



Learning through the Adventure of Sport: Coaching Towards Youth Development

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Today's Game Plan

- Your sport story
- Sport for youth development
 - Sport-based PYD
- The role of the coach
- The Coaching on the Wave model
 - Adventure pedagogy
 - Experiential learning theory

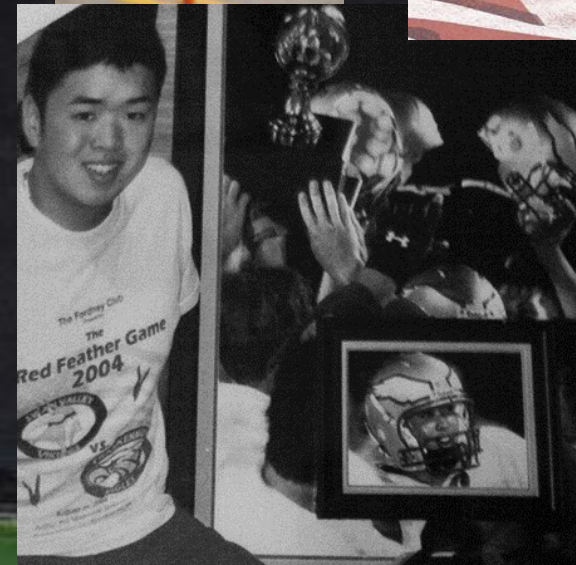


Your "Sport" Story

What's your most memorable youth sport experience?



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The Power of Sport

- Sport is powerful
 - A globally accepted and known construct
- Sport is broad & wide-reaching
 - 51 million youth participating in the U.S.
 - 6.5 million youth sport leaders
- Sport as a social medium
 - Sport cuts through cultural, racial, religious, gender, & economic barriers
- Sport is multidimensional
 - As a “hook”
 - As a medium
 - As mechanism and tool



More Than Just Sport

Student Athletes	Men's B-Ball	Women's B-Ball	Football	Baseball	Men's Ice Hockey	Men's Soccer
% H.S. to College	2.9	3.1	5.8	5.6	12.9	5.7
% College to Pro	1.2	0.9	1.7	11.6	1.3	1.0
% H.S. to Pro	0.03	0.03	0.08	0.6	0.1	0.04

Sport Participation Outcomes

System	Construct	Outcome
Individual	Emotional	Perception of Self-Control
		Self-Management
		Enhanced Mood
		Decreased Mental Health Issues
		Decreased Depression
		Decreased Stress/Anxiety
		Decreased Loneliness
	Physical	Reduced Body Mass Index
		Healthy Dietary Behavior
		Physical Activity
		Motor Skill Competence
		Athletic Competence
		Physical Self-Worth
		Physical Self-Perception
	Psychological	Global Self-Worth
		Psychological Well-Being
		Self-Esteem
		Self-Efficacy
		Self-Concept
	Social	Initiative
		Coping & Stress Management
		Emotional Regulation
	Other	Perception of Effort
Decreased Vulnerability		
Decreased Substance Abuse		

System	Construct	Outcome
Peer	Social	Social Competence
		Psychosocial Maturity
		Perception of Teamwork
		Affiliation/Belonging
		Peer Relations
		Interpersonal Skills
		Leadership & Responsibility
Family	Social	Shared Positive Experiences
		Parent Relations
		Family Communication/Interactions
	Family Social Networks	
	Psychological	Parental Peace of Mind & Affect
School	Intellectual	High Educational Aspirations
		Increased Likelihood to Attend & Complete College
		Standardized Test Scores
		School Grades
		School Attendance & Performance
		Lower Dropout
		School Connectedness & Engagement
Community	Psychological	Moral Development
	Social	Social Responsibility
	Other	Decreased Crime Rates
		Decreased Delinquency and Behavioral Issues

