



COACHING SOCIAL AND EMOTIONAL LEARNING IN YOUTH SPORTS

September 21, 2018

Welcome & Introductions

**Share your name, employer and a positive sports memory in
“tweet form”**



AGENDA

10:00-10:15 AM	Welcome & Introductions
10:20-11:00 AM	<i>Voices from the Field: Coaches & Athletes</i>
11:00-11:10 AM	BREAK
11:10-12:00 PM	<i>Evidence-Based Practices to Develop Social and Emotional Skills in Youth Sports</i>
12:00-12:30 PM	Visioning Activity
12:30-1:15 PM	LUNCH
1:15-1:20 PM	Reconvening videos
1:20-2:15 PM	<i>Adult Practices and Contextual Factors Supporting Social and Emotional Skill Development</i>
2:15-2:30 PM	Presentation of Calls for Coaches Framework
2:30-2:45 PM	BREAK
2:45-4:00 PM	Breakout Groups & Shareouts
4:00-4:15 PM	Closing Remarks

VOICES FROM THE FIELD: COACHES & ATHLETES



SPORTS & SOCIETY
A PROGRAM OF THE ASPEN INSTITUTE



THE ASPEN INSTITUTE
NATIONAL COMMISSION
ON SOCIAL, EMOTIONAL, &
ACADEMIC DEVELOPMENT

***PANEL DISCUSSION:
EVIDENCE-BASED
PRACTICES TO DEVELOP
SOCIAL AND EMOTIONAL
SKILLS IN YOUTH SPORTS***

Girls on the Run



What we do





**In 2016, an independent study
evaluated the impact of
Girls on the Run**

Where girls made their greatest gains

CONNECTION

How supported they
felt by their peers



CONFIDENCE

How much they liked
the kind of person they
are



Increased physical activity

**GIRLS WHO WERE
LEAST ACTIVE
AT THE START
INCREASED IN
PHYSICAL ACTIVITY**

BY MORE THAN 40%



Girls on the Run participants were **significantly more likely** than girls in physical education or organized sports programs to **learn and use life skills** including:



MANAGE
EMOTIONS



RESOLVE
CONFLICTS



HELP
OTHERS




INTENTIONAL
DECISION-MAKING

“If someone is picking on you,
or making you feel bad about yourself
and angry, you just need to
STOP, BREATHE, THINK AND RESPOND.”

- Sasha, age 9



PLAYWORKS.ORG



**We believe in the
power of play to
bring out the best
in every kid.**

Playworks helps kids be
active and build valuable
social and emotional skills
through play.

Why Play Matters

Play powers

Social and Emotional Learning.

Social and emotional skills include demonstrating empathy and a sense of fairness, cooperating, and treating others with respect.

Over **90%** of educators at our schools agree that Playworks¹

increases student **cooperation with others**

increases students' **ability to focus in class**

increases student **use of conflict resolution strategies**

increases student **feelings of inclusion**

Elementary students with strong social and emotional skills are²



54% more likely to **earn a high school diploma**

2x

as likely to **attain a college degree**



46% more likely to **have a full-time job by age 25**



PLAYWORKS

PLAYWORKS SCHOOLS HAVE LESS BULLYING

43%
LESS



PLAYWORKS SCHOOLS HAVE LESS BULLYING

43%
LESS



84%

of Junior Coaches experienced improvement in social and emotional skills.³ Through the program they gain the skills they need for leadership and life.



PLAYWORKS

Linking Playworks activities to SEL skill development

SEL SKILL	DEFINITION	PLAYWORKS APPROACH
Self-Management	Regulating emotions, thoughts, and behaviors effectively, including controlling impulses and setting and working toward goals	Games where students learn to control physical movement, practice adherence to game rules, manage frustration or disappointment. <i>Examples:</i> Attention getters, Games that use recycle lines or managed competitive games (i.e. 3 line soccer).
Positive Relationships (or Relationship Skills)	Establishing healthy relationships with diverse individuals and groups, Includes communicating clearly, cooperating, negotiating conflict constructively and seeking and offering help	Opportunities for building social bonds, communicating effectively, group interaction and use of conflict resolution. <i>Examples:</i> Games that use Ro Sham Bo, cooperative games, games where everyone is “It” and everyone can release everyone else from being tagged. Adult invitations to join games.
Social Awareness and Empathy	Taking the perspective of and empathizing with others from diverse backgrounds, understanding social norms for behavior. Includes accepting others with sensitivity, contributing to constructive communication and successfully resolving conflicts	Encouraging students to take the perspective of others or work collaboratively. <i>Examples:</i> Adult invitation to play, group agreements, games that teach inclusion or help youth accept those who are different. Adapting games to enable all kids to play. Games that involve active listening, paying attention to the behavior of others and intentional debriefing.

