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  Voices from the Field: Coaches & Athletes
11:00-11:10 AM  BREAK
11:10-12:00 PM  Evidence-Based Practices to Develop Social and Emotional Skills in Youth Sports
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    Adult Practices and Contextual Factors Supporting Social and Emotional Skill Development
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
PANEL DISCUSSION: EVIDENCE-BASED PRACTICES TO DEVELOP SOCIAL AND EMOTIONAL SKILLS IN YOUTH SPORTS
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:
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
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.**

- Over 90% of educators at our schools agree that Playworks increases student cooperation with others.
- Elementary students with strong social and emotional skills are 54% more likely to earn a high school diploma.
- Playworks increases students' ability to focus in class and are 2x as likely to attain a college degree.
- Playworks increases student use of conflict resolution strategies and are 46% more likely to have a full-time job by age 25.
- Playworks increases student feelings of inclusion.
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. Through the program they gain the skills they need for leadership and life.
## Linking Playworks activities to SEL skill development

<table>
<thead>
<tr>
<th>SEL SKILL</th>
<th>DEFINITION</th>
<th>PLAYWORKS APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>Regulating emotions, thoughts, and behaviors effectively, including controlling impulses and setting and working toward goals</td>
<td>Games where students learn to control physical movement, practice adherence to game rules, manage frustration or disappointment. <em>Examples</em>: Attention getters, Games that use recycle lines or managed competitive games (i.e. 3 line soccer).</td>
</tr>
<tr>
<td>Positive Relationships (or Relationship Skills)</td>
<td>Establishing healthy relationships with diverse individuals and groups, Includes communicating clearly, cooperating, negotiating conflict constructively and seeking and offering help</td>
<td>Opportunities for building social bonds, communicating effectively, group interaction and use of conflict resolution. <em>Examples</em>: 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.</td>
</tr>
<tr>
<td>Social Awareness and Empathy</td>
<td>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</td>
<td>Encouraging students to take the perspective of others or work collaboratively. <em>Examples</em>: 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.</td>
</tr>
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</table>
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
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


Review Articles and Book Chapters


Coaches as Implementors of Quality Practices & Strategies to Communicate with Coaches
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
BelieberCoach, Cleveland, Ohio, USA

RONALD GALLMORE
University of California, Los Angeles, California, USA

International Sport Coaching Framework

Volume 4 · Number 3 · 2009
Leverage Points – A Systems Approach

- 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…

*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](http://dx.doi.org/10.1123/iscj.2015-0075)
© 2015 Human Kinetics, Inc.
**DUG-OUT BEHAVIOR CHECKLIST**

**DO's**
- Watch the game (sit on bench or stand behind fence)
- Listen 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)

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**What Kids Wish Their Teachers Knew**

By Donna De La Cruz

Aug. 31, 2016

When Kyle Schwartz started teaching third grade at Douil 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…”

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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.io/2N8NH65

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**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 skills):

**Favorite Hockey Team:**

**Favorite Hockey Player:**

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

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**4 Cs of Player Development**

<table>
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<tr>
<th>4 Cs of Player Development</th>
<th>Current Rating</th>
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<tbody>
<tr>
<td>Competence: ABC’s (skating, puck control, shooting, passing)</td>
<td>Strong</td>
</tr>
<tr>
<td>Teamwork: Team Concepts/Systems, Physical Conditioning</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Confidence: Mental toughness, Resilience, Grit</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Connection: Good teammates, Communication Skills (with teammates, coaches, officials)</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Character: Play with integrity, respect others, the game, team values, club standards</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
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**edutopia**

Follow

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**Hard Hat Reflects Blue-Collar Attitude**

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Coaching Social and Emotional Skills in Youth Sports

September 21, 2018
Sports and Society, The Aspen Institute
Jennifer Kahn
I. Development of the guidelines
   Research and Process

II. Guidelines for coaches and other adults
   A framework for coaches
Development

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
Guidelines

A framework for coaches and other adults
1. Build positive adult-youth relationships
   • Developmentally and culturally appropriate
   • Meaning and connection
   • Build and progress over time
2. Create a safe space that supports social and emotional learning
   • Safe, supportive, respectful
   • Norms and expectation
3. Embody effective leadership strategies that emphasize effort, autonomy, and learning
   - Mastery-oriented
   - Positive substantive feedback
   - Supports autonomy
4. Prioritize social and emotional learning and provide opportunities for direct skill building and practice

- Intentional skill building
- Opportunities for practice
- Model and scaffold
5. Model positive behavior and social and emotional skills
   • Model and scaffold
   • Take advantage of opportunities to discuss and apply skills
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
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.