Sport is a Double-Edged Sword

- Positive developmental outcomes
- Negative developmental outcomes
 - Increased alcohol use
 - Aggressive and violent behavior
 - Mental and physical health risks
 - Burnout
 - Dependent on the sport
 - Influenced by key adult figures
- Without purpose and intentionality, the transferability of the skills and lessons that can be learned through sport becomes limited



The Status of Today's Youth

- 38% need mental health intervention
- 33% have been in a fight in the past 12 months
- 20% have biopsychosocial and/or behaviors problems
- 20% are lacking age-appropriate social skills
- 15% will not graduate from high school
- Youth of color face greater levels of risk factors



Priority Issues in Youth Sport

Table 2. Youth sport leader responses of issues and topics that impact youth sport.

Response variable	Proportion reporting as important
Teamwork	54.2%
Parental influence	44.9%
Sportspersonship	41.1%
Teaching life skills	39.3%
Coach-athlete relationship	37.4%
Communication effectiveness	36.4%
Individual goals/egos	32.7%
Positive youth development	29.0%
Time management	23.4%
Peer pressure	21.0%
Autonomy	19.6%
Social media	18.7%
Academics before athletics	15.0%
Societal influences	15.0%
SES/poverty	12.1%
Strengths-based coaching	9.3%
Substance abuse	8.4%
Attitude towards women	7.5%
Conflict resolution	7.5%
Mental health	6.5%
Life transitions	3.7%
Crisis intervention	1.9%
Race/diversity	1.9%
Disabilities	1.0%
LGTB	0.0%

Table 3. Contextual factor of youth sport.

Issues and topics that impact the youth sport	Coefficient	Wald statistic	p-value
<i>Communication effectiveness</i>			
Sport type (contact)	-1.81	-2.17	.03
Team: Female	-0.60	-1.13	.255
Team: Coed	-1.13	-2.19	.028
<i>Positive youth development</i>			
Sport type (no-contact)	1.64	2.57	.01
Sport level (high school, collegiate)	-2.75	-4.47	<.0001

*Communication = Male, no-contact sports

*PYD = no-contact, youth and middle school sports

Sport for Youth Development

- Sport-based positive youth development (PYD) approach
 1. Participation in sport
 - Promotes physical, intellectual, psychological, and social benefits
 - Uses sport as a medium and mechanism
 2. Positive youth development
 - Approaches, strategies, and techniques
 - Intentional programming and practices



Youth Sport Coaches

- More than sport-skill instructors
 - Role models, mentors, parental-figures, advocates, family-school liaisons, and community organizers
- Coaches are the frontline workers

Power Fist

- Partner up and select roles
 - Coach
 - Youth Athlete
- How you win the game
 - The coach needs to open the youth's fist



It's All About Relationships



The Critical Role of the Coach



A program's strengths and quality are grounded in the practices of its coach



The actions of the coach and the climate they develop has an important influence the development of youth