Coaching Corps

We believe every young person should have a caring and consistent adult outside the home who helps them learn and grow.

We build on the great work of after-school programs in underserved communities.

1. Recruit, train, place and support volunteer coaches
2. Train and support after-school coaches

Coaching Corps

Coach Trainings

- 1) Coaching for Youth Development
- 2) Coaching for Character
- 3) Coaching for Empathy

Coach Support

- 1) Social Learning
- 2) Mentorship
- 3) Tools and Resources

Coaching Corps

What We Have Learned

- Meet coaches where they are
- Include research and community in design
- Simple and seamless
- Coaches demonstrate learning of concepts
- Coach Support - The importance of 'After the Training'

Visioning Activity: 30 minutes

GOAL: Advisors will help develop a vision of a coach who successfully supports social and emotional skill development.

1. Individual definitions
2. Group definitions on chart paper
3. Chart paper hung on glass prior to lunch

Masters of Social Learning



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Kids Playing Sports: Ages 6-12



Positive Youth Development Through Sport

Adult Practices and Contextual Factors Supporting Social and Emotional Skill Development

Daniel Gould

Institute for the Study of Youth Sports

Michigan State University



Keys To PYD Through Sport

- **The Importance of Coaches/Adults**
 - Positive Coaching Styles
 - Foster Positive Coach-Athlete Relationships
 - “Intentional” Teaching and/or Fostering of Social Emotional/Life Skills
 - Positive Role Models (e.g., Coaches who demonstrate life skills themselves)
- **The Sport Context and Climate**
 - Task Oriented Climates
 - Caring Climates

Frontline Issues

- Recreational Versus Competitive Pathways Differences
- GenZ or I-gen Youth are More Susceptibility to Stress and Mental Health Issues
- The Importance of Fostering Independence, Allowing Young People to Experience Measured Failure and Setbacks and Learn Emotional Regulation Skills from Those Setbacks and Failures
- Social-Emotional Skills “Sport to Life” Transfer

Transfer Considerations

Pierce, Gould & Camire (2016)

- Individual
- Learning Context
 - Demands of the sport
 - Program design
 - Coaching strategies
- Transfer Context
 - Similarity
 - Opportunities
 - Support
 - Rewards
- Transfer Type
 - Positive
 - Negative

Original Research Articles

Gould, D., Collins, K., Lauer, L., & Chung, Y. (2007). Coaching life skills through football: A study of award winning high school coaches. *Journal of Applied Sport Psychology*, 19(1), 16-37.

Collins, K., Gould, D., Lauer, L., & Chung, Y. (2009). Coaching life skills through football: Philosophical beliefs of outstanding high school football coaches. *International Journal of Coaching Science*, 3(1), 1-26.

Gould, D., Flett, M. R., & Lauer, L. (2012). The relationship between psychosocial developmental and the sports climate experienced by underserved youth. *Psychology of Sport & Exercise*, 13(1), 80-87.

Flett, M. R., Gould, D., Griffes, K. R., & Lauer, L. (2012). The views of more versus less experienced coaches in underserved communities. *International Journal of Coaching Science*, 6(1), 3-26.

Gould, D., Voelker, D. K., & Griffes, K. (2013). How coaches mentor team captains. *The Sport Psychologist*, 27, 13-26.

Flett, M. R., Gould, D., Griffes, K. R., & Lauer, L. (2013). Tough love for underserved youth: A comparison of more and less effective coaching. *The Sport Psychologist*, 27, 325-337.

