

SEPTEMBER 20, 2025



OKLAHOMA INTERSCHOLASTIC **BMX LEAGUE**

TIERED CONSEQUENCES FOR STUDENT ATHLETES
FOR VOLUNTEERS OF ANY CLUB SANCTIONED BY THE LEAGUE

Coaching Phrases & Positive Approval

This document outlines age-appropriate, tiered consequence systems for athletes from Pre-K through 12th grade. Each stage reflects the developmental level of the athletes, reinforcing accountability, respect, and focus while maintaining a positive sports environment. Physical resets such as push-ups may be included in older age groups to help athletes build strength and regain focus.

PRE-K THROUGH 3RD GRADE

First Step: Gentle Reminder

Calmly restate the rule or expectation.

Second Step: Positive Redirection

Redirect the athlete to a constructive activity.

Third Step: Brief Pause / Reset

1–3 minute break to calm down.

Fourth Step: Loss of Small Privilege

Miss one turn, move back in line, etc.

Fifth Step: Apology / Make Amends

Say sorry or help fix the disruption.

Sixth Step: Parent Communication

Inform parents if repeated issues occur.

Severe Behavior

Immediate removal for safety by site head coach; parent notified.

Note on Physical Resets

Push-ups are not recommended at this age. Instead, use playful resets like jumping jacks, frog hops, or 'shake it out' to help burn energy and regain focus.

4th – 6th Grade

First Step: Clear Reminder

Firm but respectful restatement of the rule.

Second Step: Redirection or Re-Instruction

Practice correct behavior again.

Third Step: Temporary Pause

3–5 minute time-out from activity.

Fourth Step: Loss of Privilege

Miss first turn in next activity or similar.

Fifth Step: Apology / Make Amends

Verbal/written apology or repair behavior.

Sixth Step: Parent Notification

Communicate repeated behavior issues.

Severe Behavior

Removal for practice/event by site head coach; parent involvement required.

Note on Physical Resets

Introduce light push-ups (5–10 max) as a quick 'reset' activity to help athletes burn energy and refocus. Frame them as strength-building, not punishment.



7th – 9th Grade

First Step: Direct Reminder

State expectation clearly and firmly.

Second Step: Redirection / Extra Responsibility

Assign constructive role (help reset track, etc.).

Third Step: Time-Out or Temporary Removal

Sit out part of practice/race heat.

Fourth Step: Loss of Privilege

Loss of leadership roles or practice opportunities.

Fifth Step: Formal Apology / Restorative Action

Apologize to team or correct behavior with action.

Sixth Step: Parent & Coach Meeting

Discuss pattern of behavior with athlete and parents.

Severe Behavior

Suspension from future practices/events pending review by site head coach.

Note on Physical Resets

Push-ups (5–15) or other short conditioning drills (squats, planks) may be used as a team accountability tool. Emphasize that this builds strength and focus, not punishment.

10th – 12th Grade

First Step: Professional Reminder

Directly remind athlete of expectations at this level.

Second Step: Accountability Assignment

Assign leadership responsibility or corrective task.

Third Step: Removal from Drill/Heat

Sit out part of event or lose racing opportunity.

Fourth Step: Loss of Team Privilege

Loss of leadership roles, captain status, or racing slot.

Fifth Step: Formal Written Apology / Restorative Action

Athlete must make amends in writing or action.

Sixth Step: Parent & League Leadership Involvement

Meeting with athlete, parent, and leadership.

Severe Behavior

Suspension or removal from team/league participation by site head coach.

Note on Physical Resets

Push-ups, planks, squats, or similar conditioning drills can be assigned for accountability. These should be framed as preparation and discipline, never humiliation.

Comparison by Age Group

- Pre-K–3rd: Gentle reminders, short breaks, parent involvement. Physical resets are playful (jumping jacks, frog hops).
- 4th–6th: Clearer boundaries, short time-outs, small loss of privileges, light push-ups for focus. Focus on accountability.
- 7th–9th: Direct reminders, constructive responsibilities, push-ups and conditioning as team resets. Focus on maturity and leadership.
- 10th–12th: Professional expectations, leadership accountability, conditioning drills (push-ups, planks, squats) as discipline. Focus on preparing for adult responsibility.

Coach Acknowledgment and Signature

Every coach must sign and agree to use a tiered approach to discipline.

Coach Name (Print): _____

Signature: _____

Date: _____