

# Preparing for the Implementation Plan Meetings

To prepare for the Step 4 meeting, the Working Group should decide whether they want to create digital or handwritten Implementation Plans during the meeting. While either can be successfully used to guide carrying out plans to reduce team/organizational risks, there are some advantages to electronic or digital copies. If opting to work digitally, make any necessary updates to the SSPA Spreadsheet, including creating new tabs/spreadsheets for each solution that will be developed into an Implementation Plan. Use Handout ***D.2, "Example Implementation Plan Spreadsheet,"*** as a template.

### 4.3.1 PREPARING THE SPREADSHEET FOR STEP 4

In Step 2 of the SSPA process, identified safety risks were prioritized by Working Group members while in Step 3, tailored solutions were developed for high-priority safety risks. The information generated in these meetings serves as the foundation for the current meeting worksheet. The spreadsheet created for this meeting is structured so that each tab provides the details for one specific high-priority safety risk, or a cluster of risks, and the associated solution that was developed to resolve it (see ***D.2*** for an example).

The spreadsheet for each risk-solution pair also contains the columns necessary to create an Implementation Plan to guide action on this solution. The resulting spreadsheet includes columns with the following headings:

**ID#:** Each safety risk identified in Step 1 was assigned a unique number.

**CHALLENGE RATING (BLANK COLUMN):** At the beginning of the Step 4 meeting, Working Group members will be prompted to determine if each solution is likely to be more challenging or less challenging to implement. The challenge rating is recorded in this column.

**RISK BRAINSTORMING NOTES:** These represent a particular safety risk or group of related risks that were identified in Step 1 and are the focus of this spreadsheet.

**SOLUTION NOTES:** These reflect the solution components that were agreed upon by Working Group members in Step 3 to address this risk or group of related risks.

**STEPS TO ACCOMPLISH THIS SOLUTION (BLANK COLUMN):** Enter the steps necessary to carry out the solution into this column. If there is more than one related risk to be resolved on this spreadsheet, each should have its own list of steps.

*(Continues on following page)*

STEP 04.3

04

## Preparing for the Implementation Plan Meetings

*(Continued from previous page)*

**WHO WILL CARRY OUT THE STEP**
**(BLANK COLUMN)**

For each solution step, enter the name of the person responsible for carrying out this task. At the bottom of the column indicate who is responsible for supervising the overall solution.

**COSTS AND POSSIBLE FUNDING SOURCES**
**(BLANK COLUMN)**

Enter anticipated costs associated with each solution step as well as funding sources to cover these costs.

**DUE DATE**
**(BLANK COLUMN)**

For each step, enter the anticipated due date for completion.

**COMPLETION DATES**
**(BLANK COLUMN)**

Enter the actual completion date for each step.

**LIST ANY NEEDED POLICY MODIFICATIONS**
**(BLANK COLUMN)**

Indicate any ways in which the solution components may conflict with an existing organizational policy and whether the policy or the solution should be adjusted.

**OTHER COMMENTS**
**(BLANK COLUMN)**

Use this column to record any notes that need to be addressed regarding this solution.

STEP 04.4

04

## Preparing and Distributing Implementation Plan Meeting Handouts

The SSPA Lead should ensure that all group members have access to the handouts for this meeting in addition to the spreadsheet already discussed. Group members should receive hardcopies of Handout ***D.3, "Implementation Plan Example,"*** and Handout ***D.4, "Implementation Plan Worksheet."*** The Facilitator should also use Handout ***D.5, "Step 4 Checklist,"*** to guide their completion of Step 4. If an in-person meeting is planned, this task is as simple as making sufficient copies and distributing them at the meeting. If the meeting will be online, we recommend distributing these handouts electronically with the meeting notice.

STEP 04.5

## Scheduling Meeting to Create Implementation Plans

The initial Implementation Plan Creation meeting should be scheduled for a two-hour time block. In most cases, this will allow time to create Implementation Plans to address six to 12 solutions created in Step 3. This will be dependent upon the size of the Working Group, the complexity of the proposed solutions, and whether the plan addresses a single risk or responds to a cluster of related safety risks. In our experience, all teams will need to revisit this Implementation Plan Creation process to work through the rest of their identified safety risk/solution pairs (see details in ***"The Follow-Though"*** section).

Facilitation of this meeting is quite simple and straightforward. The facilitation tasks are reflected in ***D.1, "Step 4 Facilitation Script."*** Moreover, there is no notetaking role because the process involves having each group member draft an Implementation Plan. As with the other meetings, it is helpful for someone with prior experience as a meeting Facilitator to run the first meeting. Since the SSPA process is designed to be repeated over time to maintain a safe organizational environment, it will be useful to have more than one group member gain experience facilitating this group.

STEP 04.6

04

# Conducting the Implementation Plan Creation Meeting

**Facilitate this meeting by closely following the Handout *D.1, "Step 4 Facilitator Script."***

### 4.6.1 BRIEF REVIEW OF BACKGROUND AND MEETING GOALS

This meeting begins with any necessary introductions, a discussion of logistics (such as bathroom locations, breaks, or remote meeting expectations), and a brief reminder about the SSPA steps that led to this meeting. This is followed by a review of the specific goals for the Implementation Plan Creation meeting, which focuses on developing Implementation Plans to assist the organization in carrying out the solutions generated in Step 3 of the SSPA process. The goals should include a discussion of expectations for generating a number of Implementation Plans over the course of the meeting, enhancing Working Group members' capacity to create these plans, and positioning the team to effectively carry out solutions to strengthen athlete safety.

### 4.6.2 DESCRIBING THE MEETING STRUCTURE

**Describe the meeting structure to the group in the manner that follows:**

1. Distribute and/or explain the purpose of the meeting handouts
2. Determine "less challenging" versus "more challenging" solutions to implement
3. Review the Handout ***D.3, "Implementation Plan Example"***
4. Review instructions for creating Implementation Plans
5. Each Working Group member selects and creates a draft Implementation Plan for a high-priority safety risk/solution pair
6. Each Working Group member presents their plan to the group and gets input from the group to improve the plan
7. Repeat the process a second time with another set of high-priority risk/solution pairs
8. Wrap up the meeting and make plans for completing remaining plans

### 4.6.3 CONDUCTING IMPLEMENTATION PLAN CREATION

Conducting this meeting will involve the following tasks and is described in more detail in the Handout ***D.1, "Step 4 Facilitator Script."***

Begin the meeting with a brief review of the steps leading up to this meeting. Mention the collection of safety risks from key stakeholder groups in Step 1, the prioritization of risks in Step 2, and the development of solutions to address high-priority risks in Step 3.

