

**BEAT
THE
STREETS**

BAY  AREA

2026 - 2027 Team Binder

You are a Mentor & a Coach



You recruit and enroll students

You have a practice plan

You have students submit attendance You
manage inventory

You're safe and responsible

And much more!



10 Ways to be a better mentor

1. Recognize the potential in each student
2. Be dependable and trustworthy
3. Provide a nurturing and supportive environment
4. Push students to stretch their abilities
5. Know when you need to be the authority figure
6. Encourage creative thinking
7. Ask questions
8. Be a non-judgemental and empathetic listener
9. Maintain boundaries
10. Provide emotional and physical safety



Checklist for Positive Coaches

Positive Coaches strive to develop their athletes as competitors and ensure the development of life skills by creating a positive sports culture. Here are simple but powerful things you can do to have a lifetime impact on your athletes as a Positive Coach:

1. Prioritize Building Trusting Relationships

- _____ Check-in with athletes as they arrive at practices and games
- _____ Plan games/activities that help players connect with one another
- _____ Listen to understand the perspectives of your athletes, and validate them

2. Adopt a Mastery-Focused Skill Development Mindset

- _____ Praise effort over of results
- _____ Reframe mistakes as learning opportunities
- _____ Provide truthful, specific feedback

3. Create a Positive Team Culture

- _____ Encourage teammates to celebrate and acknowledge each other's successes
- _____ Give athletes the opportunity to voice their opinions and shape team values
- _____ Acknowledge that athletes come to practice in the context of their day and provide any support they may need

4. Show Players That You Want to Be There

- _____ Always show up to scheduled practices and games on time, unless you have communicated to the players and families otherwise
- _____ Be mindful of your tone and body language, does it communicate that you are happy to be there with them?
- _____ Participate safely and appropriately in practice and have fun with your team

Help transform the culture of youth sports. Embrace your role as a Positive Coach and let people know that you are coaching to develop competitors and life skills. Encourage others to become part of the PCA movement.



5 Ways to Recruit Wrestlers

1. make sure your current students are

having a positive experience

2. do a demonstration during PE class,

lunch, or an assembly

3. remind your students every day to

bring their friends

4. post flyers all around campus

5. post flyers around the community



Attendance

1. We are no longer using WrestlingIQ, please have your athletes take daily attendance via Google Forms.
2. If athletes do not have a phone or device to take attendance, please have a coach, parent, or other athlete check-in on their behalf.
3. All athletes must check-in digitally prior to practice.

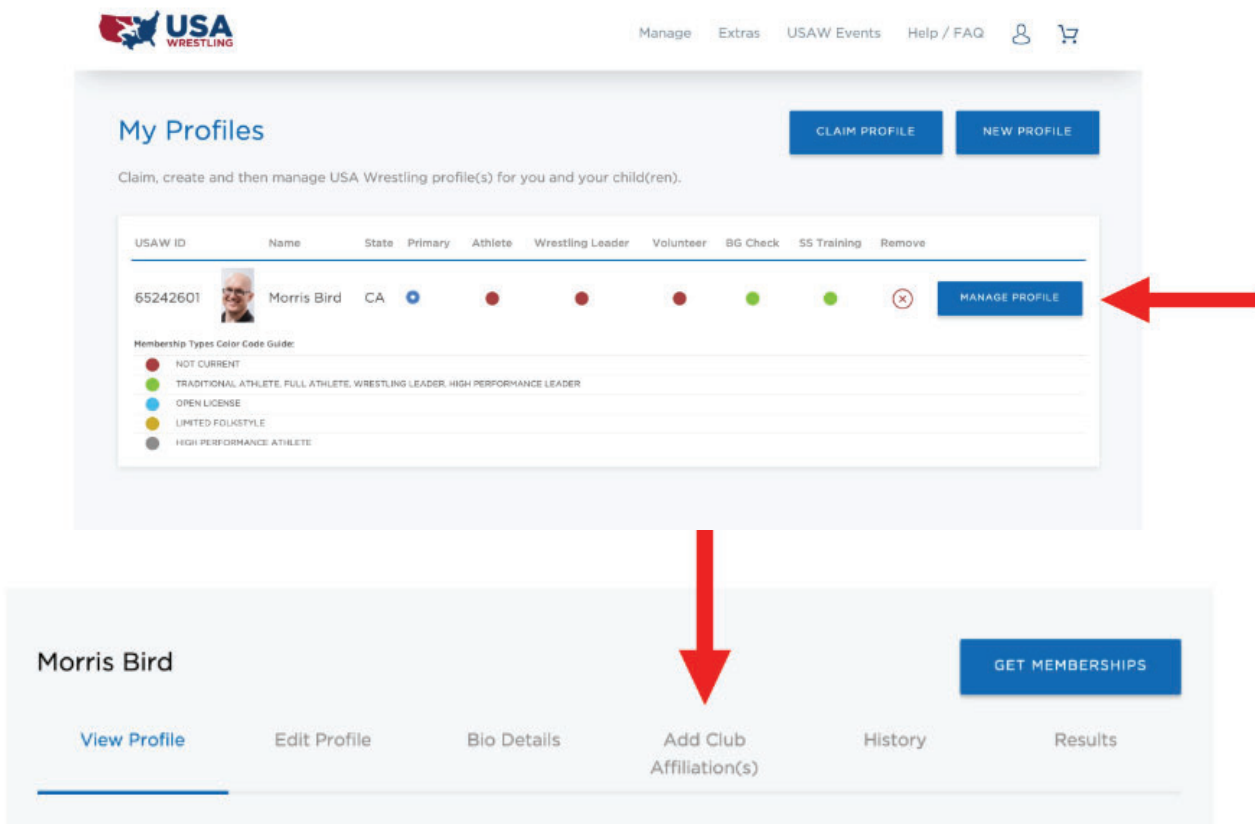


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2026 - 27 USA Wrestling Leader Membership