Pierce, S., Gould, D., Cowburn, I., & Driska, A. (2016). Understanding the process of psychological development in young athletes attending an intensive wrestling camp. *Qualitative Research in Sport & Exercise*, 8(4), 332-351.

Driska, A. P., Gould, D., Pierce, S., & Cowburn, I. H. J. (2017). Understanding psychological change in adolescent wrestlers participating in an intensive training camp: A mixed method investigation. *International Journal of Sport Psychology*, 48(3), 303-330.

Review Articles and Book Chapters

Gould, D., & Carson, S. (2008). Personal development through sport. In Hebestreit, H., & Bar-Or, O. (eds.), *The Encyclopedia of Sports Medicine - The Young Athlete* (pp. 287-301). Oxford: Blackwell Science.

Gould, D., Carson, S., & Blanton, J. (2013). Coaching life skills. In Protrac, P., Gilbert, W., & Denison, J. (eds.). *Routledge handbook of sports coaching* (pp. 259-270). London: Routledge.

Gould, D., Cowburn, I., & Shields, A. (2014). *"Sports for all" - summary of the evidence of psychological and social outcomes of participation*. Elevate Health Series 15 (3)(Presidents Council on Fitness, Sports and Nutrition Science Board, Rockville, MD.

Gould, D., & Westfall, S. (2014). Promoting life skills in children and youth: Applications to sport contexts. In A. Rui Gomes, R. Resende, & A. Albuquerque (eds.). *Positive human functioning from a multidimensional perspective. Vol. 2: Promoting healthy lifestyles* (pp. 53-77). NY: Nova.

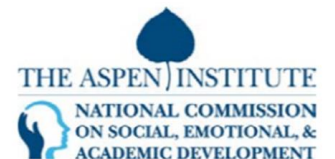
Gould, D. (2016). Leadership as a life skill in youth sports. In N. L. Holt (Ed.), *Positive youth development through sport* (2nd ed.) (pp. 151-167). London: Routledge.

Gould, D. (2016). Quality coaching counts. *Phi Delta Kappan*, 97(8), 13-28.

Pierce, S., Gould, D., & Camiré, M. (2016). Definition and model of life skills transfer. *International Review of Sport and Exercise Psychology*, 10(1), 186-211.



Coaches as Implementors of Quality Practices & Strategies to Communicate with Coaches



Coaching Social and Emotional Skills in Youth Sports
September 21, 2018

Wade Gilbert, PhD
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An Integrative Definition of Coaching Effectiveness and Expertise

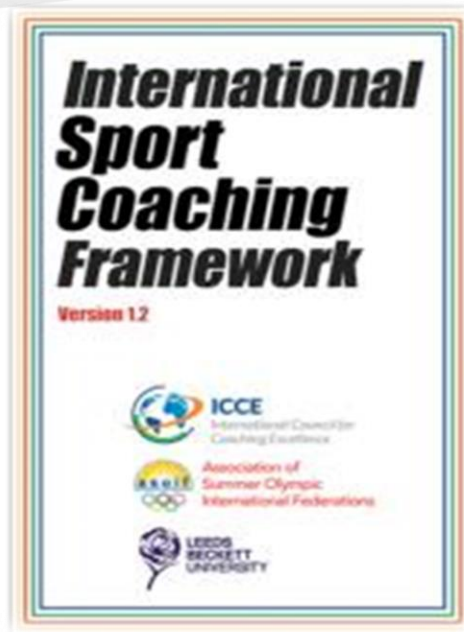
by

Jean Côté and Wade Gilbert

Reprinted from

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Volume 4 • Number 3 • 2009



UNITED STATES OLYMPIC COMMITTEE

Quality Coaching Framework

TEAM
USA

The Pyramid of Teaching Success in Sport: Lessons from Applied Science and Effective Coaches

