

The Coaching for Life Skills Training Program for High School Coaches



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Effects of participation in school sports on academic and social functioning



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ABSTRACT

For many students, school-organized sports play an important role in students' academic and social experiences. This study focuses on the effects of participation in school-organized sports on academic achievement and students' perceptions of family support, teacher and community support, and school safety. Data were obtained from the 2010 administration of the Minnesota Student Survey, resulting in a total sample of 29,535 12th grade students of which 12,849 participated regularly (at least 1–2 times per week) in school-organized sports. Propensity score matching was used to match similar students who voluntarily participated in school sports with those who were not involved in any school sports. Participation in school sports was associated with higher GPAs, favorable perceptions of school safety, and increased perceptions of family and teacher/community support. Guidance for parents, educators, and policymakers on how to further promote students' academic and social success are discussed.

Original article

High School Sports Involvement Diminishes the Association Between Childhood Conduct Disorder and Adult Antisocial Behavior

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A B S T R A C T

Purpose: Life course–persistent antisocial behavior manifests as a display of aggressive and antisocial behavior beginning in childhood (conduct disorder [CD]) and lasting through adulthood (adult antisocial personality disorder). This study aimed to build on prior research by evaluating whether involvement in high school sports helped attenuate the association between CD and subsequent adult antisocial behavior (AAB).

Methods: A prospective sample of 967 male and female adolescents (56% adopted) was used. Structured interviews were used to assess CD (symptoms before the age of 15 years), involvement in sports during high school, and past-year adult antisocial personality disorder symptoms in young adulthood (*M* age = 22.4 years).

Results: As expected, the association between CD and AAB was significantly less for those involved in sports ($\beta = .28$; $p < .001$) compared with those not involved in sports ($\beta = .49$; $p < .001$), $\chi^2(1) = 4.13$; $p = .04$. This difference remained after including known covariates of antisocial behavior in the model (age, gender, adoption status), and results were consistent across males and females. Involvement in other extracurricular activities (e.g., student government, plays, clubs) did not significantly moderate the relationship between CD and AAB.

Conclusions: Although selection effects were evident (those with more CD symptoms were less likely to be involved in sports), findings nevertheless suggest high school sports involvement may be a notable factor related to disrupting persistent antisocial behavior beginning in childhood and adolescence and lasting through young adulthood. Implications are discussed.

IMPLICATIONS AND CONTRIBUTION

Although selection effects are evident, high school involvement in sports, but not other extracurricular activities, appears to offset risk for life course–persistent antisocial behavior. Findings suggest sports involvement is a unique protective factor for children exhibiting externalizing behaviors. Experimental research is needed to tease apart causal effects.

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A grounded theory of positive youth development through sport based on results from a qualitative meta-study

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ABSTRACT

The overall purpose of this study was to create a model of positive youth development (PYD) through sport grounded in the extant qualitative literature. More specifically, the first objective was to review and evaluate qualitative studies of PYD in sport. The second objective was to analyze and synthesize findings from these studies. Following record identification and screening, 63