- All coaches and volunteers must always maintain an active USA Wrestling Leader Membership. You can obtain your membership for the 2026 - 2027 season between August 21, 2026 and September 1, 2026
- Complete your Safesport Refresher & Background Check (every 2 years)
- Send all receipts for out of pocket costs to yero@btsba.org
- Ensure you're affiliated with Beat the Streets Bay Area (see images below)
 - Search for Beat the Streets Bay Area either by name or USAW Org ID **1900079402**
- Email yero@btsba.org and to purchase your wrestling leader card through our club portal. We will not reimburse this Wrestling Leader cost for you, we will only purchase it through our USA Wrestling club portal.



The screenshot shows the USA Wrestling website interface. At the top, there's a navigation bar with links: Manage, Extras, USAW Events, Help / FAQ, and user icons. The main section is titled 'My Profiles' with buttons for 'CLAIM PROFILE' and 'NEW PROFILE'. Below this, a table lists profiles. The first profile is for 'Morris Bird' with USAW ID 65242601, State CA, and various status indicators. A red arrow points to the 'MANAGE PROFILE' button for this profile. Below the table is a 'Membership Types Color Code Guide' with five categories: NOT CURRENT (red), TRADITIONAL, ATHLETE, FULL ATHLETE, WRESTLING LEADER, HIGH PERFORMANCE LEADER (green), OPEN LICENSE (blue), LIMITED FOLKSTYLE (yellow), and HIGH PERFORMANCE ATHLETE (grey). Below the guide, a section for 'Morris Bird' shows options: View Profile, Edit Profile, Bio Details, Add Club Affiliation(s), History, and Results. A red arrow points to the 'Add Club Affiliation(s)' button. A 'GET MEMBERSHIPS' button is also visible.

USAW ID	Name	State	Primary	Athlete	Wrestling Leader	Volunteer	BG Check	SS Training	Remove
65242601	Morris Bird	CA							

Membership Types Color Code Guide:

- NOT CURRENT
- TRADITIONAL, ATHLETE, FULL ATHLETE, WRESTLING LEADER, HIGH PERFORMANCE LEADER
- OPEN LICENSE
- LIMITED FOLKSTYLE
- HIGH PERFORMANCE ATHLETE

Morris Bird

[View Profile](#) [Edit Profile](#) [Bio Details](#) [Add Club Affiliation\(s\)](#) [History](#) [Results](#) [GET MEMBERSHIPS](#)



Mat Cleaning Guidelines

1. Sweep the floor and mat

- Removal of excess dirt, dust, hair, and other particles from the surface of the mat.
- This helps you keep the mat in good condition.

2. Mix the cleaning solution

- Follow directions on packaging for appropriate ratio of water to solution

3. Apply the Cleaning Solution

- Use the sprinkler jug to evenly spread the solution across the mat
- **Always use a clean mop pad**

4. Mop the Mats

- Push the mop and pad evenly across the mat ensuring every surface is cleaned



Safety

Coaches and Mentors are responsible for the safety of the students in their programs. Coaches and mentors must act responsibly.

Responsibilities include:

- Being responsible on social media
 - Keeping wrestling mats clean to protect against harmful skin conditions
 - Provide for emotional and physical safety and wellbeing of your wrestlers
-
- If an injury, damage to premises, or an act of violence occurs- report the incident to BTSBA staff AND record the incident on the Incident Log within 24 hours.
 - If you become aware of any abuse, it must immediately be reported to the appropriate law enforcement agency and/or the US Center for Safesport.



REMINDER

As a Coach and Mentor, you are a mandated reporter.

For additional information, here is a link to county resources:

Santa Clara County:

<https://ssa.santaclaracounty.gov/protective-services/report-child-abuse-and-neglect/report-child-abuse-and-neglect-mandated>

Alameda County:

<https://www.alamedacountysocialservices.org/our-services/Abuse-and-Protection/Child-abuse-and-neglect/index>

As a USA Wrestling Leader, you are required to report any abuse to the US Center Safesport.



Incident Log

	Date	Nature of Incident and Action Taken (Briefly describe the injury, damage to premises, or event that occurred.)	Full Name of students involved in the incident	Was your partner contacted?	Was Beat the Streets Contacted?	Was/Will an incident report be completed?
1	Example: 8/20/25	While drilling, a wrestler tweaked his ankle and sat out of the rest of practice. I contacted the parent to let them know, and recommended they get it looked at when he got home.	Albert Einstein	Yes	Yes	No
2						
3						
4						

Incident Log

	Date	Nature of Incident and Action Taken (Briefly describe the injury, damage to premises, or event that occurred.)	Full Name of students involved in the incident	Was your partner contacted?	Was Beat the Streets Contacted?	Was/Will an incident report be completed?
5						
6						
7						
8						

Incident Report Form

(Fill this form out when an incident occurs. Have your athlete stay aside to detail how the incident occurred and the severity.)