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## Conducting the Implementation Plan Creation Meeting

*(Continued from previous page)*

1. Review the goals for the Step 4 meeting with an emphasis on creating Implementation Plans designed to carry out the solutions successfully. Also note that this meeting is intended to enhance organizational capacity to do this work in the future and, of course, to strengthen overall athlete safety.
2. Carry out the process of determining whether each high-priority solution will be relatively less challenging or more challenging to carry out.
3. Distribute and mention the general purpose of the handouts that will be used during this meeting (i.e., the ***SSPA Spreadsheet*** and ***D.3, "Implementation Plan Example"***).
4. Provide a detailed review of the Handout ***D.3, "Implementation Plan Example"***; highlight each column and the type of information that will be required to create an effective plan.
5. Ask each Working Group member to select a solution for a high-priority safety risk to focus on as their first Implementation Plan to develop during this meeting (begin by asking members to select a solution that's "less challenging" to solve during this first round).
6. Instruct each Group member to spend 15–20 minutes creating a draft Implementation Plan for the high-priority risk solution they selected. Share with the group the specific instructions contained in the Facilitator's Script. These instructions describe the need to:
   - include information for each of the Implementation Plan columns
   - strive to clearly describe each step to complete and ensure that it reflects a single task of a reasonable size
   - indicate how that task is to be completed in this step
7. When members have completed their task, ask each person to briefly (two to three minutes) present their draft Implementation Plan to the group. If this is an online meeting, have participants share their plan on the screen so that others can see it and more easily follow along.
8. Once group members are finished sharing, ask the group to suggest additions and modifications.
9. Wrap up this first round by asking the group to confirm whether carrying out this Implementation Plan is seen as relatively easy or more challenging.
10. Repeat this process to create a second round of Implementation Plans. If a group member selected a solution that was relatively easy to address, ask them to select a risk/solution pair that might be more challenging next time (or vice versa).
11. To create the second round of plans, repeat the process above. If time is short, ask a smaller number of participants to present to the group. Alternatively, skip the second-round presentations and ask group members to share their plans and feedback through email or using a shared online document (such as Google Drive or OneDrive).

*(Continues on following page)*

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04

## Conducting the Implementation Plan Creation Meeting

*(Continued from previous page)*

### 4.6.4 MEETING WRAP-UP

Reserve approximately 10 minutes at the end of this meeting to review and assess with the Working Group the meeting's process and plans for creating additional Implementation Plans for the remaining safety risks. During this review, talk about what went well and what could be improved next time. See ***section 5, The Follow-Through***, for more information on next steps to address remaining risk/solution pairs. Finally, be sure to clarify assignments for group members to complete or distribute remaining work on Implementation Plans started during this meeting.

STEP 04 | CREATING IMPLEMENTATION PLANS

# Appendix D

**Creating Implementation Plans**
## Jump to Handout/Form


**D.1** "STEP 4 FACILITATOR SCRIPT"

**D.2** "EXAMPLE IMPLEMENTATION PLAN SPREADSHEET"

**D.3** IMPLEMENTATION PLAN EXAMPLE"

**D.4** "IMPLEMENTATION PLAN WORKSHEET"

**D.5** "STEP 4 MEETING CHECKLIST"

STEP 04 | D.1

# Facilitator Script

Read Section Aloud | *Written Instructions*

04

### INSTRUCTIONS:

Read through this entire document before conducting a Step 4 meeting. The right column is a full script for conducting the meeting, and the left column is an outlined version of the key points for meeting facilitation. Facilitators less familiar with the process may want to read the script during this meeting, while experienced SSPA Facilitators may prefer to work from the outline.

**Note: Remember to bring (and/or send out ahead of time) all Steps 4 materials to this meeting.** A full list of necessary materials can be found on the Handout ***D.5, "Step 4 Meeting Checklist."***

## Outline

(EXPERIENCED FACILITATORS)

EITHER

☐ **Print and bring:**

- The full list of risks
- Notes from the solution meeting(s)
- The Implementation Plan Example (D.3)
- Blank Implementation Plan Worksheets (D.4)

OR

☐ **Ensure that each participant has access to a device that supports Excel. Send ahead the Implementation Plan Example (D.3) and an Excel file containing the risks, solution notes, and space to create Implementation Plans.**

## Full Script

### PREPARING FOR MEETING

*Decide ahead of time in what format materials will be provided (paper or electronic).*

*The preferred format is the electronic option, which requires all participants to have access to a laptop or other Excel-enabled device during the meeting. To proceed using this option, send all participants an electronic Excel file containing the full list of risks identified in Step 1, the Step 3 solution notes, and blank Implementation Plans. Also send out (or include within the same Excel file) the Handout D.3, "Implementation Plan Example."*

*If using the electronic option, consider sharing access using a live link to a cloud storage location (such as Google Drive or OneDrive). This will allow participants to record their Implementation Plan ideas into the same document during the meeting in real time. Alternatively, if participants are working on different documents independent of one another, they can email what they produce at the end of the meeting to the Facilitator, who can then combine each person's work into one document.*

*If participants will be working with paper and pencil, print each participant a copy of the full list of risks, the solution notes, the Handout D.3, "Implementation Plan Example," and at least four copies of the Handout D.4, "Implementation Plan Worksheet," per person.*

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**STEP 04 | D.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

04

OUTLINE

- ☐ **Welcome to Step 4 meeting**
- ☐ **Brief introductions (if needed)**
  - First names only
- ☐ **Bathroom location**
  - Break halfway through
- ☐ **Today we will work on:**
  - Creating detailed Implementation Plans
- ☐ **Questions?**
- ☐ **Distribute/draw attention to the Step 3 solution notes**
- ☐ **Determine if a solution is relatively "less challenging" or "more challenging" to implement**
  - Make decisions as a group
  - Note choice next to each Solution Plan from Step 3
- ☐ **Considerations:**
  - Cost
  - Complexity
  - Staff/administrative time
  - Supervision
  - Administrative
  - Policy/practice adjustments
  - Capacity

FULL SCRIPT

### MEETING OPENER

Welcome to the Sport Situational Prevention Approach meeting to address Step 4.