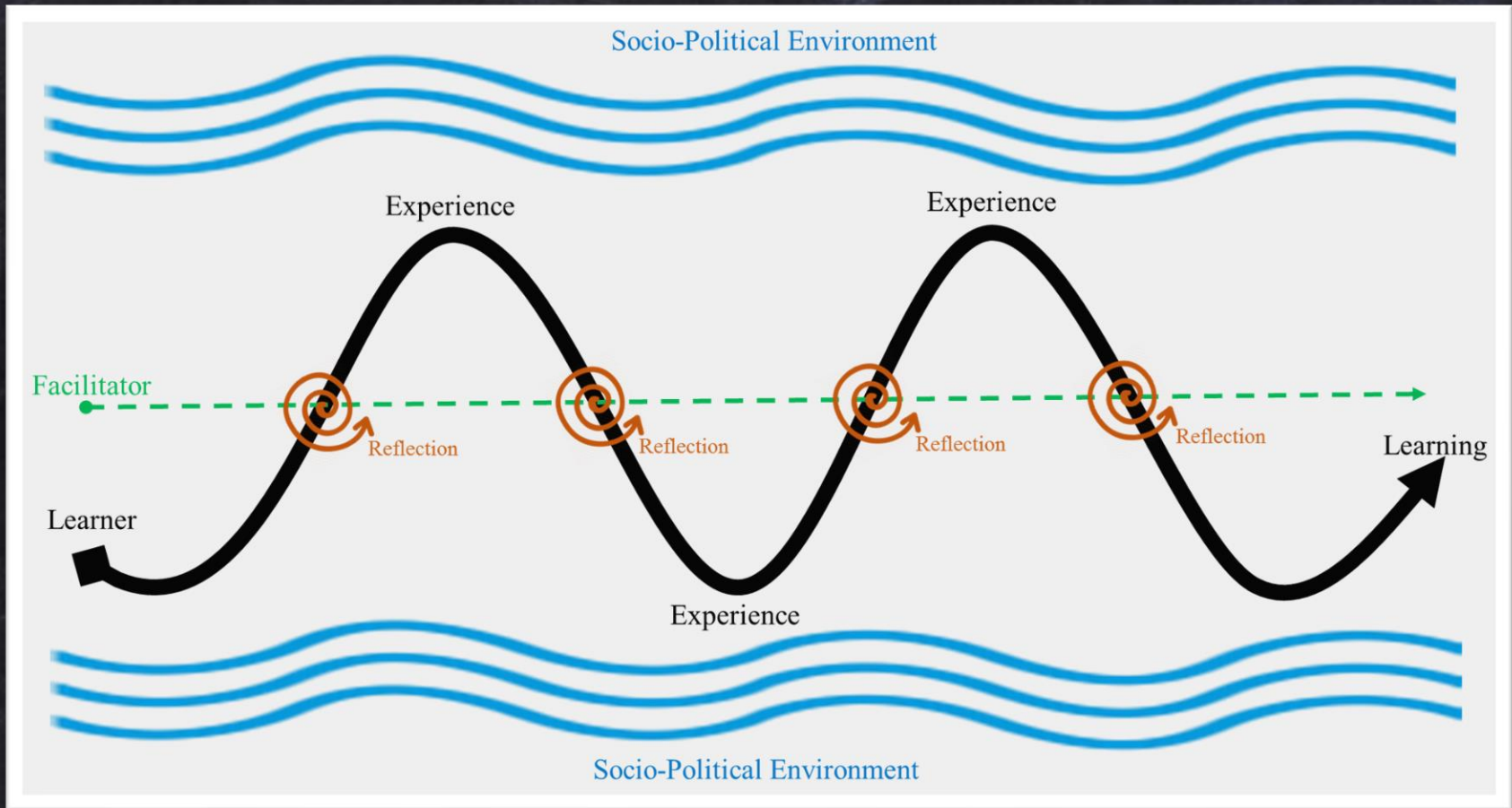


The coach shapes the overall sport experience of youth, promotes prosocial behaviors, and positively influences youth development

Experiential Learning Theory

- The process of learning between a facilitator and participant that emphasizing how experiences within an environment are internalized and reflected upon to inform future behaviors
 - The facilitator's role is to empower the learner and guide the experience towards learning.
- Learning through doing with reflection
 - Helps to bring transcendent meaning to sport

The Facilitated Experiential Learning Theory



An Experiential-Based Approach

- Uses experiences to help move youth towards a specified goal
 - Prescribed activities and experiences are sequenced
 - Activities are actively implemented and facilitated by a trained facilitator
 - Experiences are processed and reflected upon to promote change
- By utilizing an experiential-based approach within the context of sport, coaches can go beyond simply “learning by doing”

Adventure Pedagogy

- A participant-centered approach consisting of intentionally designed and sequenced group problem-solving activities, which, when debriefed, can lead to opportunities for development
 - Adventure-based learning
 - Adventure-based groupwork