1. Program: _____
2. Coach Name: _____
3. Date of Incident: _____
4. Time of Incident: _____:_____
5. Incident Reported to: _____
6. Type of incident: _____
7. Was BTSBA Staff contacted? ☐ YES ☐ NO
8. Was school police contacted? ☐ YES ☐ NO
9. Was local police contacted? ☐ YES ☐ NO
10. Was the fire department contacted? ☐ YES ☐ NO
11. Was the parent/guardian contacted? ☐ YES ☐ NO

Name of Parent/Guardian: _____

Who made these contacts?: _____

Description of incident:

Who was involved, **What** happened, Where it took place, When (time), How it occurred, specify any tool, weapon, equipment, and/or vehicle.

*Only state the **FACTS, no opinions or interpretations**, be specific/ Report should be written in third person. If additional space is needed, attach additional sheets to this form. **Complete all areas of the form, leave no blanks. If something does not apply, please write N/A.**

Staff member or partner response:

Witnesses:

Name	Phone Number

Address

Witness Statement:

Individuals injured as a result of incident:

Name	Phone number

Address

Name	Phone number

Address

If School/Local Police/ Fire Department/ Paramedics were called, what action was taken?

Police/Fire: Name & Identification Number

Further developments resulting from incident

Follow-up by Beat the Streets Bay Area

Name of person who completed this report (print)

Signature

Date and Time

Inappropriate Behavior Procedure

Athletes have to sign a Code of Conduct when they register for our program which includes:

- I will be a good sport to players, coaches, officials, opponents, and parents at every game and practice, no matter win or lose.
- I will learn the value of commitment by participating in as many practices and games as I can.
- I will encourage my teammates and praise good efforts.
- I will be honest, fair, and respectful to others at all times.
- I will arrive at practice on time and be ready to dedicate my attention to my coaches.
- I will not use hateful language such as slurs, name calling, or bullying terms. I will use respectful language at all times towards my teammates, coaches, and other volunteers.
- I will not use physical force, other than live wrestling, with my teammates, coaches, and any other participants of the program.
- I understand that violation of the code of conduct will result in disciplinary action from my coach or the program director.

Here is a guideline for how to deal with each behavior, patterns, and events that might occur.

If minor offenses happen:

- Coaches may decide how to manage this behavior on a case by case basis
- Issue warnings and pull students aside when possible to discuss how their behavior is considered inappropriate. Work with students to improve this behavior.
- Multiple warnings of this behavior with no improvement or change may result in contacting parents and filling out the inappropriate behavior form.
- Based on repeat offenses, harsh disciplinary actions may be taken such as: removal for practice for a week, removal from competition, or removal from the team (based on lack of improvement).



Minor Inappropriate Behavior (Managed by Coaches)	Major Inappropriate Behavior (Managed by Coaches and Staff together)
Inappropriate language	Serial Abusive Language / Profanity - includes verbal threats and intimidation, excessive swearing, hate language (racial slurs)
Physical Aggression/Contact - intentional bumping, pushing, shoving, touching, poking, tripping, scratching, pinching another person, aggressive/competitive sports interactions, play hitting/horseplay/flicking, unwanted inappropriate touching	Physical Fighting / Hurtful Touching or Threat of Physical Violence - includes spitting, biting, unwanted inappropriate touching
Lying/Cheating	Blatant/Excessive Defiance or Disrespect - includes non-compliance, insubordination over an extended period of time
Minor Property Damage - damaging other people's property without permission, damaging gear or mats	Chronic or Major Disruption - screaming, yelling, throwing objects that have potential to harm



Inappropriate Behavior Report Form

Date of Incident: _____ Name of Participant: _____

Other participants involved: _____

Name of Coach/Person reported: _____

Please describe the incident that occurred:

--

1. Was there physical violence?

Yes No

2. Was there harmful language such as racial, sexist, ableist slurs used towards another participant or others?

Yes No

3. Was their parent/guardian contacted?

Yes No

If not, please explain: _____

If yes, please state date and time contacted: _____

4. Was BTS BA staff contacted?

Yes No

If yes, please state date and time contacted: _____

5. Is this the participants' first major offense?

Yes No

If not, how many have occurred before this? _____

Volunteer Process

Overview

All potential volunteers must be cleared before they can be on the mat with your program.

Procedure

1. All potential volunteer candidates must submit a volunteer application.
2. The volunteer will be screened by 1 or more Beat the Streets Bay Area executive staff.
3. The candidate must complete the USAW Leadership Card process, safe sport modules and background check prior to volunteering.

Questions?

Contact: Yero Washington yero@btsba.org

Volunteer Application

Name

Date of Birth

Address

City

State

ZIP

Email

Phone Number

.

Emergency Contact/Relationship

Emergency Contact Phone Number

Time Available (Hours of operation Mon-Fri 9:00am-8:00pm)

Monday

Tuesday

Wednesday

Thursday

Friday

Anticipated length of volunteering:

Area of Interest (check all that apply): ☐ *coaching* ☐ *office* ☐ *events* ☐ *fundraising*
☐ *other*

Please describe any special skills/interests or any accommodations required:

Highest education or specialized training attained/name of school:

Brief description of wrestling background:

Signature

Date

All applicants are considered for all positions without regard to race, color, religion, sex, national origin, age, marital, veteran status or the presence of a non-job-related condition or handicap.

