

Youth Sport Coaches' Perceptions of a Positive Youth Development Coach Intervention Program

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Outline

- Literature
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 - Coach Education
 - Positive Youth Development (PYD)
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Literature

■ Youth Sport

- There is a relationship between coach behaviour and youth's experiences in sport (Pelletier, Fortier, Vallerand, & Brière, 2002; Smoll & Smith, 1996).
- This relationship is mediated by the coaches role in creating the sporting environment, their goals, values, attitude, and behaviors (Smith & Smoll, 2002; Smoll & Smith, 1996).

Literature

■ Youth Sport

- Sport experiences provided opportunity for feedback which can impact youth's self-concept and self-esteem (Smith & Smoll, 2002).
- Coaches' behaviors influenced children's self-perception, enjoyment, adherence, and psychosocial development (Smith et al., 1978, 1979).

Literature

■ Coach Education

- Coach training programs influenced coaches' communication skills, players' abilities to listen and learn, and team cohesion (Newin, Bloom, & Loughead, 2008).
- Coaches who participated in education programs had athletes with increased self-esteem and self-worth, scholastic competence, and ability to work with others (Smith & Smoll, 2002; Smoll et al., 1993).
- Studies in youth sports have identified ideal behaviors for coaches to create a positive environment which promotes fun, enjoyment, skill acquisition, and increase self-esteem in youth athletes (Smith & Smoll, 2002).

Literature

■ Coach Education

- Coach Effectiveness Training program (CET: Smith & Smoll, 2002).
 - Focus on mastering skills other than beating the opponent
 - Use reinforcement and encouragement to strengthen team environment
 - Establish norms that promote help and support among players
 - Involve athletes in the decision-making process regarding the team
 - Initiate behavioral feedback and use self-monitoring

Literature

- Positive Youth Development (PYD)
 - The five ideal behaviors described in the CET are very similar to the principals of a theoretical approach called PYD.
 - PYD is a paradigm that focuses on the development of youth's talents, strengths, interests, and potentials (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004).
 - This approach offers positive experiences for youth as a way to build positive values and sustain long-term prevention of unhealthy and risky behaviors.

Literature

- Positive Youth Development (PYD)
 - PYD has been defined as the “engagement in prosocial behaviors and avoidance of health-compromising and future-jeopardizing behaviors.” (Roth et al., 1998, p. 426)
 - Five C’s (Lerner, Fisher, & Weinberg, 2000):
 - Competence
 - Confidence
 - Connection
 - Character
 - Caring and Compassion

Objective

The purpose of this study was to investigate coaches' perceptions of activities that were framed around the principles of PYD to promote social and life skills through sport.

Procedures

■ Overview

- 6 basketball or soccer teams (athletes aged 11-17)
- 2 hour workshop (Carron & Spink, 1993)
 - Introductory Stage
 - Conceptual Stage
 - Practical Stage
 - Intervention Stage
- 3 goals: promote health, education, and empowering women

Procedures

- 4 activities:
 - Practice with CIS Athlete (Goal: Education)
 - Healthy Team Meal (Goal: Health)
 - Co-ed Practice (Goal: Empowering women)
 - Hoops for health fundraiser (Goal: Health)
- Length: 45 minutes
- Frequency: every 4 weeks

Procedures

- Methods of data collection:
 - Semi-structured interviews at the end of the season
 - Average 90 minutes long
 - Main source of data
 - Pre and post-intervention forms
 - Research assistants' field notes
 - 12 trained undergraduate students
 - Reflective journal

Activities

- Practice with CIS Athlete:
 - A varsity athlete from McGill University visited the youth players during a practice and led the team through drills that were adapted to the teams' abilities.
 - After the drills, the athletes talked to the youth players about the importance of education.
 - The goal was to promote education among youth athletes.

Activities

- Healthy Team Meal:
 - Coaches and the research coordinator talked to the players about healthy food choices and took them to a nearby grocery store.
 - At the grocery store the players were told to choose and purchase food items for a pre-game meal. After buying the food, everyone met for a team meal.
 - During the team meal, the research coordinator and the coaches led a discussion using the purchased products as examples of good and bad food choices.
 - This activity was geared towards promoting health.

Activities

- Co-ed Practice:
 - Boys and girls practiced together in a collaborative (non-competitive) way.
 - The coaches chose the practice drills. They were mostly passing drills so that boys and girls had to rely on one another and work together to complete the drills.
 - This activity was geared towards empowering women by enhancing the interaction between boys and girls in a sporting environment.

Activities

- Hoops for health fundraiser:
 - The youth players held a fundraiser and donated sporting equipment to a community center that assisted underprivileged youth who typically do not engage in physical activity.
 - During the donation ceremony the youth players held a basketball workshop with the members of the community.
 - This activity was geared to promoting engagement and maintenance of active lifestyles among youth.

Results

- Coaches felt the project promoted behaviors related to the 5 C's (competence, confidence, connection, character, and caring and compassion)
- Coaches thought the activities successfully promoted: health, education, and empowering women.

Results

- Health:

“The nutritional activity that we did was very beneficial. . . . I saw the kids making choices about what to eat. A couple of weeks later, I saw them talking about it. It was very beneficial. . . . it’s in the minds of the kids now. . . . They are thinking twice about the things they put in their body. .”

Results

- Education:

“I think the activity was good for some players education wise. . . . [One] player’s mother told me “Last year he didn’t do homework and this year he is doing it”. Actually a good example was a month ago, she said that he was called to go out but he said “No, I’m going to go do homework”, because he had basketball on the weekend and no time. This was a big surprise. Last year supposedly, he would have chosen to go out instead.”

Results

- Empowering women:

“I think the players learned to respect the opposite gender. I think that is something wasn't there before, because as they are growing up they think “Oh... girls” (negative tone), that kind of thing. Now they are becoming more aware of the opposite gender and having the opportunity to play with them gives them new found respect. I think it was a very good activity. . . . In that [activity] there were a couple of moments that I saw they were starting to get competitive. They knocked into each other and they would stop and give a hand to help lift the other player up. I thought that was pretty good. It went both ways.”

Conclusions

- Youth sport coaches had positive perceptions of the use of PYD strategies in sport.
- The coaches felt that the PYD activities were successfully implemented in sports and promoted social and life skills to youth athletes. Namely, health, education, and empowering women.
- In addition, the coaches felt the activities built team cohesion and improved communication between youth players.

"Sport has the power to change the world. It has the power to unite in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination."

Nelson Mandela

Thank you

Questions / Comments