**[IF NEED BE: Let's go around the table and do a quick round of introductions... ]**

A couple of announcements before we begin: The bathrooms are located _____. Please take care of yourself however you need to during this meeting. We will have a short break about halfway through. Don't hesitate to ask any questions as they come up.

Today, we will work through Step 4, which involves the development of detailed Implementation Plans outlining the specific steps that should be taken to address identified team risks. These plans will be based on the solution ideas that were generated during Step 3 but will include added details.

What questions do you have before we begin?

### DETERMINING LESS VS. MORE CHALLENGING SOLUTIONS

*Distribute or draw attention to the electronic location of the Step 3 solution notes.*

Our first task is to identify which of the solutions created in Step 3 will be relatively "less challenging" to put in place and which ones will be "more challenging." This will help us come up with a plan of action that encourages the most progress over time when it comes to implementing solutions.

I'm going to ask you as a group to decide, for each solution, whether it falls into the "less challenging" or the "more challenging" category. In making your determination, consider the cost, complexity, personnel, and time investment that would likely be needed in order to implement the solution. Also consider any needed supervision or administrative time, how difficult it may be to get necessary buy-in for some solutions or to adjust current policies and practices, and/or how much capacity you feel you have as a Working Group to address solutions.

*(Continues on following page)*

**STEP 04 | D.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

04

OUTLINE

- ☐ **Less versus more challenging is relative**
  - Aim for half of each, or slightly fewer "more challenging" assignments
- ☐ **Get Working Group consensus on which category for each solution**
  - Recorder keeps track
  - Participants keep track on their materials
- ☐ **Step 4 and beyond goals**
  - Create Implementation Plans
  - Create queue of three easy and two hard
  - Execute plans to reduce risks
  - Reload more plans into queue
- ☐ **Today, our goal is to create some Implementation Plans**
  - We encourage you to act on them to improve safety
- ☐ **Questions?**

FULL SCRIPT

Keep in mind that the determination of "less challenging" and "more challenging" is up to you. Aim for putting about half of the risks into each bucket, erring on the side of having a greater number of "less challenging" to resolve risks than "more challenging" ones.

Take a moment to review the solutions.

*Give participants a few minutes to read the solution notes.*

Now, we'll briefly consider each solution plan and get a group consensus on whether the solution is relatively "less challenging" or "more challenging" to implement.

*Starting with one Solution Plan, ask the group if they think it will be "less challenging" or "more challenging" to resolve. Make a note of the group's choice and repeat the process until all the solutions from Step 3 are categorized into the two categories. Responses can be recorded either on the Excel spreadsheet or they can be noted on the printouts of the Solution Plans and added to the Implementation Plans later. Encourage Working Group members to keep track of their own materials as well.*

Let's move on to creating some Implementation Plans!

### IMPLEMENTATION PLAN GENERATION — GOALS AND TASKS

The big-picture goals for Step 4 are to:

- Create Implementation Plans to guide the resolution of **at least five** high-priority risks (three from the "less challenging" category, and two from the "more challenging" category);
- Execute these Implementation Plans to reduce risks to athletes.

Our goal for the rest of this meeting is to have you create a few Implementation Plans and help you understand this part of the process. From there, we hope that you will develop more Implementation Plans for more of the risks your team has identified. And, of course, we hope that you will carry out the plans you generate to reduce risks and enhance safety for athletes on this team.

Any questions before we begin?

*(Continues on following page)*

**STEP 04 | D.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

04

OUTLINE

- ☐ **Distribute/draw attention to the Implementation Plan Example and Worksheets**
- ☐ **Review Example (D.3)**
- ☐ **Walk through each column**
- ☐ **Use the example as a model for your plans**
- ☐ **You will each create two plans for two top risks**
  - One less challenging, one more challenging
  - May do three if time allows

FULL SCRIPT

### CONDUCTING THE IMPLEMENTATION PLAN GENERATION PROCESS

*As you conduct the remainder of the meeting, mind the time and remember to give the group a short break about halfway through the total length of the meeting.*

*Distribute or draw attention to the electronic versions of the Handout D.3 "Implementation Plan Example," and the Handout D.4, "Implementation Plan Worksheet".*

Let's begin by reviewing the example Implementation Plan.

- In reviewing this example, notice that the related risks are listed.
- There are notes regarding the solution strategy to resolve this risk.
- Detailed steps for accomplishing this prevention strategy are outlined.
- Notice that for each step, the staff person responsible is identified in the adjacent column, as is who will supervise the implementation of these steps.
- Anticipated costs associated with each step and possible sources of funding are identified.
- Due dates for completing each step in the process appear to the right.
- The actual dates that each task was completed appear as well. This column will not be filled in today but is there as a placeholder and should be filled in when steps are actually carried out.
- Finally, the last column provides a space to comment on the need to update any policies to support this solution's implementation.

Using the example as a model, I'd like you each to work on creating Implementation Plans for a couple of your highest-priority safety risks. You will each work on creating **at least two** Implementation Plans: one for a "less challenging" solution, and one for a "more challenging" solution. If we have time, you may each have a chance to work on creating a third Implementation Plan.