Wrestling Hygiene Guidelines

1. Always notify your coach if you are sick.
2. Immediately notify your parent, coach, or athletic trainer of any skin rash, infection or problem.
3. Open cuts and scrapes must be bandaged and covered.
4. Wrestlers should always wash their hands before and after practice and after leaving the restroom or locker room.
5. Wrestling shoes must never be worn outside of the wrestling room. No outside shoes are allowed on the wrestling mat.
6. Always shower after every practice and competition.
7. Wash all wrestling clothing after each use. Only wear clean clothes to practice.
8. Wash or disinfect headgear, shoes, knee pads, and similar items frequently.
9. Do not share equipment or water bottles with others.
10. Wrestlers must keep fingernails closely trimmed.
11. Jewelry is not permitted during practice or competition.
12. Mouth guards are recommend for all wrestlers. Wrestlers with braces must wear mouth guards.

Pautas de higiene de la lucha

1. Siempre notifique a su entrenador si está enfermo.
2. Notifique inmediatamente a su padre o madre, entrenador o entrenador de atletismo de cualquier salpullido, infección o problema.
3. Las cortadas y raspaduras abiertas deben estar vendadas y cubiertas.
4. Los luchadores siempre deben lavarse las manos antes y después de la práctica y después de dejar el baño o el vestuario.
5. Los zapatos de lucha nunca deben ser usados fuera de la sala de lucha. No se permiten zapatos externos en la alfombrilla de lucha.
6. Bañarse/Ducharse siempre después de cada práctica y competición.
7. Lave toda la ropa de lucha después de cada uso. Sólo use ropa limpia para practicar.
8. Lave o desinfecte el protector de cabeza, zapatos, rodilleras y artículos similares con frecuencia.
9. No comparta equipos o botellas de agua con otros.
10. Los luchadores deben mantener las uñas cortas.
11. No están permitidas joyas durante la práctica o la competencia.
12. Se recomiendan protectores bucales para todos los luchadores. Los luchadores con aparatos o frenos deben usar protectores bucales.

CREATING INCLUSIVE SPORT ENVIRONMENTS

In inclusive sport environments, no one has to change to fit in. These suggestions can help your team, club, or facility be inclusive for people of all abilities, races, cultural backgrounds, and gender and sexual identities.

PROMOTE AGE-APPROPRIATE AGENCY AND AUTONOMY

Encourage athletes to set physical and emotional boundaries. Respect the boundaries they set.

Talk to athletes about why something is happening, how it will happen, and give them options when appropriate.

Give athletes with disabilities the help they request, not the help someone assumes they need.

COMMUNICATE OPENLY AND RESPECTFULLY

Initiate team dialogues that set expectations about culture, engagement, and respect for others.

Establish standard processes for dealing with disagreements, conflicts, and intentional and unintentional harm. Refer back to them throughout the season.

Communicate in ways each athlete can understand. Some athletes (such as those with intellectual and developmental disabilities or whose primary language differs from yours) require simplified, clear language. Others do not.

Let athletes know your pronouns and ask them which they use.

MODEL RESPECT, EQUITY, AND INTEGRITY

Get to know each athlete as an individual you are helping to learn and grow, not solely as a means to winning. Value the unique contributions they bring to the team or organization.

Have open, age-appropriate conversations about how issues of oppression such as racism, homophobia, transphobia, and ableism are affecting them.

Do not manipulate or exploit power imbalances.

CREATE A TRAUMA-SENSITIVE ENVIRONMENT

Remind athletes that everyone brings stress and trauma from their day-to-day lives into their sport activities. Check in with them regularly.

If an athlete is acting out or breaking rules, consider what factors may be affecting their behavior before you decide on consequences.

Address harmful behaviors, even if they are not policy violations, to maintain a safe and supportive environment for all athletes.

Integrate Universal Design for Learning principles into facilities, policies, and coaching practices.

Give each athlete what they need to be successful, rather than treating all athletes the same.

Review policies and procedures to ensure there are no barriers for participation.

Create alternate formats for policies, schedules, rules, and other important information. Use simplified language when possible.

Reporting Obligations for Adult Participants

An Adult Participant who learns of information or reasonably suspects that a child has suffered an incident of Child Abuse, including sexual abuse, must immediately:

- a.** Make a report to law enforcement **AND**
- b.** Make a report to the U.S. Center for SafeSport **AND**
- c.** Comply with any other applicable reporting requirements under state law.

Reporting to the Center alone is not sufficient. You must report to both the Center, to law enforcement, and comply with any other applicable state or federal laws. Information about state reporting requirements is available at www.childwelfare.gov/topics/responding/reporting.

Sexual Misconduct:

An Adult Participant who learns of information or reasonably suspects that an incident of Sexual Misconduct has occurred, must immediately report the incident directly to the Center.

If the Sexual Misconduct involves a Minor, it must be reported as Child Abuse as detailed above.

Child Abuse and Sexual Misconduct reporting requirements apply regardless of whether the suspected victim is an adult or Minor at the time the alleged incident becomes known or suspected.

Emotional Misconduct, Physical Misconduct, or MAAPP/Proactive Policy Violations:

An Adult Participant who learns of information or reasonably suspects that an incident of Emotional or Physical Misconduct (including Bullying, Stalking, Hazing, and Harassment) or a violation of the Minor Athlete Abuse Prevention Policies (MAAPP) or other proactive policies has occurred must report it to the organization (USOPC, NGB, or LAO) with which the Adult Participant is affiliated.

Nothing in the Code requires a victim of Child Abuse or other misconduct, including Sexual Misconduct, to self-report.