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Children; parents; coaches;
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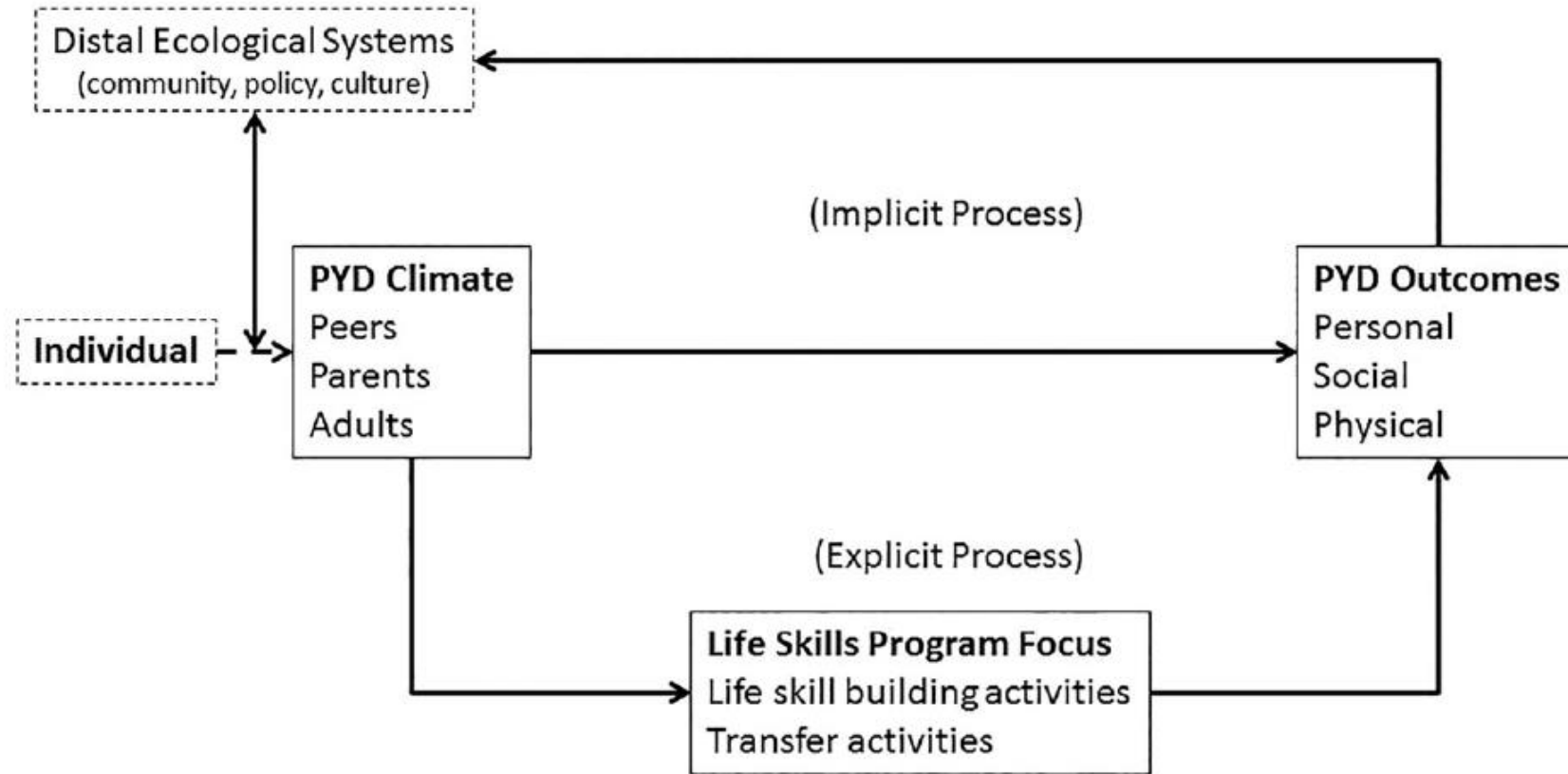



Figure 2. Model of PYD through sport.