*(Continues on following page)*

**STEP 04 | D.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

04

| OUTLINE | FULL SCRIPT |
|---|---|
| ☐ **Show participants where to record their work**<br>• Use all the space you need | *Point out to participants where to record their Implementation Plans: either the physical Handout D.4, "Implementation Plan Worksheet," or the designated location in the Excel file. If using physical copies of D.4, tell the group that they should feel free to use two worksheets for a single plan if they need more room.* |
| ☐ **Refer to solution notes**<br>• Don't duplicate the solution idea<br>• Instead, add changes, additions, or notes to the solution | A couple of notes about filling out your Implementation Plans.<br>First, look at the Solution Notes. You don't need to rewrite anything that is already in the Solution Notes column from Step 3. Instead, you may want to add any additions or changes that would improve the solution strategy as it is currently written. |
| ☐ **Break solutions into small, manageable steps**<br>• More steps are better than fewer | Second, as demonstrated in the example, you should strive to be very **specific** about the steps involved in implementing each solution; try to break down the solution into small, easy-to-accomplish tasks, and provide some instructions on how to carry out each of them. It's better to have smaller steps but more of them, than fewer steps that are more complicated. |
| ☐ **Position yourselves and those implementing solutions for success**<br>• Avoid tasks that are too challenging or simply impossible | In the same way, be sure that you are realistic with your Implementation Plans. Work carefully to position whoever will be responsible for implementation for success. Do all you can to avoid accidentally assigning a person to tasks that are too challenging or impossible to complete. |
| ☐ **15– 20 minutes per plan**<br>• First work independently, then share and discuss | We will spend about 15–20 minutes on each Implementation Plan. You will work independently to draft your plans<br>*[IF THE GROUP IS LARGE [6+], OR DEPENDING ON THEIR PREFERENCE, CONSIDER HAVING THE MEMBERS WORK IN PAIRS].*<br>Then you will each have a chance to share and comment on one another's plans. |
| ☐ **Review solutions** | First, let's go around the table. I'd like each person to select one "less challenging" solution to develop into an Implementation Plan. Begin with those that you see as the most important to address first from that "less challenging" category. |
| ☐ **Everyone chooses one solution from the "less challenging" list** | *Ask each person to pick one "less challenging" risk to work on.* |

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**STEP 04 | D.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

04

| OUTLINE | FULL SCRIPT |
|---|---|
| | Alright, now take about 10 minutes to work on filling out the details of the Implementation Plan. |
| ☐ **Work on "less challenging" Implementation Plans for 10 minutes** | *Give participants about 10 minutes to develop one Implementation Plan* |
| | Great, looks like everyone's finished with that. Now each person will briefly present their Implementation Plan to the team. Please take 2–3 minutes to talk though your plan to the group. Who'd like to get us started? |
| ☐ **Share plans with group (3–5 minutes each)**<br>• Group members comment on each plan after it's presented | *Have each participant present their first Implementation Plan. When they've finished, ask the group for suggestions to enhance the plan (spend about 2–3 minutes on this).* |
| ☐ **Repeat for second set of plans, this time from "more challenging" list** | *Repeat the process of asking each Working Group member to choose a solution to create an Implementation Plan for, this time selecting a "more challenging" plan to work on. Allow participants time to create their second plan (10–15 minutes), then to present their second Implementation Plan to the group (3–5 minutes).* |
| ☐ **If more than 35 minutes remain, have members work on a third plan** | *If there are more than 35 minutes remaining after the second round of Implementation Planning, repeat the process by having Working Group members each choose, create, and discuss a third Implementation Plan (be sure to leave at least 15 minutes to discuss continuing the process).* |
| ☐ **Questions or comments?** | *Conclude this section by asking for questions and/or comments about the process of creating Implementation Plans.* |

*(Continues on following page)*

**STEP 04 | D.1**

## Facilitator Script

*(Continued from previous page)*

Read Section Aloud | *Written Instructions*

04

| OUTLINE | FULL SCRIPT |
|---|---|
| | **CONCLUDING THE MEETING** |
| ☐ **Next Steps** | Let's take just a few minutes to talk about the next steps for carrying this process forward and making it most beneficial for your team. |
| ☐ **Recommended next steps** | Our plan will be to work on carrying out the plans created today in order to enhance the safety of athletes on this team. This will require this Working Group to assign and carry out the tasks defined in the Implementation Plans. |
| ☐ **Carry out action plans**<br>• Assign tasks and track completion<br>• Work to resolve risks five at a time | When beginning the process of enacting these plans, the goal will be to work on five Implementation Plans at any given time, including three labelled as "less challenging" and two that are "more challenging." Once a plan is carried out completely, it should be replaced with a plan of similar challenge rating (i.e., "less challenging" or "more challenging") to maintain a three-to-two ratio. |
| ☐ **Continue the work of generating Solutions and Implementation Plans** | We will also work on creating additional Solutions and Implementation Plans for remaining risks to be addressed over time and will check in together regularly about progress and challenges. |
| ☐ **Questions?** | Any questions? |

STEP 04 | D.2

# Example Implementation Plan Spreadsheet

04

## Spreadsheet Instructions for Step 4:

Note that the columns labeled "ID#," "Risk Brainstorming Notes," and "Solution Notes" will be filled out ahead of time in preparation for the Step 4 meeting, while the remainder of the columns will be filled out during the meeting. Do this for each Implementation Plan that you create (or plan to create) during the Step 4 meeting. If using Excel, it works well to use a different sheet for each Implementation Plan, as shown in this example (see bottom left, "Implementation Plan 1," "Implementation Plan 2," and "Implementation Plan 3").

| A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|
| ID# | Challenge Rating | Risk-Brainstorming Notes | Solution Notes | Implementation Plan Steps to Accomplish This Solution | Who will Implement the Step? | Costs & Possible Funding Sources | Due Dates | Completion Dates | List Any Needed Policy Modifications | Other Comments |
| Copy each risk's unique ID# in this column. | Note whether each Solution is likely to be more challenging or less challenging to implement. | In preparation for the Step 4 meeting, copy the risks that this plan relates to in this column (or provide a brief synopsis). | In preparation for the Step 4 meeting, copy all Solution notes into this column. | During the Step 4 meeting, use this column to note all of the steps necessary to effectively carry out the solution. Steps should be specific, detailed, and broken down into the smallest-possible components. | Note the person or people responsible for carrying out each step listed in Column E. | Note any costs associated with any of the steps. | Determine a due date for each step. | Leave this column blank until a step is carried out, then record the date the step is complete. | Note any needed policy modifications associated with implementing a solution. | During the Step 4 meeting, or as the Implementation Plan is being carried out, indicate any other important notes or considerations here. |
| | | | | | | | | | | |
| | | | | | | | | | | |

Safety Comments | Example Implementation Plan | Blank Plan | Drop Down Menu Options

### A: ID#
Assign each risk a unique ID# in this column.

### B: Challenge Rating
Note whether each Solution is likely to be more challenging or less challenging to implement.

### C: Risk-Brainstorming Notes
In preparation for the Step 4 meeting, copy the risks that this plan relates to in this column (or provide a brief synopsis).