If someone discloses abuse, be ready to help. Fill in the contact information for your support and reporting resources below.

FOR LOCAL CRISIS AND SUPPORT RESOURCES	
Find your regional child advocacy center: regionalcacs.org	Alameda County Family Justice Center (510) 267-8800 Santa Clara: Children's Advocacy Center (669) 299-8800
Find your local sexual violence agency: nsvrc.org/organizations	Bay Area Women Against Rape Hotline: (510) 800-4247
Find your local domestic violence agency: thehotline.org/get-help/domestic-violence-local-resources	Alameda 24/7 Domestic Violence Hotline: (510) 757-5123 or 1-800-947-8301. Santa Clara 24/7 Domestic Violence Hotline: (408) 975-2739

FOR REPORTING ABUSE AND MISCONDUCT	
Local law enforcement (nonemergency number)	Alameda: 510-337-8340 Santa Clara: (408) 277-8900
Find your local child abuse reporting agency: childwelfare.gov/state-child-abuse-and-neglect-reportingnumbers childhelp.org	24/7 Child Abuse Hotline: Alameda: (510)-259-1800 Santa Clara: (833)-SCC-KIDS or (833)-722-5437
U.S. Center for SafeSport	1-833-5US-SAFE (587-7233) uscenterforsafesport.org/report-a-concern
Designated reporting contact within my local organization	Yero Washington yero@btsba.org
Designated reporting contact within my sport's National Governing Body	USAW Manager of Safesport and Compliance: Kenya Dixon kdixon@usawrestling.org

A FACT SHEET FOR Parents



What is a concussion?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a blow to the body that causes the head and brain to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious. Concussions can have a more serious effect on a young, developing brain and need to be addressed correctly.

What are the signs and symptoms of a concussion?

You can't see a concussion. Signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury. It is important to watch for changes in how your child or teen is acting or feeling, if symptoms are getting worse, or if s/he just "doesn't feel right." Most concussions occur without loss of consciousness.

If your child or teen reports one or more of the symptoms of concussion listed below, or if you notice the signs or symptoms yourself, seek medical attention right away. Children and teens are among those at greatest risk for concussion.

Signs & Symptoms of a Concussion

Signs Observed by Parents or Guardians

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events *prior* to hit, bump, or fall
- Can't recall events *after* hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Forgets class schedule or assignments

Symptoms Reported by Your Child or Teen

Thinking/Remembering

- Difficulty thinking clearly
- Difficulty concentrating or remembering
- Feeling more slowed down
- Feeling sluggish, hazy, foggy, or groggy

Physical

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Fatigue or feeling tired
- Blurry or double vision
- Sensitivity to light or noise
- Numbness or tingling
- Does not "feel right"

Emotional

- Irritable
- Sad
- More emotional than usual
- Nervous

Sleep*

- Drowsy
- Sleeps *less* than usual
- Sleeps *more* than usual

**Only ask about sleep symptoms if the injury occurred on a prior day.*



Danger Signs

Be alert for symptoms that worsen over time. Your child or teen should be seen in an emergency department right away if she or he has one or more of these danger signs:

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

Children and teens with a suspected concussion should NEVER return to sports or recreation activities on the same day the injured occurred.

They should delay returning to their activities until a healthcare provider experienced in evaluating for concussion says it's OK to return to play. This means, until permitted, not returning to:

- Physical Education (PE) class
- Sports practices or games
- Physical activity at recess

➤ What should I do if my child or teen has a concussion?

1. Seek medical attention right away.

A healthcare provider experienced in evaluating for concussion can determine how serious the concussion is and when it is safe for your child or teen to return to normal activities, including physical activity and school (concentration and learning activities).

2. Help them take time to get better.

If your child or teen has a concussion, her or his brain needs time to heal. Your child or teen may need to limit activities while s/he is recovering from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games may cause concussion symptoms (such as headache or tiredness) to reappear or get worse. After a concussion, physical and cognitive activities—such as concentration and learning—should be carefully managed and monitored by a healthcare provider.

3. Talk to your child or teen about how they are feeling.

Your child may feel frustrated, sad, and even angry because s/he cannot return to recreation and sports right away, or cannot keep up with schoolwork. Your child may also feel isolated from peers and social networks. Talk often with your child about these issues and offer your support and encouragement.

➤ How can I help my child return to school safely after a concussion?

Most children can return to school within a few days. Help your child or teen get needed support when returning to school after a concussion. Talk with your child's teachers, school nurse, coach, speech-language pathologist, or counselor about your child's concussion and symptoms.

Your child's or teen's healthcare provider can use CDC's Letter to Schools to provide strategies to help the school set up any needed supports.

As your child's symptoms decrease, the extra help or support can be removed gradually. Children and teens who return to school after a concussion may need to:

- Take rest breaks as needed
- Spend fewer hours at school
- Be given more time to take tests or complete assignments
- Receive help with schoolwork
- Reduce time spent reading, writing, or on the computer
- Sit out of physical activities, such as recess, PE, and sports until approved by a healthcare provider
- Complete fewer assignments
- Avoid noisy and over-stimulating environments

To learn more, go to www.cdc.gov/HEADSUP or call 1.800.CDC.INFO

January 2021



HOJA INFORMATIVA PARA los padres



¿Qué es una conmoción cerebral?