The Implicit/Explicit Continuum of Life Skills Development and Transfer

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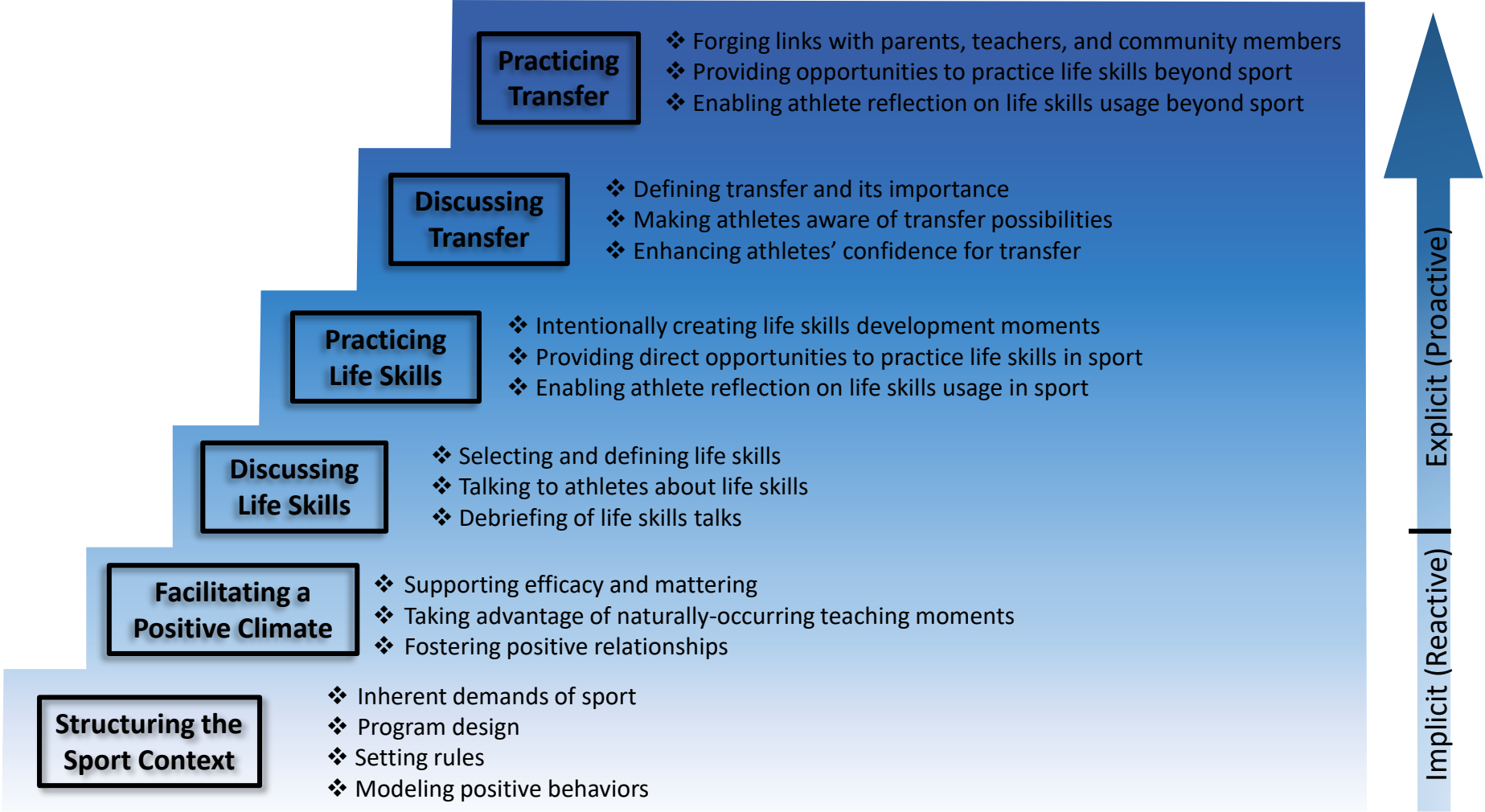
ABSTRACT

There is an ongoing discussion as to how life skills development and transfer should be addressed. Previously, researchers have proposed an implicit/explicit dichotomy to explain how life skills teaching occurs. As research within the area of sport-based youth development continues to progress, a model is needed to delineate the varying levels of implicitness/explicitness at which coaches can facilitate life skills development and transfer. Within this article, an implicit/explicit continuum of life skills development and transfer is presented and distributed across six levels: (a) structuring the sport context, (b) facilitating a positive climate, (c) discussing life skills, (d) practicing life skills, (e) discussing transfer, and (f) practicing transfer. The levels found within the continuum are grounded in existing sport psychology literature. Conceptually, researchers can use the continuum to empirically situate how coaches teach life skills. Practically, the continuum can help coaches frame their approach to life skills development and transfer.

KEYWORDS

Positive youth development;
life skills; youth sport;
coaching; intentionality;
sport; coaches

Life Skills Continuum



Profiling the Canadian High School Teacher-Coach: A National Survey

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University of Ottawa

Each academic year, a large number of teachers voluntarily assume coaching positions in Canadian high schools and thus undertake the dual role of teacher-coach. To date, much of the scholarship on teacher-coaches has been conducted with small samples of participants and as such, the conclusions that can be drawn about the status of the Canadian teacher-coach are limited. The purpose of the current study was to profile the Canadian high school teacher-coach using a national sample. A total of 3062 teacher-coaches (males = 2046, 67%) emanating from all Canadian provinces and territories completed a questionnaire examining personal background and work conditions. Results indicated that aspects of teacher-coaches' personal background significantly influenced the benefits and challenges they perceived from coaching as well as the recommendations they suggested to improve their coaching experience. The recommendations put forth by the teacher-coaches to improve their work conditions must be earnestly considered by school administrators to ensure the long-term viability of the Canadian high school sport system, which is largely sustained by dedicated volunteers.