WADE GILBERT

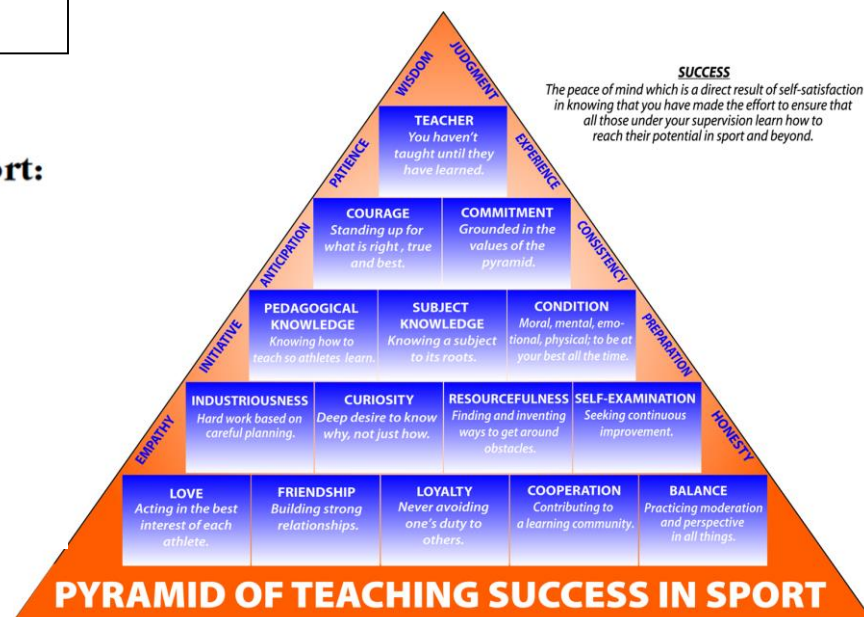
California State University, Fresno, California, USA

SWEN NATER and MARK SIWIK

BeLikeCoach, Cleveland, Ohio, USA

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PYRAMID OF TEACHING SUCCESS IN SPORT

© 2010 BeLikeCoach, Inc.

QUALITY COACHING

COACHES' KNOWLEDGE

Professional knowledge

Interpersonal knowledge

Intrapersonal knowledge

ATHLETES' OUTCOMES

Competence

Confidence

Connection

Character



Leverage Points – A Systems Approach

**Long Term Program Development (LTPD):
An Interdisciplinary Framework for Developing
Athletes, Coaches, and Sport Programs**

Mark Siwik, Alan Lambert, Doug Saylor,
Rachael Bertram, Cara Cocchiarella, and Wade Gilbert
BeLikeCoach, USA

International Sport Coaching Journal, 2015, 2, 305-316
<http://dx.doi.org/10.1123/iscj.2015-0075>
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- Developing a caring climate – not just the coach
- Standardize operating procedures
 - Prosocial norms (*how we act around here*)
 - Toolbox vs. training approach
 - Leverage naturally occurring moments...

DUG-OUT BEHAVIOR CHECKLIST

DO's

- Watch the game (sit on bench or stand behind fence)
- Listen to for coach feedback and instructions
- Cheer for your teammates
- Keep your hat on
- Keep your glove on or stored nearby (under bench)

DON'Ts

- Climb the fences
- Empty teammate water bottles
- Stomp on teammate water bottles
- Swing bats
- Throwing ANYTHING (at ANYONE)



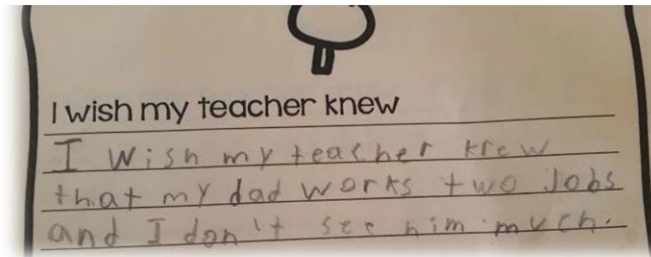
What Kids Wish Their Teachers Knew

By Donna De La Cruz

Aug. 31, 2016



When Kyle Schwartz started teaching third grade at Doull Elementary School in Denver, she wanted to get to know her students better. She asked them to finish the sentence "I wish my teacher knew."



Hoover Athletics @HSPatesAth · Sep 11

Hoover Athlete of the Week! Rachel Perry from Girls Water Polo! Coach Tiffany Jones nominated her for her outstanding play in goal. Thank you Port of Subs for your support!