Key Adventure Tenets

- Promotion of PYD Outcomes
- Physical and Emotional Safety
- Intentionally Designed Activities
- Sequence Prescribed Activities
- Novel Learning Environment
- Group Problem Solving
- Real and Immediate Consequences
- Intentional Facilitation
- Debrief to Transfer the Learning

Promotion of PYD Outcomes

- The intentional aim of promoting PYD outcomes through sport participation is critical because sport is associated with both positive and negative outcomes



Intentionally Designed Activities

- Sport activities/drills should be designed to allow for youth to learn and practice new skills at a developmentally appropriate level



Intentional Facilitation

- Facilitate sport toward desired learning objectives by through identifying teachable moments, using metaphors, providing reinforcement/feedback



Debrief to Transfer the Learning

- The process of debriefing key learning experiences in sport helps to bring relevant meaning to the lessons and skills learned in sport so that youth can transfer skills to other life domains



The Coaching on the Wave Model

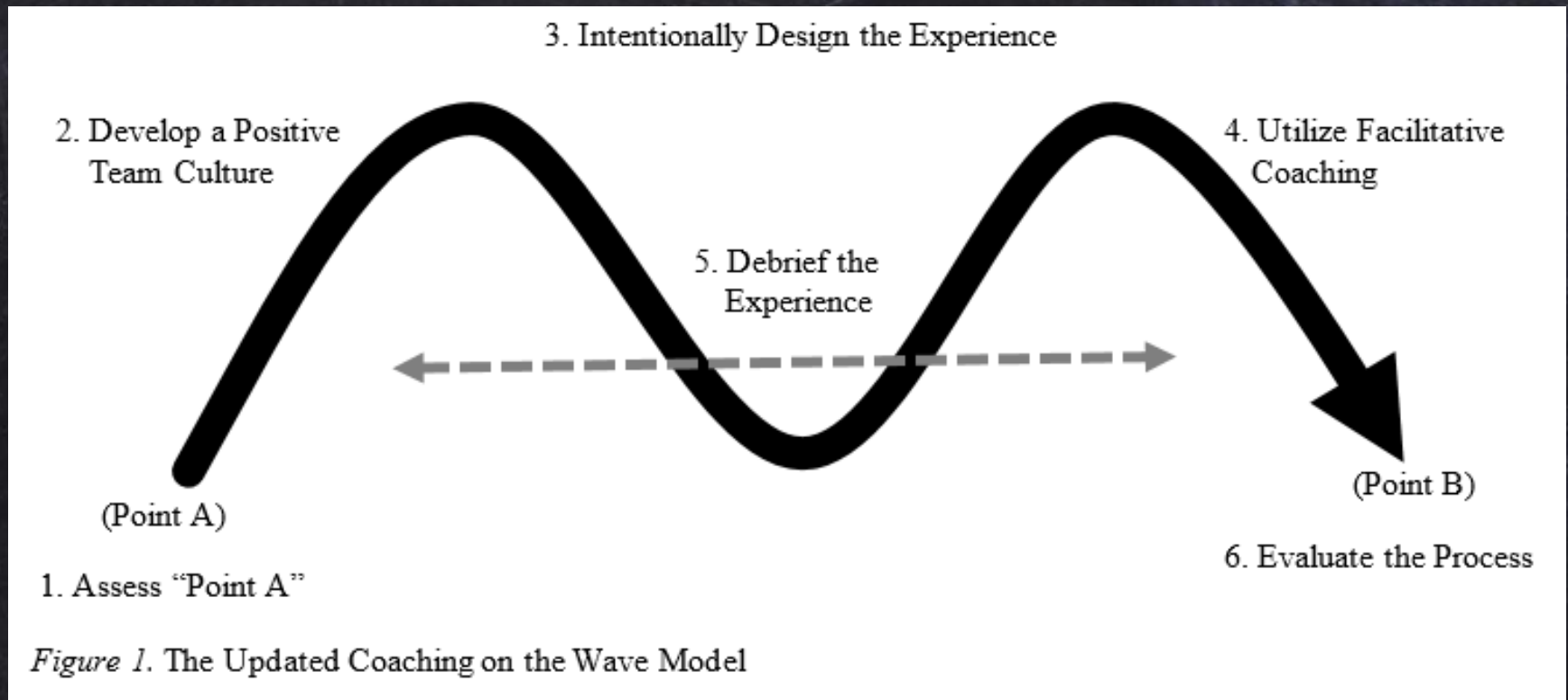


Figure 1. The Updated Coaching on the Wave Model

The Coaching on the Wave Model

Steps of the Process	Strategies, Techniques, & Practices	Adventure Programming & Practices
1. Assess Point A	<ul style="list-style-type: none"> • Develop a coaching philosophy • Get to know each youth and the team (e.g., experiences, knowledge, values, risk/protective factors) • Understand the specific sport culture and the surrounding community 	
2. Develop a Positive Team Culture	<ul style="list-style-type: none"> • Foster a positive and supportive YSL-youth partnerships • Determine the skills which need to be development and help youth set realistic goals (Point B) • Collectively develop a team culture with all youth (working towards Point B) 	<ul style="list-style-type: none"> • Physical and emotional safety • Promote PYD outcomes