Keywords: coaches, youth sport, development, working conditions

Coaches play an integral role in the personal development of young athletes, a notion recently emphasized in the International Olympic Committee's consensus statement on youth athletic development (Bergeron et

as an extracurricular activity, therefore undertaking the dual role of teacher-coach at their school (School Sport Canada, 2013). As such, a high school teacher-coach is defined as a teacher, by profession, who voluntarily



Table 5 Descriptive Statistics for Teacher-Coach Recommendations

Initiative	Usefulness of Recommendation	
	<i>M</i>	<i>SD</i>
Having Schools Cover Coach Education Fees	6.45	1.08
Recognizing Coach Education as PD	6.28	1.27
Having PA Days for Coach Education	6.26	1.27
Being Compensated in Time	6.00	1.58
Receiving more Resources from School Boards	5.87	1.59
Designating Sport Administrative Assistants	5.61	1.74
Integrating Sport in the School Curriculum	5.47	1.74
Accessing Internet Coach Education	5.40	1.82
Reducing Administrative Duties	5.35	1.78
Being Compensated Financially	5.31	1.99
Having a Daycare on School Premises	3.54	2.39

Note. PD = Professional Development; PA = Professional Activity; Range (1.00–7.00).

Informing priorities for coaching education: Perspectives from youth sport leaders

Tarkington J Newman^{1,2}, Robert M Ortega²,
Leeann M Lower³ and Lauren M Paluta¹

Abstract

Central to the ability of successfully facilitating sport participation toward positive developmental outcomes is the youth sport leader. Youth sport leaders are responsible for addressing the many stressors and risk factors that youth encounter in both sport and life. However, a majority of youth sport leaders do not receive coaching education or training, especially in regards to youth development. The purpose of this study was to gain a greater understanding of the various factors, which affect youth sport leaders, their team, and the community in which they coach. The four key areas of team building/teamwork, parental influence/involvement, sportsmanship, and teaching life skills emerged. By better understanding the issues within youth sport, researchers will be more aware of the most relevant issues to guide future research and to inform the development of coaching education. Moreover, youth sport leaders will be better equipped and prepared to maximize youth development through sport participation.

Keywords

Coaching education, coaching, youth sport, sport-based positive youth development, youth sport leader

Table 2. Frequency statistics of youth sport topics selected for entire sample.

Youth sport topic	<i>n</i>	<i>f</i>	%
Team building/teamwork	119	65	54.62
Parental influence/involvement	119	57	47.90
Sportsmanship	119	49	41.18
Teaching life skills	119	48	40.34
Coach–athlete relationship	119	42	35.29
Communication effectiveness	119	42	35.29
Individual goals/egos	119	40	33.61
Positive youth development	119	35	29.41
Time management	119	27	22.69
Peer pressures	119	23	19.33
Quest for autonomy	119	22	18.49
Social media	119	21	17.65
Empowering the concept of academics before athletics	119	20	16.81
Societal influences	119	18	15.13