### D: Solution Notes
In preparation for the Step 4 meeting, copy all Solution notes into this column.

### E: Implementation Plan Steps to Accomplish This Solution
During the Step 4 meeting, use this column to note all of the steps necessary to effectively carry out the solution. Steps should be specific, detailed, and broken down into the smallest-possible components.

### F: Who will Implement the Step?
Note the person or people responsible for carrying out each step listed in Column E.

### G: Costs & Possible Funding Sources
Note any costs associated with any of the steps.

### H: Due Dates
Determine a due date for each step.

### I: Completion Dates
Leave this column blank until a step is carried out, then record the date the step is complete.

### J: List Any Needed Policy Modifications
Note any needed policy modifications associated with implementing a solution.

### K: Other Comments
During the Step 4 meeting, or as the Implementation Plan is being carried out, indicate any other important notes or considerations here.

STEP 04 | D.3

# Implementation Plan Example

04

## EXAMPLE RISKS

- **#8:** Younger athletes are often being made to do things that are embarrassing, degrading, or dangerous as an initiation rite.
- **#10:** There is a culture of hazing in our sport.

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| ID# | Solution Notes | Implementation Plan Steps to Accomplish This Solution | Who Will Implement Each step? | Costs & Possible Funding Sources | Due Dates | Completion Dates | List Any Needed Policy Modifications |
| 8, 10 | Educate athletes, staff, and parents of younger athletes about hazing, the problems that it can cause, and the team's hazing policies.<br>Make sure team policies on hazing are being enforced and that there are well-thought-out and consistently enacted consequences for athletes who have hazed others. | 1. Find out what age-appropriate education or training materials are available and decide which to use | 1. Team Mental Health Counselor | 1. Possible cost of training program materials | M/DD/YY | M/DD/YY | Will need to make sure current policy on hazing is clearly written. Possibly update policy to include info about recommended or required training. |
| | | 2. Schedule times/ places for training to take place (decide whether to repeat these annually) | 2. Team Manager *Supervised by High-Performance Director* | 2. No cost; Approximately XX hours of staff time | M/DD/YY | M/DD/YY | |
| | | 3. Notify staff, athletes, and parents ahead of time about the training and the motivation behind it | 3. Team Manager *Supervised by Assistant Manager* | 3. No cost; Approximately XX hours of staff time | M/DD/YY | M/DD/YY | |
| | | 4. Make sure team's anti-hazing policies are up to date | 4. Assistant Manager *Supervised by Manager* | 4. No cost; Approximately XX hours of staff time | M/DD/YY | M/DD/YY | |
| | | 5. Communicate the policy to all staff, athletes, and parents (do this each year) | 5. Assistant Manager *Supervised by Parent Liaison* | 5. No cost; Approximately XX hours of staff time | M/DD/YY | M/DD/YY | |
| | | 6. Make sure athletes know how to report incidents of hazing | 6. Team Captain *Supervised by Head Coach* | 6. No cost; Approximately XX hours of staff time | M/DD/YY | M/DD/YY | |
| | | 7. Communicate that hazing will have consequences (and carry those out when needed) | 7. Team Manager *Supervised by Head Coach* | 7. No cost; Approximately XX hours of staff time | M/DD/YY | M/DD/YY | |

STEP 04 | D.4

# Implementation Plan Worksheet (Hardcopy)

**COPY OR SUMMARIZE THE RISK(S) FOR THIS PLAN IN THE SPACE BELOW:**

**Indicate Solution's Challenge Rating:**

- ☐ More Challenging
- ☐ Less Challenging

| ID#(s) | Solution Notes | Implementation Plan Steps to Accomplish This Solution | Who will Implement Each step? | Costs & Possible Funding Sources | Due Dates | Completion Dates | Steps to Accomplish This Solution |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

STEP 04 | D.5

# Step 4 Meeting Checklist

04

**PARTICIPATING SPORT:** _____

**MEETING TIME AND DATE:** _____

**TEAM/PROGRAM AFFILIATION:** _____

**MEETING LOCATION:** _____

**LIST WORKING GROUP STEP 4 MEETING ATTENDEES:**

_____ _____

_____ _____

_____ _____

**Instructions:** Use this checklist to help you prepare for and carry out Step 4 of the Sport Situational Prevention Approach. For each Step 4 meeting conducted, check off the items below as you complete them.
*Note: For instructions to use during the meeting, see **D.1, the "Step 4 Facilitator Script"***

## A. MATERIALS FOR STEP 4 MEETING

- ☐ **A copy of *D.1, the "Step 4 Facilitator Script"* (read beforehand, and bring it to meeting)**
- ☐ **Email ahead and/or print and bring all forms/handouts**
  - ☐ The full list of risks identified in Step 1
  - ☐ The full set of solutions notes from the Step 3 meeting(s)
  - ☐ Handout ***D.3, "Implementation Plan Example"***
  - ☐ Handout ***D.4, "Implementation Plan Worksheet"*** (if printing, bring at least 4 per person)
- ☐ **Other materials to take to the meeting**
  - ☐ Pens/Pencils
- ☐ **Laptops (preferable to have each participant bring their own, or one laptop per two participants)**

## B. CONTACT MEETING PARTICIPANTS

- ☐ **Same staff Working Groups as participated in Steps 1–3**

## C. PREPARING A COMPREHENSIVE LIST OF HIGH-PRIORITY SAFETY RISK

*(Completed by Lead/Co-Lead)*

- ☐ Creates a combined list of high-priority safety risks (across Handouts ***B.1***)
- ☐ Enter the high-priority safety risks into Handout ***B.2***, and update the ***SSPA Spreadsheet***
- ☐ Once completed, the updated SSPA Spreadsheet is ready for use in Step 3

*(Continues on following page)*

STEP 04 | D.5

04

# Step 4 Meeting Checklist

*(Continued from previous page)*

## D. MEETING PREPARATION TASKS

- ☐ **Schedule Meeting**
  - ☐ Reserve room
  - ☐ Confirm time
  - ☐ Confirm location
- ☐ **Notify meeting participants of meeting date/time**
  - ☐ Send them a reminder the day before the meeting