Una conmoción es un tipo de lesión cerebral que ocasiona cambios en la forma en que funciona el cerebro normalmente. Es causada por un golpe, un impacto o una sacudida en la cabeza. Las conmociones cerebrales también pueden ocurrir por un golpe en el cuerpo que haga que la cabeza y el cerebro se muevan bruscamente hacia adelante y hacia atrás. Hasta un golpe en la cabeza que parezca leve puede ser grave.

¿Cuáles son los signos y síntomas de una conmoción cerebral?

Las conmociones cerebrales no se pueden “ver”. Los signos y síntomas de una conmoción cerebral pueden manifestarse tan pronto como ocurra la lesión o puede que no aparezcan ni se noten sino hasta horas o días después. Es importante estar atento a cambios en la forma en que el niño o adolescente actúa o se siente, si los síntomas empeoran o si “simplemente no se siente bien”. La mayoría de las conmociones cerebrales ocurren sin que haya pérdida del conocimiento.

Si su niño o adolescente indica que tiene uno o más de los signos o síntomas de conmociones cerebrales enumerados a continuación, o si usted nota estos síntomas, busque atención médica inmediatamente. Los niños y adolescentes están entre las personas con mayor riesgo de sufrir conmociones cerebrales.

Signos y síntomas de una conmoción cerebral

Signos observados por los padres o tutores:

- Parece aturdido o desorientado
- Está confundido con relación al

incidente

- Responde a las preguntas con lentitud
- Repite las preguntas
- No puede recordar lo ocurrido *antes* del golpe o la caída
- No puede recordar lo ocurrido *después* del golpe o la caída
- Pierde el conocimiento (aunque sea por poco tiempo)
- Muestra cambios de conducta o de personalidad
- Se le olvida el horario de clases o las tareas a realizar

Síntomas reportados por su niño o adolescente

Área del razonamiento y la memoria

- Dificultad para pensar claramente
- Dificultad para concentrarse o recordar cosas
- Siente que todo lo hace más despacio
- Se siente débil, desorientado, aturdido, atontado o grogui

Área física

- Dolor de cabeza o “presión” en la cabeza
- Náuseas o vómitos
- Problemas de equilibrio o mareo
- Fatiga o cansancio
- Visión borrosa o doble
- Sensibilidad a la luz o al ruido
- Hormigueo o entumecimiento
- No se “siente bien”

Área emocional

- Irritable
- Triste
- Más sensible de lo usual
- Nervioso

- Adormecido

Área del sueño*

- Duerme *menos* de lo normal
- Duerme *más* de lo normal
- Tiene problemas para

**Solo pregunte sobre síntomas relacionados con el sueño si la lesión ocurrió en días anteriores.*



Signos peligrosos

Esté atento por si los síntomas empeoran con el tiempo. Debe llevar inmediatamente a su niño o adolescente a la sala de emergencias si presenta lo siguiente:

- Tiene una pupila (la parte negra en el centro del ojo) más grande que la otra
- Está mareado o no se le puede despertar
- Tiene un dolor de cabeza persistente o que empeora
- Debilidad, entumecimiento o menor coordinación
- Náuseas o vómitos constantes
- Dificultad para hablar o pronunciar las palabras
- Convulsiones o ataques
- Dificultad para reconocer a personas o lugares
- Mayor confusión, inquietud o agitación
- Comportamiento anormal
- Pierde el conocimiento (las pérdidas del conocimiento deben considerarse como algo serio aunque sean breves)

Los niños y adolescentes que han sufrido una conmoción cerebral NUNCA deben regresar a participar en actividades deportivas o recreativas el mismo día en que ocurrió la lesión.

Deben esperar hasta que un profesional médico con experiencia en la evaluación de conmociones cerebrales les diga que está bien volver a realizar este tipo de actividades. Esto significa que no deben regresar a realizar:

- Clases de educación física (PE),
- Prácticas o juegos deportivos ni
- Actividades físicas durante el recreo

¿Qué debo hacer si mi niño o adolescente ha sufrido una conmoción cerebral?

1. **Busque atención médica de inmediato.** Un profesional médico con experiencia en evaluar conmociones cerebrales puede determinar la gravedad de la conmoción y cuándo puede el niño o adolescente regresar de manera segura a realizar sus actividades normales, incluso las actividades escolares y físicas (actividades de aprendizaje y concentración).

Ayúdelos a que tomen tiempo para mejorarse. Si

2. su hijo sufre una conmoción cerebral, su cerebro necesitará tiempo para sanarse. Su hijo puede requerir limitar sus actividades mientras se recupera de una conmoción cerebral. El ejercicio o las actividades que requieran de mucha concentración, como estudiar, trabajar en la computadora o los juegos de video pueden causar que los síntomas de la conmoción cerebral (como dolor de cabeza o cansancio) reaparezcan o empeoren. Después de una conmoción cerebral, los profesionales médicos deben vigilar atentamente al niño al realizar actividades físicas y cognitivas, como las de concentración y aprendizaje.

Converse con su niño o adolescente acerca de como

3. **se están sintiendo.** Su hijo se puede sentir frustrado, triste y hasta con rabia por no poder regresar a realizar sus actividades deportivas o recreativas inmediatamente, o por no poder mantenerse al día con las clases. Su hijo también puede sentirse aislado de sus compañeros y redes sociales. Hable con su niño sobre estos temas y ofrézcale apoyo y ánimo.

¿Cómo puedo ayudar a mi hijo a regresar a la escuela sin peligro después de una conmoción cerebral?