Coaching for
Life Skills



Evaluation of the Pilot Implementation of the Coaching for Life Skills Program

Martin Camiré and Kelsey Kendellen

University of Ottawa

Scott Rathwell

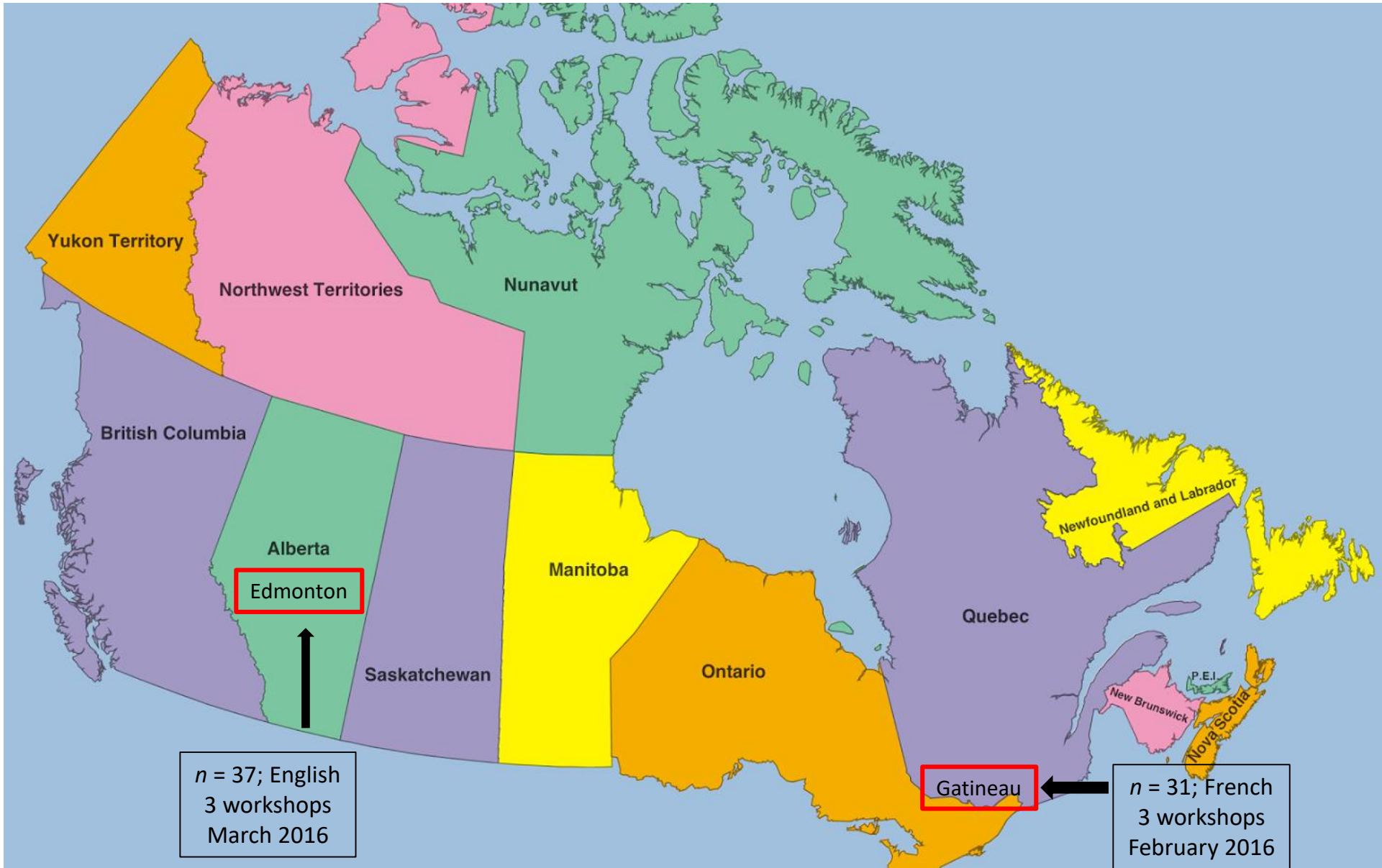
University of Lethbridge

Evelyne Felber Charbonneau

University of Calgary

Many forms of mainstream coach education continue to sparingly address content specifically related to positive youth development and/or life skills, instead maintaining a focus on the technical and tactical aspects of sport. The purpose of the paper is to present the evaluation findings of the pilot implementation of the Coaching for Life Skills program, designed to serve coaches operating in the context of high school sport. The study qualitatively explored what participants believed they experienced during their participation in the Coaching for Life Skills program, which was delivered to 68 Canadian high school coaches. Participants took part in one of six three-hour workshop (i.e., three workshops in English, three workshops in French). Of these 68 coaches, 10 voluntarily agreed to take part in individual semi-structured interviews. Findings demonstrated how the participants believed they learned important elements related to the coaching of life skills, particularly in terms of increasing their awareness of life skills, improving coach-athlete relationships, and employing coaching strategies that deliberately target life skills development and transfer.

Keywords: awareness, high school, philosophy, transfer



““Yeah I did some [life skills] last year, two-three times. But after I saw [CLS activities], I was like, ‘wow, good idea!’ I want to do more next year, really include it. I’ve looked into volunteering at the soup kitchen. Starting next year, we’ll work even more on life skills.”



“**Being online** would be huge because everyone is busy coaching, it would be really easy to do it online and on your own time... An athletic department head needs this information to distribute to the new coaches they have coming into the school to say ‘this is the way we approach coaching high school sport’”



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Unit 1: What are Life Skills?