## E. DELEGATE KEY MEETING TASKS

- ☐ Facilitate meeting
  **NAME:**

  _____

- ☐ Take notes
  **NAME:**

  _____

- ☐ Order snacks
  **NAME:**

  _____

- ☐ Bring materials and handouts to meeting
  **NAME:**

  _____

## F. CONDUCTING THE MEETING

- ☐ **Bring handouts and supplies to the meeting**
- ☐ **Set out the snacks/drinks prior to start**
- ☐ **Conduct the Step 4 meeting process (see *D.1, "Step 4 Facilitator Script,"* for instructions)**

## G. COLLECT FORMS AT END OF MEETING

- ☐ **Collect all handouts from each participant**
- ☐ **Email and save a copy of the notes securely and/or email to a colleague for safe keeping**

STEP 05.1

# The Follow-Through

**After carrying out the SSPA's four steps, organizations are ready to take actions to address safety risks, communicate changes to their stakeholders, and make the SSPA part of their annual routine.**

## FOLLOW-THROUGH OVERVIEW

The SSPA's four steps can effectively prepare sports organizations to create and maintain safer athletic environments, but the greatest impact of the SSPA comes as a result of the follow-through. This section focuses on important follow-through tasks that will help organizations take full advantage of the SSPA's benefits. These tasks include communicating regularly with key stakeholder groups, carrying out Implementation Plans over time, and continuing to use the SSPA as an ongoing safety enhancement strategy.

In much the same way that being a competitive sports team requires regular training, maintaining a safe sport environment requires an ongoing commitment to athlete safety. For teams not used to engaging in ongoing efforts regularly to address safety needs and to make safety enhancements, the idea of doing so may be a bit overwhelming. The end of this section includes a list of strategies to promote a variety of investments to increase athlete safety, helping it to become a routine part of the team's day-to-day activities.

**Developing Solutions**
Jump to Section

**5.1** OVERVIEW & KEY TASKS
5.2 COMMUNICATING WITH KEY STAKEHOLDERS
5.3 CARRYING OUT IMPLEMENTATION PLANS
5.4 CONTINUE SOLUTION & IMPLEMENTATION PLAN DEVELOPMENT
5.5 REPEATING THE SSPA
5.6 STRATEGIES FOR MAKING ATHLETE SAFETY MORE ROUTINE

STEP 05.1

# Key SSPA Follow-Through Tasks and Strategies

Members of the Working Group will primarily be responsible for the follow-through tasks outlined below, but they may also involve additional organizational leaders, athletes, and parents/guardians:

### COMMUNICATE WITH KEY STAKEHOLDERS

- Follow up with key stakeholders to provide updates on the SSPA
- Prepare stakeholders for any anticipated changes to the organization's policies, practices, or environments

### TAKE ACTION ON IMPLEMENTATION PLANS

- Work on carrying out Implementation Plans, five at a time
  - Start with highest-priority risks and maintain a ratio of three that are "less challenging" and two that are "more challenging"
- Working Group checks in monthly at the very least to discuss progress and next steps

### CONTINUE IMPLEMENTATION PLANS DEVELOPMENT

- Create more Implementation Plans, as needed
  - Consider involving select athletes and/or parents in these meetings to create stronger solutions and Implementation Plans (e.g., good candidates would be the "SSPA Champions")

### REPEAT THE SSPA PROCESS ANNUALLY

- Make plans to repeat the Four-Step process on an annual basis or in a repeating cycle across multiple teams
  - Consider focusing the SSPA on additional programs/teams at your organization

### INVEST IN ATHLETE SAFETY OVER TIME

- Incorporate a focus on athlete safety into the team's routine operations

STEP 05.2

# Communicating with Key Stakeholders

It is important to follow up with the stakeholder groups that participated in Step 1 to express gratitude, acknowledge their contributions, and communicate next steps for enhancing athlete safety and well-being. We suggest hosting separate meetings for staff, athletes (over the age of 12), and parents of minor athletes to provide them with individualized feedback and respond to any questions they may have. Below are some topics and key points that may be valuable to include in follow-up meetings with stakeholders:

- Thank all those who contributed to the SSPA
- Recap the SSPA's 4 Steps
- Communicate which risk (or groups of related risks) will be addressed first and why
  - Share any relevant changes that will be made to team policy, practice, and/or environment
  - Provide written information about coming changes, including details and important dates when necessary
- Explain how future safety risks will be addressed over time, by:
  - Working five risks at a time and in priority order
  - Creating more Implementation Plans for additional risks/concerns
  - Repeating the process in the future (e.g., annually or on a cycle across teams)
- Reiterate the team's/organization's commitment to athlete safety and well-being
- Encourage stakeholders to always bring safety risks or concerns to the organization's leadership
  - Review where and how to report abuse and misconduct
  - Remind stakeholders that everyone has an important role to play in athlete safety
- Respond to questions or concerns

### 5.2.1 SUGGESTIONS FOR KEEPING COMMUNICATION OPEN

For many sports organizations, one of the major benefits of the SSPA is that it opens more channels of communication related to athlete safety and well-being among different stakeholders. With a little effort, the SSPA can be a catalyst for increased communication and information sharing.

We suggest that the SSPA Working Group decide on a strategy for sharing SSPA updates regularly with stakeholders. Some options include sending a monthly email outlining Implementation Plan progress and/or dedicating 20 minutes once a month to discussing SSPA updates at the beginning of practices or team meetings.

STEP 05.3

# Carrying Out Implementation Plans

The first set of Implementation Plans that the Working Group creates in Step 4 are those that are classified as highest priority from an athlete safety and well-being standpoint and should be carried out as soon as possible. The Working Group may begin enacting Implementation Plans even as they are continuing to meet and create additional solutions and Implementation Plans.

While the Working Group may be responsible for carrying out many of the Implementation Plans, it is a good idea to delegate tasks whenever possible to other coaches/staff/volunteers and athletes or parents as well (when appropriate). Doing so will help lighten the load on Working Group members and will, at the same time, promote more investment and continued collaboration among all of the stakeholder groups.

## 5.3.1 IMPLEMENTATION PLAN WORKFLOW

The SSPA Lead or Co-Lead (or another member of the Working Group) should manage the implementation workflow. We suggest carrying out Implementation Plans five at a time, always including three that were classified during Step 4 as relatively less challenging and two that were considered more challenging. This approach helps to promote a balanced and productive workflow that involves addressing more complex concerns as well as those that are simpler and quicker to resolve.