3. Intentionally Design the Experience	<ul style="list-style-type: none"> • Design activities and experiences that help youth practice the needed skills (to develop Point B) • Sequence and scaffold prescribed activities • Match targeted needs (Point B) with appropriate facilitative coaching strategies 	<ul style="list-style-type: none"> • Intentionally design activities • Sequence prescribed activities • Group problem solving
4. Utilize Facilitative Coaching	<ul style="list-style-type: none"> • Identify teachable moments (of Point B) through direct comparisons, metaphors, and analogies • Provide key words, cues, individualized feedback, positive reinforcement • Utilize prosocial PYD-based behavioral management techniques 	<ul style="list-style-type: none"> • Intentional facilitation • Novel learning environment
5. Debrief the Experience	<ul style="list-style-type: none"> • Actively engage youth in the debriefing process • Guide the debriefing process (towards Point B) • Help youth transfer the learning through the “What-So What- Now What” approach 	<ul style="list-style-type: none"> • Real and immediate consequences • Debrief to transfer the learning
6. Evaluate the Process	<ul style="list-style-type: none"> • Evaluate each process of the “Wave” for all activities, practices, and the season as a whole • Self-reflect on the original assessments and the facilitative coaching practices used • Be self-reflexive on how facilitative coaching practices affected youth, the youth, and the team 	

The Coaching on the Wave Model

- The model helps develop a purposeful and intentional approach for facilitating sport towards PYD
 - Pre-season to post-season
 - Individual practice sessions
- The model is flexible tool that has been designed so that it can be adapted and seamlessly integrated into a wide range of sport settings

1. Assess Point A

- Develop your own coaching philosophy
 - Identify your own principles, values, and beliefs
 - Focus on youth development
 - Align with programmatic objectives
- Get to know the youth (in and out of sport)
 - Personal knowledge
 - Past experiences
 - Values, beliefs, and attitudes
 - Identify risk and protective factors
- Know your environment
 - Understand specific sport culture
 - Understand the surrounding community