Unit 2: Establishing a Developmentally Sound Coaching Philosophy

Unit 3: Nurturing Strong Coach-Athlete Relationships

Unit 4: Strategies for Coaching Life Skills

Unit 5: Strategies for Transferring Life Skills

Conclusion

Unit 1: What are Life Skills?

Coaching for
Life Skills 

‘Coaches of youth athletes play a pivotal role in determining whether sport systems promote lifelong participation, provide opportunities for peak athlete performance, and shape personal development’

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Consensus statement



Editor's choice
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International Olympic Committee consensus statement on youth athletic development

Michael F Bergeron,^{1,2} Margo Mountjoy,^{3,4} Neil Armstrong,⁵ Michael Chia,⁶ Jean Côté,⁷ Carolyn A Emery,⁸ Avery Faigenbaum,⁹ Gary Hall Jr,¹⁰ Susi Kriemler,¹¹ Michel Léglise,¹² Robert M Malina,^{13,14} Anne Marte Pensgaard,¹⁵ Alex Sanchez,¹⁶ Torbjørn Soligard,¹⁷ Jonunn Sundgot-Borgen,¹⁸ Willem van Mechelen,^{19,20,21} Juanita R Weissensteiner,²² Lars Engebretsen^{17,23}

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ABSTRACT

The health, fitness and other advantages of youth sports participation are well recognised. However, there are considerable challenges for all stakeholders involved—especially youth athletes—in trying to maintain inclusive, sustainable and enjoyable participation and success for all levels of individual athletic achievement. In an effort to advance a more unified, evidence-informed approach to youth athlete development, the IOC critically evaluated the current state of science and practice of youth athlete development and presented recommendations for developing healthy, resilient and capable youth athletes, while providing opportunities for all levels of sport participation and success. The IOC further challenges all youth and other sport governing bodies to embrace and implement these recommended guiding principles.

INTRODUCTION

The goal is clear: Develop healthy, capable and resilient young athletes, while attaining widespread, inclusive, sustainable and enjoyable participation and success for all levels of individual athletic achievement. Yet, this is a considerable challenge for all stakeholders in youth sports—parents, coaches, administrators, sport governing bodies and, especially, youth athletes.

The process begins with a subjective assessment of potential talent, followed by a structured programme of training in a specific sport. However, the limited success of talent identification and athlete development programmes is not surprising, as the model of athlete development is built on an individually unique and constantly changing base, including the demands of normal physical growth, biological maturation and behavioural development, and their interactions.^{1–3} Athletic development is also multidimensional and difficult to assess in youth, and the trajectories from the novice to elite levels can vary greatly among athletes. Adding to the complexity, the demands of specific sports are superimposed on this dynamic, integrated scheme. Moreover, the development of sport-specific skills, motivation and behaviours in an integrated learning culture is not well characterised, and, given the selectivity and exclusivity of sport, it is the choice athletes who generally receive the most attention in research. Accordingly, less is known about those who are systematically excluded (cut), who drop out (voluntarily withdraw) or are injured, along with

contributing factors such as overuse, overtraining and burnout.

There is also an urgent need to extend our views of youth athlete development to include the ‘culture’ of specific sports and youth sports in general, including the underlying philosophy for developing youth athletes, the systems of specific sports and interactions between athletes, coaching styles and practices, the effects on youth athletes from parental expectations and the view of youth athletes as commodities, which is often intrinsic with a fine line between objectivity and sensationalism.

In an effort to advance a more unified, evidence-informed approach to youth athlete development, the IOC convened a consensus meeting of experts in the field in November 2014. The group was charged with two tasks:

1. Highlight key considerations and challenges in competitive youth sport, and critically evaluate the current state of science and practice of youth athlete development;
2. Create guidelines for a sustainable model to develop healthy, resilient and capable youth athletes, while providing opportunities for all levels of sport participation and success.