One simple way of tracking Implementation Plan progress involves the use of three folders (virtual or hard copy).

| | |
|---|---|
| **FOLDER 1: "IMPLEMENTATION PLANS: IN PROGRESS"** | Contains the five plans that are currently being implemented (three that are less challenging and two that are more challenging.) |
| **FOLDER 2: "IMPLEMENTATION PLANS: TO DO"** | Contains the drafted plans waiting to be implemented. |
| **FOLDER 3: "IMPLEMENTATION PLANS: FINISHED"** | Contains Implementation Plans that have been successfully carried out. |

As each Implementation Plan in the first folder is successfully completed, it should be replaced by a new Implementation Plan from the second folder, maintaining the ratio of three "less challenging" and two "more challenging" plans. Completed Implementation Plans can be stored in the third folder. Following this structure makes it simple to monitor progress and maintain documentation of the SSPA workflow.

As Implementation Plans are put in effect, be sure to recognize and celebrate the small wins along with the larger successes. Congratulate coaches, staff, parents/guardians, and athletes involved in creating and carrying out safety-enhancement strategies. Be specific with your praise so the Working Group knows exactly which actions had a positive impact on safety. This will increase the chances of them using these strategies in other situations.

STEP 05.4

## Continue Solution & Implementation Plan Development

To address more of the risks that were identified during Step 1, the Working Group will need to repeat the process of prioritizing safety risks (Step 2), developing solutions (Step 3), and creating Implementation Plans (Step 4). This process may extend over time, with a focus on resolving more pressing risks as soon as possible and making plans to address lower priority risks over the long run.

For this second round, experienced Working Group members will likely need fewer instructions. In fact, it may not be necessary to designate a Facilitator for Step 3 or Step 4 meetings. Instead, it may be possible for Working Group members to do most of the work independently outside of the meetings. Members of the Working Group can decide how much time they need to meet (in person or virtually) each month, but at a minimum, enough time should be set aside to briefly present and talk through drafted Solutions and Implementation Plans before they are finalized.

STEP 05.5

## Repeating the SSPA

The SSPA offers a snapshot of athlete safety risks at a given point in time. However, because athletic environments are highly dynamic, it is important to repeat the SSPA on a regular basis to stay ahead of safety risks.

Consider repeating the process annually or every other year. This does double duty in identifying which implemented solutions are working as intended (and so should not be identified when the SSPA is repeated the following year), as well as re-identifying risk solutions that may not be working as well, which indicates the need for a new, more effective solution.

STEP 05.6

# Strategies for Making Athlete Safety More Routine

It is up to teams to decide what amount of time they ultimately invest in the SSPA, or any voluntary athlete safety efforts. That said, finding ways to incorporate those efforts into the routine operations of the team can help them begin to feel less burdensome and more second-nature as time goes on. Below is a list of strategies that teams can use to make time for athlete safety on a regular basis:

- Dedicate the first 15 minutes of weekly staff meetings to provide updates and discuss needs around athlete safety
- Schedule a one-hour monthly staff meeting to work on creating or updating Solutions and Implementation Plans
- Keep a calendar of upcoming due dates for tasks associated with Implementation Plans, and set aside the appropriate staff time for carrying out each task
- Dedicate time each year (for example, during a team's annual orientation) to discuss safety policies and practices in depth with athletes, parents, and coaches
- Remind coaches and athletes that the team's biggest priority is athlete safety; encourage them to keep an eye out for ways that it can be improved

Keep in mind that the SSPA is intended to be one of many tools utilized to create a safe environment for athletes. For more information on safety programming that may complement the SSPA, see a list of trainings and resources offered by the U.S. Center for SafeSport at:

**https://uscenterforsafesport.org/ngb-services/training/**

# The SSPA's Foundation and Development

**The SSPA, with its strong evidence base and efforts to tailor its method to the culture, practices, and needs of the sport community, uniquely positions itself to have a positive impact on athlete safety.**

The value of using the SSPA in the sport context is highlighted by the very positive evaluation feedback received from hundreds of athletes, coaches/staff, and parents who participated in this safety process. The wide acceptance of the SSPA, the value associated with participation, and the practical utility of identifying and addressing significant safety risks to prevent athlete harms are largely due to three important foundational factors. These include:

1. The underlying theories and evidence-based literature associated with Situational Prevention.
2. The development of the core Situational Prevention Approach (SPA) for more than a decade.
3. Systematic efforts to tailor the SPA to the culture, practices, and unique needs of athletes and their organizations.

These factors uniquely position the SSPA to positively impact athlete safety in the sport context. This section provides details regarding these three key SSPA factors.

FOUNDATION AND DEVELOPMENT: **06.1**

# Defining Situational Prevention and Its Underlying Theories

Situational prevention focuses on environmental risks, daily and routine activities, policies, and risky situations that increase the chances of a crime or harm occurring.[1,2,3] Situational Prevention is rooted in nearly 50 years of successful efforts to create safe housing around the world[4,5] and more than 25 years of effective community crime prevention.[4,6]

Situational prevention also has a strong foundation in criminal justice theory. In fact, Ronald Clarke's[7] Situational Prevention Model (SPM) is based on three core criminal justice theories. These three theories provide insights into the key components underlying Situational Prevention strategies:

- **Rational Choice Theory (RCT)[8]**
- **Routine Activity Theory (RAT)[9]**
- **Defensible Space Theory (DST)[5]**

**RCT** assumes that perpetrators are active decision makers, continually evaluating the likelihood of successfully committing a crime and balancing these odds against the possibility of incurring consequences.

**RAT** presumes the presence of a motivated offender, an available victim, and the potential for actual or implied surveillance (e.g., a security camera) to influence criminal decision-making.

**DST** suggests that environmental factors, both physical (e.g., a fence) and symbolic (e.g., a sign), can contribute to the probability of a crime occurring in a particular situation.

FOUNDATION AND DEVELOPMENT: **06.2**

# Situational Prevention as an Evidence-Based Strategy to Enhance Safety

Each of Situational Prevention's core theories offer a strong evidence-based history of success in predicting and/or preventing a broad range of community-based crimes and public health concerns.