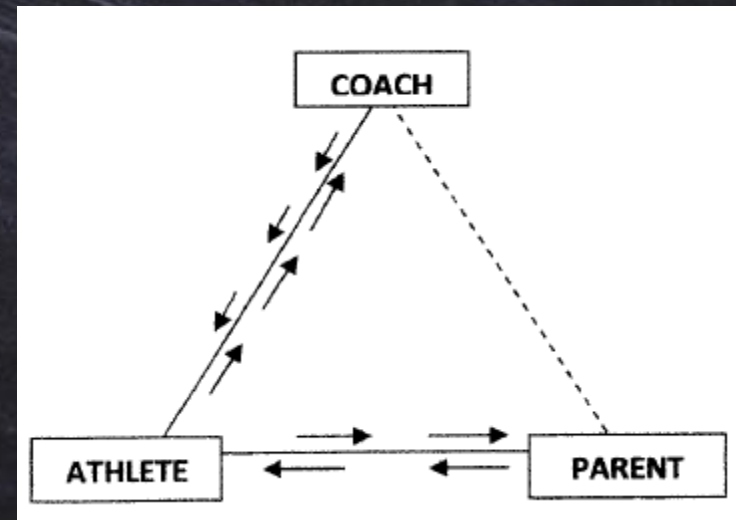
1. Assess Point A

- Assess “who showed up”
 - Individual and team levels
 - At the beginning of the season, as well as each session
- Examples:
 - Pre-season formal survey questionnaires
 - Team meetings
 - Daily check-in’s during
 - Talking and having conversations



2. Develop a Positive Team Culture

- Foster positive and supportive relationships
 - Coach-athlete partnership
 - Athletic triangle
- Collectively develop a team culture
 - Norms
 - Rules
 - Consequences



2. Develop a Positive Team Culture

- Determine the skills which need to be developed
 - Sport specific skills
 - Life skills
- Help youth identify and set realistic goals (Point B)
 - Short-term goals
 - Long-term goals



3. Intentionally Design the Experience

- Design experiences that help youth practice needed skills (to develop Point B)
 - Relevant sport-specific activities should be utilized to further teach and develop targeted outcomes
 - Integrate non-sport activities to help with generalization and the transfer of learning
- Sequence and scaffold prescribed activities
 1. Teach the general concept of the specified skill
 2. Explain and provide examples of how skills can be practiced both in and out of sport
 3. Create opportunities to practically apply and practice skills within and outside of sport
 4. Have youth report both the successes and barriers in applying such skills

3. Intentionally Design the Experience

- Match targeted needs (Point B) with appropriate facilitative coaching strategies
 - Biopsychosocial development
 - Individual personality
 - Skill and knowledge
 - Desired outcomes



4. Utilize Facilitative Coaching

- Identify “teachable moments” (of Point B)
 - Actively acknowledge exemplar moments within sport which illustrate desired youth outcomes and life skills
 - Direct comparisons
 - Metaphors
 - Analogies
- Use and provide keywords, cues, individualized feedback, and positive reinforcement

4. Utilize Facilitative Coaching

- PYD techniques
 - Utilize youth as resources
 - Use strengths-based language
 - Individualize interactions with youth
 - Remaining calm and patient
 - Be humble and have humility
 - Promote a fun and engaging atmosphere



5. Debrief the Experience

- Processing the experience helps to bring relevant and transcendent meaning to sport experiences
 - Helps to bridge the lessons and skills learned in sport with other areas of the youths' lives
 - Point A to Point B
- Guide the debriefing process towards Point B



5. Debrief the Experience

- Actively engage the youth in an open dialogue debriefing process
 - Ask open-ended questions
 - Lead the dialogue with an observation
 - Probe for deeper meanings and connections
- 3 step debriefing process
 - What?
 - So what?
 - Now what?

6. Evaluate the Process

- An opportunity to self-reflect and analyze whether the chosen assessments and coaching practices helped to successfully move the youth towards Point B
 - Evaluate each process of the “Wave”
- Evaluate individual practice sessions as well as the sport season as a whole
 - Did your facilitative coaching practice help to effectively move youth towards Point B?

6. Evaluate the Process

- Self-reflect
 - Were your original assessments, decisions, and practice appropriate?
 - Were you able to develop a positive and supportive team culture?
- Be self-reflexive
 - Did your decisions and practices align with your own coaching philosophy?
 - How did your facilitative coaching practices affected youth, the youth, and the team?



The Coaching on the Wave Model