MATURATION

Assessment of biological maturity

Biological maturation is an ongoing process that begins prenatally and continues through approximately the first two decades of postnatal life. Outcomes of the underlying biological processes are observed, assessed and/or measured to provide an indication of *maturity status* (ie, the status of the youngster at the time of observation), commonly specified by skeletal age (SA) and secondary sex characteristics. *Maturity timing* refers to the chronological ages when specific maturational events occur, frequently assessed by age at peak height velocity (PHV) and age at menarche. For accuracy, both require longitudinal data that span adolescence, as recalled age at menarche has error associated with memory and a tendency for reporting in whole years.^{4–6}

SA is the most useful estimate of maturity status and can be used from childhood into late adolescence.⁷ It can also be used with current body height and/or mid-parent height to predict mature height, which is of interest in some sports. Radiation



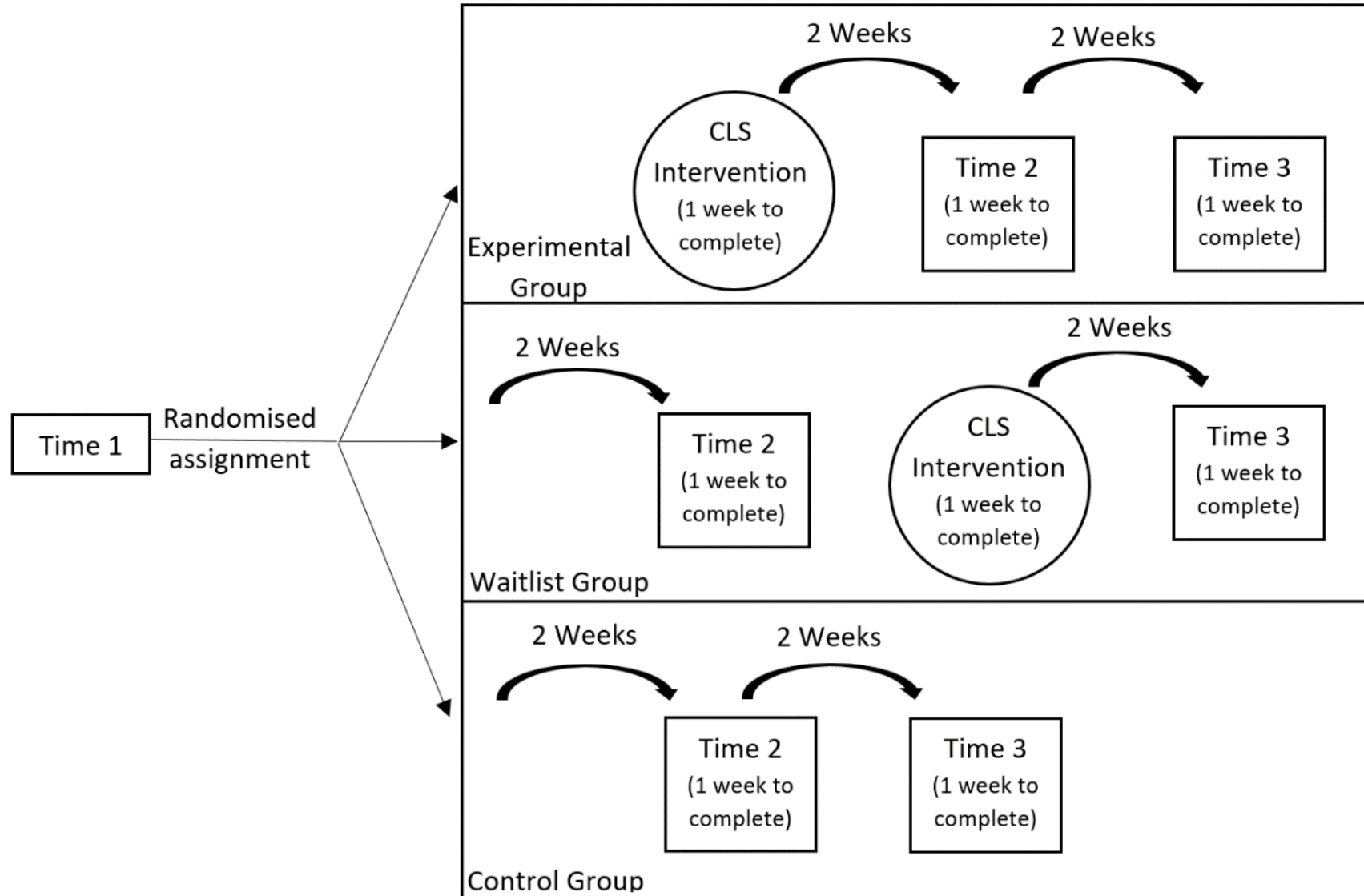
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BMJ