For example, RAT has supported efforts to successfully address sexual abuse in sports,[10] online harassment and violence toward women,[11] stalking,[12] burglary,[13] suicide,[14] street robbery,[15] auto theft,[16] domestic violence,[17] and campus sexual assault.[18]

Similarly, RCT has been successfully applied to prevent robbery,[15] automotive theft,[16] domestic violence,[19] online victimization of youth,[20] stalking of women,[21] and child sexual abuse offending.[22]

Finally, as previously noted, DST has been associated with the creation of safer housing in the U.S. and UK (in particular), and more recently it has been suggested that it is most effective when used in combination with RAT.[23]

While Situational Prevention's strong evidence base is well documented, this strategy was not translated into approaches to address child sexual abuse and other types of childhood harms (e.g., physical and emotional abuse) until the mid-2000s.[24,25] This provided an effective set of prevention strategies geared toward applying them in a broad array of youth-serving organizations, including sports organizations.

FOUNDATION AND DEVELOPMENT: 06.3

# The Situational Prevention Approach as a Foundation for the SSPA

The SPA was later refined into a more sustainable, process-oriented four-step prevention approach and has yielded very promising results within a variety of settings and across a number of national projects, described below.[26,27,28,29]

The SPA was utilized as a key safety consultation component with two large metropolitan children's hospitals in response to their identification of sexually abusive staff members.[30] It has also been used as the focus of a three-year pilot project with 16 Boys & Girls Clubs of America (BGCA) with support from the Pennsylvania Coalition Against Rape's Vision of Hope grant.

Findings from a comparison of BGCA clubs across four U.S. states indicated that clubs using the SPA were able to identify seven to 10 times more safety risks in their environment as compared to clubs in the same cities conducting "business as usual" safety measures.[30] This translated into the identification of 77.5 risks (on average) for clubs using the SPA as opposed to an average of six risks for clubs engaged in "business as usual" safety strategies.

Clubs using the approach also indicated a high level of satisfaction with the SPA (i.e., 3.2 on a 4-point satisfaction scale) and were able to develop and implement solutions for identified risks in a timely fashion.[30,2] In fact, at a three-month follow-up, clubs using the SPA were found to have implemented an average of 70 percent of the safety solutions that were proposed, with two clubs resolving close to 100 percent of their identified safety risks. It is notable that BGCA is currently using the SPA as part of its national Safety Peer Consultation (SPC) program with its more than 4,700 clubs across the U.S. This program trains experienced BGCA professionals to serve as safety consultants to other club systems and includes the SPA as a core assessment- and solution-development approach.

More recently, the SPA was tailored for use on college and university campuses to strengthen student safety. A four-year $1 million project was funded by the U.S. Department of Justice's SMART Office and was designed to develop a version of the SPA to address campus sexual assault and other student harms (e.g., physical, emotional, unintentional injury, health/mental health).

The Campus Situational Prevention Approach (CSPA) project involved more than 2,600 students and 80 administrators/staff members from 40 different campus departments among seven different U.S. colleges and universities. As with the BGCA project, participant satisfaction ratings were very high across students, staff, and campuses (i.e., a mean of 2.88 out of 3.00 for the overall satisfaction rating—close to "Very Satisfied").

As a prevention program development project, measurable outcomes were not part of the goals. However, from a practical standpoint, the CSPA led to the identification of a large number of safety risks and the creation of tailored solutions to resolve these concerns for each of the participating departments. Moreover, verbal and open-ended written feedback from administrators and staff indicated that the CSPA helped them identify critical safety risks as well as solutions that will keep these concerns from escalating into student harms.[3,31] Finally, campuses used CSPA findings to guide a broad range of safety enhancement efforts (such as installation of campus lighting, changes in campus safety patrol patterns, and strategies to address safety hot spots like isolated library floors during evening hours).

This sequence of projects has afforded the opportunity to learn a great deal about the SPA process and how it can be adapted to different settings and populations.

FOUNDATION AND DEVELOPMENT: 06.4

# The SSPA's Evidence-Based Roots

The SPA was tailored to the needs of the sport context as part of a three year, federally funded project that led to the developed of the SSPA. Over the course of a little more than two years, we conducted the SSPA with 20 teams and received feedback on each of the four core SSPA steps from athletes, minor athletes' parents, and coaches/staff. We utilized the feedback to continually adjust and retest various aspects of the SSPA process and support materials in an effort to maximize its fit to the sport context and population.

We also did multiple debriefs with participant groups to obtain informal feedback to complement our formal evaluation measures, which offered an opportunity to create developmentally appropriate SSPA materials for our three target athlete age groups (12–14 year olds, 15–17 year olds, and adults). To this end, we used a number of available athlete groups recruited through the U.S. Olympic & Paralympic Training Center in Colorado Springs, Colorado, the U.S. Center for SafeSport's Youth Advisory Board, and Adaptive Sports NW (Portland, Oregon) to help us further tailor forms and procedures to athletes' unique needs across the developmental spectrum and to better meet the needs of adaptive athletes.

During our first year, we conducted a mix of in-person and online Step 1–4 meetings tailored to the scheduling needs of the participating teams. The second year overlapped with the COVID pandemic and was fully online. For the project, the "silver-lining" was the discovery that we were able to conduct a well-integrated SSPA process equally in three formats: a fully in-person, fully online, and a mixed format. In fact, there seemed to be little difference in the participant satisfaction ratings or participants' comments regarding the process. We did find that with Olympic and Paralympic teams, the fully online format afforded more scheduling flexibility for teams that often had athletes from all around the country.

Over the course of the project, we were able to meet our goal of including a broad range of different Olympic, Paralympic, and younger developmental teams. These teams reflected an excellent mix with regard to athletes' age group, gender, level of competition (national or developmental) and adaptive status.

We were also successful in ensuring that athletes and parents of minor athletes had a significant voice in the development of the SSPA. In fact, over 50 percent of our participants were athletes and just under 25 percent were parents. We also found that the SSPA process was successful in prompting all three participant groups (i.e., athletes, parents of minor athletes, coaches/staff) to identify a considerable number and a broad variety of safety risks to address. Team Working Groups were also able to develop solutions to address prioritized safety risks that were tailored to their organization's particular needs.

Finally, as noted previously, all three participant groups rated their satisfaction with the SSPA process very highly (most often indicating that they were either "Satisfied" or "Very Satisfied" with multiple aspects of the SSPA). This project's intensive development process afforded us considerable opportunities to tailor the SPA to the needs of athletes in the sport context.

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