

## PCLA Gameday Hosting Responsibilities

**There should be a designated site manager to handle emergency situations and see that the game time and scores are kept and reported to the PCLA Director. This can be a PCLA Director or coach from the hosting site. Please introduce yourself as site manager to the other coaches and scorekeepers. The site manager should send the scores to Roger Davis via email at ncpclalax@gmail.com or text at 336 857-8909.**

**Parents can be recruited by the host coach or site manager and instructed to keep time and score.**

- **The clock will run on a central horn. There will be a horn at start of game and after twenty minutes to signify half. Horn five minutes later to start the second half and after twenty minutes to end game.**

**For divisions with time serving penalties there should be an agreement before the game whether this will be done by the timekeeper or the official on the field. Time served is 1 minute for a technical foul, and 1.5 minutes for a personal foul. Officials may increase the penalty time for personal fouls and make them non-releasable.**

- **Score sheets should be printed and placed at each scorer's table. They include information on game timing and rules for each division for quick reference. A full copy of the rules for the divisions playing should be printed and available at the scorer's table.**

**Scorekeepers will also note players that commit a personal foul. A PLAYER WITH THREE FOULS MAY NOT RE-ENTER THE GAME.**

### **Field Setup**

- Lined field with goals with nets in good repair
- Cones for the sidelines and end lines including the substitution box
- Field Numbers visible
- Instructions for finding restrooms
- Scorer's tables and four chairs
- Scoresheets, clipboards, and pens
- Scoreboards with cord to prevent numbers from flipping
- Parents on opposite side from the teams and scorer's tables
- 3 balls on the endlines provided by the host site at start of game and second half

If the official (s) are late the game is **NOT TO START**. We open ourselves up to liabilities without a certified referee assigned to that game by the PCLA. Game clock must start 5 minutes after scheduled start time and continue to run until the official arrives. Please **CALL** or **TEXT** Roger 336 847-8909 if no officials are there by start time and we will discuss what can be done.

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**WHAT TO DO IF A PLAYER IS SERIOUSLY INJURED.** Call 911 if the player has incurred a head injury or is not able to walk. Notify the parent immediately if they are not present. Follow the instructions of medical personnel.

**WHAT TO DO IF THINGS GO WRONG** in the case of bad calls, irate parent, irate player, or some combination of the above. We have de-escalation techniques on the PCLA Website on the RESOURCES tab on the red bar at the top of the page. They are also noted below.

- **KEEPING CALM IS THE FIRST STEP!** Do not react to bad calls from the sideline. Step in only in the case of physical danger to a player. We will protect our players. During a timeout or halftime, you can ask an official what they saw. You can tell them what you saw. You cannot tell them what they should have seen. Pass any comments on to me and we will deal with it.
- De-escalate the situation. Please take a quick look at the attached.
- If de-escalation does not work, ask the parties to separate or leave. This is whether they have been ejected or not. The official is responsible for what happens on the field. The Site Manager has responsibility for what happens at our site.
- Call 911 and clear the field if you believe that violence is imminent, or weapons are visible. Players and parents should return to their cars and leave the premises.
- Let Roger Davis at 336 847-8909 know about the situation when it is safe to call.

The site manager should be a resource to the officials in case of an ejection of a player/parent/coach. We are not asking them to become physically involved, but to witness whatever event occurs. PCLA policy for an ejection by an official of a PARENT OR COACH means that person must be "out of sight and out of sound" before the game can be restarted. A player can remain on the bench under the Coaches care until released to a parent (if no parent is immediately present) if they are not disruptive to the game. Once released to the parent the same "out of sight out of sound" rule applies and the player must leave the field.

It rarely gets to this point. When it does, people get hurt and we read about it in the news. It is never a story with a happy ending. Let's hope that we do not have a situation like this to deal with. But we should be prepared to know what to do.

## De-Escalation Techniques

**When any of the above does not happen, work to de-escalate the situation.**

If there is a potentially violent situation at a PCLA event and you've determined that the conditions are safe for de-escalation you can use the techniques described in the LOWLINE theoretical model (Lowry, 2016). This approach is based on established principles of communication and empathetic listening to help de-escalate difficult and potentially threatening situations.[1]

This model has been used in many contexts and professions from nursing to customer service and involves applying 6 techniques: Listen, Offer, Wait, Look, Incline, Nod, Express= **LOWLINE**

### Listen

When you're dealing with an angry person it may be tempting to respond quickly but it is important to first listen using active listening skills. Note that you will need to use active listening skills throughout the entire de-escalation process, not just in the beginning.

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Active listening isn't merely hearing the words a person is saying but being able to read:

1. Non-verbal signals such as facial expression and body language.
2. Paraverbal communication including tone of voice, inflection and volume.

Additionally, active listening involves using non-directive and non-intrusive feedback to let an angry person know you're paying attention to the person and have interest in what they are experiencing. This means that instead of quickly offering suggestions or explanations, you will allow the person to talk freely. Anything that makes the person explain instead of arguing can help lower the confrontation level.

Non-directive feedback can include open ended questions or comments such as:

- "Can you tell me more about that?"
- "Please let me understand exactly what happened".

### **Offer**

Offer the angry person the opportunity to vent and explore their feelings. Acknowledge their anger and offer to listen to their concerns. This is not the moment to contradict them or argue but to validate their feelings.

You can say:

"I can see that you're angry, will you let me help you with your concerns?".

"I want to work with you, please tell me what's upsetting you".

An angry person will not always be able to explain the cause of their anger and you may need to ask them additional questions. For example: "When did you start to feel upset?"

### **Wait**

Don't be tempted to fill all silences with words. Give the person time to respond.

Count to ten before responding if the situation starts to feel awkward.

### **Look**

Look at the person but make sure not to stare. Continue paying attention to non-verbal cues and facial expressions. Maintain a neutral expression and smile when appropriate.

### **Incline**

Inclining your head or tilting it to the side is a non-verbal sign of interest in what the other person is saying.

### **Nod**

Nodding when appropriate can show maintained interest and willingness to listen without interruption.

### **Express**

Continue using active listening skills and express empathy and a desire to understand.

- "I can see how that made you feel offended"
- "I understand how that made things worse for you"
- "I can see why you feel that way"

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Paraphrasing is another active listening skill, and an effective way of showing empathy and validates the person's feelings, this involves rewording what the other person has said and summarizing the encounter, pointing the mentioned reasons for the anger:

"You thought that we were meeting at 10:00 instead of 11:00 and you're angry because you wasted time waiting for me when you're so busy and on top of that you had to wait in traffic to get here".

### **Final steps**

After you notice the person has visibly calmed down, explore options on how to resolve the situation. Offer support and advice. You can ask: "What can we do to resolve this?"

Likely there will not be one single solution, so several feasible options should be explored.

Often, reassurance that the person's concerns are being taken seriously and not merely being paid lip service will suffice.

### Dos and Don'ts When Using De-escalation Techniques

- Do intervene early.
- Show genuine concern for the person and adopt a non-authoritarian manner.
- Speak in a calm and gentle voice.
- Be aware of your own body, how you're looking at the other person and how you're moving.
- Avoid being passive or indifferent.
- Avoid touching and coming too close to the person.
- Do not show anger or take offense.
- Do not make judgmental comments.