Follow

A new study finds that greeting students at the door increases engagement by 20% and reduces disruptions by 9%—effectively adding 1 hour of learning per day.

edut.to/2N8NH65



Fresno Monsters Youth Hockey Player Profile Card

Directions: Complete with your Monsters hockey player and return to your coach within 1 week

Player Name: _____

Favorite Position (please note that players may be asked to play all positions at some point throughout the season to improve their game sense): _____

Favorite Hockey Team: _____

Favorite Hockey Player: _____

What they like most about this hockey player: _____

One thing we should know about your player that will help us better coach your player: _____

Rate your player's ability on each of the 4 C's of player development:

4 C's of Player Development	Current Rating									
	Weak					Strong				
Competence: ABC's-Skating, Puck Control, Shooting, Passing, and Positioning, Team Concepts/Systems, Physical Conditioning	1	2	3	4	5	6	7	8	9	10
Confidence: Mental toughness, Resilience, Grit	1	2	3	4	5	6	7	8	9	10
Connection: Good Teammate, Communication Skills (with teammates, coaches, officials)	1	2	3	4	5	6	7	8	9	10
Character: Play with Integrity, Respect (others, the game, team values and club standards)	1	2	3	4	5	6	7	8	9	10
Overall player development rating (add scores)										

List 2 hockey skills that your player would most like to get better at this season (be as specific as possible; for example, instead of listing 'shooting', list the specific type of shot he/she would like to improve – wrist, snap, slap, backhand, deflection, one-timer).

- _____
- _____

THANK YOU FOR HELPING US MAKE THIS SEASON A GREAT ONE FOR YOU AND YOUR PLAYER!

Hard Hat Reflects Blue-Collar Attitude

By REBECCA A. COMPTON, CONTRIBUTING WRITER December 7, 2006



Coaching Social and Emotional Skills in Youth Sports

September 21, 2018

Sports and Society, The Aspen Institute

Jennifer Kahn



Agenda

I. Development of the guidelines

Research and Process

II. Guidelines for coaches and other adults


A framework for coaches

Development

Research & Process

Research Process

Key themes across relevant literature

- 
- Social and emotional learning (SEL)
 - Character
 - Positive youth development (PYD)
 - Sports psychology
 - Evidence based programs developed to build SEL and related competencies in school, out-of-school time, and in sports settings

Guideline Development

Key themes



Guidelines

A framework for coaches and other adults

Guidelines

1. Build positive adult-youth relationships

- Developmentally and culturally appropriate
- Meaning and connection
- Build and progress over time

Guidelines

2. Create a safe space that supports social and emotional learning

- Safe, supportive, respectful
- Norms and expectation

Guidelines

3. Embody effective leadership strategies that emphasize effort, autonomy, and learning

- Mastery-oriented
- Positive substantive feedback
- Supports autonomy

Guidelines

4. Prioritize social and emotional learning and provide opportunities for direct skill building and practice
 - Intentional skill building
 - Opportunities for practice
 - Model and scaffold

Guidelines

5. Model positive behavior and social and emotional skills

- Model and scaffold
- Take advantage of opportunities to discuss and apply skills

Guidelines

6. Seek opportunities for support, training, and professional development

- Collaborate with others
- Reflect
- Build knowledge

Guidelines

7. Seek opportunities to engage with families, schools, and other community organizations
 - Build consistency across settings
 - Share information about SEL
 - Include all youth

Acknowledgements

EASEL Lab at the Harvard Graduate School of Education

Stephanie Jones, Rebecca Bailey, and EASEL Lab staff

Sports and Society, A Program of the Aspen Institute

Thank you!

Creating Calls for Coaches Activity: 45 minutes

GOAL: Participants will take the research guidelines in the draft white paper and compose their 2 strongest recommendations, or “Calls for Coaches.”

1. Make a list strategies, ideas, or examples of high-quality coach practices.
2. Assign a staff notetaker in every group to capture discussion.
3. In the last 15 minutes, pick your top 2 ideas of a “Effective Coaching Strategies.”
4. Each group to share out.
5. Red dot/green dot the ones that resonate – or don’t

Thank you!

We welcome any feedback or comments. Please contact Tom Farrey at tom.farrey@aspeninstitute.org or Jennifer Brown Lerner at jennifer.lerner@aspeninstitute.org.