Ayude a que su niño o adolescente reciba el apoyo necesario cuando regrese a la escuela después de sufrir una conmoción cerebral. Hable con los maestros, la enfermera escolar, el entrenador, los patólogos del lenguaje o el consejero escolar acerca de la conmoción cerebral que sufrió su hijo y los síntomas que tuvo.

El médico de su niño o adolescente puede utilizar la información en la carta “CDC Letter to Schools” para entender que estrategias existen para regresar al colegio.

Your child's or teen's healthcare provider can use CDC's Letter to Schools (https://www.cdc.gov/traumaticbraininjury/pdf/pediatricmtbiguidelineeducationaltools/mTBI_ReturntoSchool_FactSheet-Pin.pdf) to provide strategies to help the school set up any needed supports.

La ayuda o apoyo adicional que recibe el niño se puede retirar gradualmente al disminuir los síntomas. Los niños y adolescentes que regresen a la escuela después de sufrir una conmoción cerebral necesitan:

- Tomar descansos según lo requieran
- Estar menos tiempo en la escuela
- Tener más tiempo para tomar exámenes o realizar tareas
- Recibir ayuda para realizar las tareas y
- Disminuir el tiempo en que usan la computadora, leen o escriben
- Suspender toda actividad de recreo, educación física y deportes, hasta que se reciba autorización del médico.
- Realizar menos trabajo académico.
- Evitar situaciones con mucho ruido o que haya exceso de estimulación.

Para aprender más sobre las conmociones cerebrales vaya a www.cdc.gov/HEADSUP (en inglés). o llame al 1.800.CDC.INFO

Enero de 2021



OUSD School- Based Health Centers



Oakland Technical High School and Street Academy
TechniClinic School-Based Health Center
Population Served: All students of these schools
Hours: 8:30 AM-4:30 PM, Monday through Friday
Phone Number: (510) 879-1907
Address: 4351 Broadway Avenue, Oakland, CA 94611



Oakland High School
Shop 55 Wellness Center
Population Served: All Oakland High School Students
Hours: 7:30 AM-6 PM, Monday through Friday
Phone Number: (510) 879-1868
Address: 1023 MacArthur Blvd., Oakland, CA 94610



Skyline High School
Seven Generations Health Center
Population Served: All Skyline students
Hours: 8 AM-4:30 PM, Monday through Friday
Phone Number: (510) 531-5016
Address: 12250 Skyline Blvd., Oakland, CA 94619



Bret Harte Middle School
Rising Harte Wellness Center
Population served: Bret Harte students, their families and Alameda County residents ages 18-25
Hours: 9 AM-5 PM, Monday through Friday
Phone: (510) 482-2244
Address: 3800 Coolidge Avenue, Oakland, CA 94602



Castlemont High School Campus
Youth Uprising/Castlemont Health Center
Population Served: Alameda County residents ages 13-24
Hours: 9 AM-4:30 PM, Monday through Friday
Phone Number: (510) 428-3556
Address: 8711 MacArthur Blvd., Suite A, Oakland, CA 94605



Alliance Academy Middle School and Elmhurst Community Prep Middle School
Elmhurst School-Based Health Center
Population Served: All students of these schools
Hours: 8 AM-3 PM, Monday through Friday
Phone Number: (510) 639-3287 and 510-639-1479



Madison Middle School
Madison Health Center
Population Served: All Madison Middle School students
Hours: 8:30 AM-5 PM, Monday through Friday
Phone Number: (510) 636-4210
Address: 400 Capistrano Drive, Oakland, CA 94603



Frick Middle School
Frick Health Center
Population Served: All Frick students
Hours: 8:30 AM-4:30 PM, Monday, Wednesday, and Friday; and 8:30 AM-5:30 PM Tuesday and Thursday
Phone Number: (510) 639-3386
Address: 2845 64th Avenue, Oakland, CA 94605



Coliseum College Prep Academy and ROOTS International Middle School
Havenscourt Health Center
Population Served: All students of these schools
Hours: 8:30 AM-4:30 PM, Monday through Friday
Phone Number: (510) 632-1675
Address: 1390 66th Avenue, Oakland, CA 94621



United for Success Middle & Life Academy High School
Seven Generations Health Center
Population Served: All students of these schools and their family members
Hours: 8 AM-4:30 PM, Monday through Friday
Phone Number: (510) 436-3009
Address: 2101 35th Avenue, Oakland, CA 94601



Roosevelt Middle School
Roosevelt Middle School Health Center
Population Served: All Roosevelt students
Hours: 8:30 AM-4:30 AM, Monday through Friday
Phone Number: (510) 535-2893
Address: 1926 19th Avenue, Oakland, CA 94606



Fremont High School Campus
Tiger Clinic
Population Served: Architecture, Mandela, and Media students
Hours: 8:30 AM-4:30 PM, Monday through Friday
Phone Number: (510) 879-1600
Address: 4610 Foothill Blvd, Oakland, CA 94601



Urban Promise Academy, WORLD and ACHIEVE Charter Schools
Hawthorne Health Center
Population Served: Urban Promise Academy, WORLD and ACHIEVE students and community members
Hours: 8:30 AM-4:30 PM, Monday through Friday
Phone Number: (510) 535-6440
Address: 1700 28th Avenue, Oakland, CA 94601



La Escuelita Education Center
Youth Heart Health Center
Population served: All children ages 3-18, including all Dewey, La Escuelita and MetWest students
Hours: 8:30 AM - 4:30 PM, Monday through Friday
Phone: (510) 879-1568
Address: 286 East 10th St., Oakland, CA 94606



West Oakland Middle School and KIPP Bridge
West Oakland Middle School Health Center
Population Served: All students of these schools
Hours: 8 AM-3 PM, Monday through Friday
Phone Number: (510) 874-7272
Address: 991 14th Street, Oakland, CA 94607 (H-Building on 12th Street side)



McClymonds High School
Chappell Hayes Health Center
Population Served: Alameda County Residents ages 13-24
Hours: 8:30 AM-5 PM, Monday through Friday
Phone Number: (510) 835-1393
Address: 2607 Myrtle Street, Oakland, CA 94607

60-Minute Youth Practice Guideline

1. Introduction (1–2 min)

Gather everyone, outline the plan, and take a couple of quick questions or requests (e.g., “Will we play dodgeball?” or “What move are we learning?”). This sets the tone, builds engagement, provides expectations for the day, and gives kids input.

2. Warm-Up (10–15 min)

Solidify and build on a set of skills that youth know, expect, and can continue to improve upon.

- a. Focus on wrestling-specific body control with familiar, progressive skills:
 - i. Forward/backward rolls, cartwheels, knee-walks, bear-crawls, crab-walks, wall-walks, front/back/rotational/kick-over bridges. As skills improve, progress to backward rolls to feet, penetration steps, and handsprings.

3. Wrestling Skill Games/Drills (10–15 min)

Reinforce foundational skills like stance, level change, multidirectional movement, pressure/release, and head and body positioning.

- **Cooperative:** circling stance, down-blocking, sprawls, spin drills, one-leg balance, under-over, lifting drills
- **Competitive:** speed sprawls, sumo, shoe/lock tag, wrist wrestling, horns-up, quad pod & hustle, rodeo.

4. Technical Skill Development (10–15 min)

Pick one skill (e.g., double-leg). Keep instruction short, minimize time youth are sitting and watching, then all coaches circulate to give feedback. Ensure every youth gets individualized attention.

Progression example:

- Demonstrate perfect double leg finish position → one knee down, trail leg up, hips in, head up, pull arms in, drive with legs.
- If the group shows proficiency and progression, add level change and continuation of motion to finish.
- If the group shows proficiency, add a basic setup (snap head, release pressure, level change, penetration step, finish).

5. Sparring (5–10 min)

- a. Start from the position taught in technique (e.g., live from double-leg).
- b. If the group shows proficiency, advance to situational sparring like “easy in, hard out.”

6. Game (5 min)

Dodgeball, chicken in a hen house, sharks and minnows, capture the flag, relays, tail tag

7. Breakout (1–2 min)

End with a team cheer—let kids rotate leading it to build camaraderie.

Best Practice Recommendations

- Focus on developmentally appropriate skills! Start small and be patient, ie build knee walks before penetration steps
- Prioritize consistency & repetitions over variety



Program Name: Example

Time	Lead Coach:	Date:
16:00	Introduction	
16:03	Warm Up	Normal Across Mat Warm - Up
		Tumbling forward, Tumbling Backwards, Cartwheels, Log Rolls, Skipping, Knee walks, Bear Crawls, Crab Walks, Jumping (one foot, both foot, forwards, backwards), Sprints, Partner Carries, Stance, Stance with sprawls.
	Water break	Everyone Partner Up
16:18	Wrestling Skills Games/Drills	Toe Stomp
	30 seconds per drill	Shoulder taps / Toe Taps / Knee Taps
		Hands locked
		Horns Up
		Quad Pod Drill / Spin Drills
		Mirror Drill in Stance - circling, down blocking, change levels
		Sumo
		Cricket and Wicket
		Speed Sprawls
		Water break
16:33	Technical Skill Development	Double Leg - Finishing
		Details: One leg down, trail leg up, hips in, pull arms in, drive w legs
		Ready to progress? add level change to finish
		Ready to progress? add head snap set up
16:48	Sparring	Groups of 3: Offense, Defense, Out - starting in double leg
		Ready to progress? add easy in hard out
16:54	Game	Dodgeball or Chicken in a Hen House
16:59	Breakout	"Wrestling on me wrestling on 3"
Notes/Announcements		



Time	Lead Coach:	Date:
	Introduction	
	Warm Up	
	Wrestling Skills Games/Drills	
	Technical Skill Development	
	Sparring	
	Game	
	Breakout	
Notes/Announcements		



Coaches Core Curriculum

Folkstyle

Level 1 Curriculum

Level 2 Curriculum

Level 3 Curriculum

Freestyle

Level 1 Curriculum

Level 2 Curriculum

Greco-Roman

Level 1 Curriculum

Level 2 Curriculum

USA wrestling

Wrestling Drills & Games

for ***videos*** of techniques, drills, and games plus additional practice plans, please visit:

teamusa.org/usa-wrestling/coaches/core-curriculum

USA WRESTLING



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CODE OF CONDUCT

CHARTER A CLUB

EDUCATIONAL RESOURCES

REPLACEMENT CARD

CORE CURRICULUM

COACHES APPRENTICE PROGRAM

MARKETING & PROMO POSTERS

CERTIFICATION

COACHES POOL APPLICATION

SAFE SPORT HANDBOOK

SANCTION AN EVENT

RULEBOOK

USA WRESTLING POLICIES

Main Points of Contact at BTSBA

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