Bergeron MF, et al. *Br J Sports Med* 2015;49:843–851. doi:10.1136/bjports-2015-094962

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Figure 2. Intervention Design



CLS = Coaching for Life Skills

Figure 1. CONSORT Flow Diagram

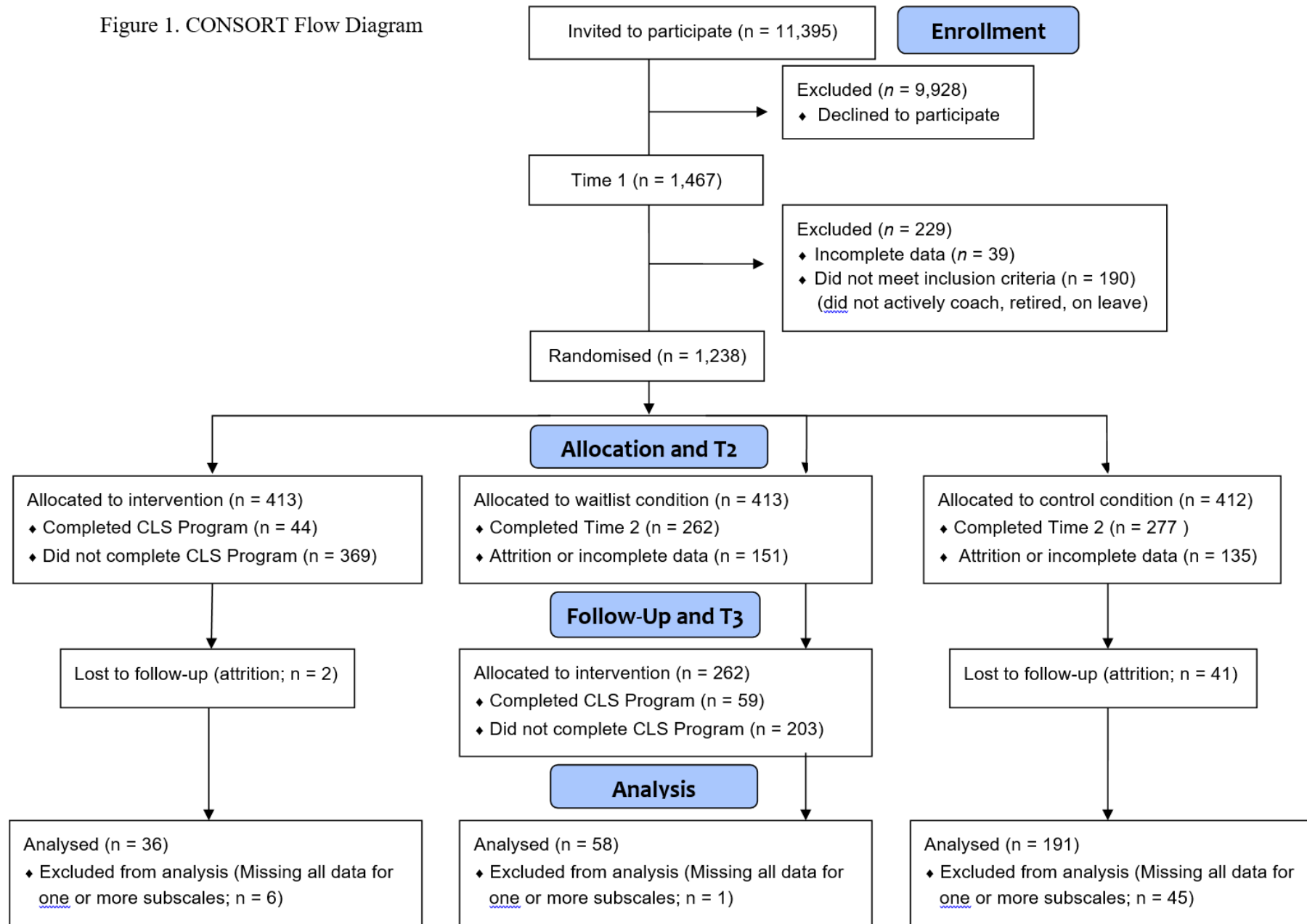


Figure 1. CLS = Coaching for Life Skills; T = time.

Figure 3. Coach-Athlete Relationship Questionnaire (CART-Q) Mean Scores by Group

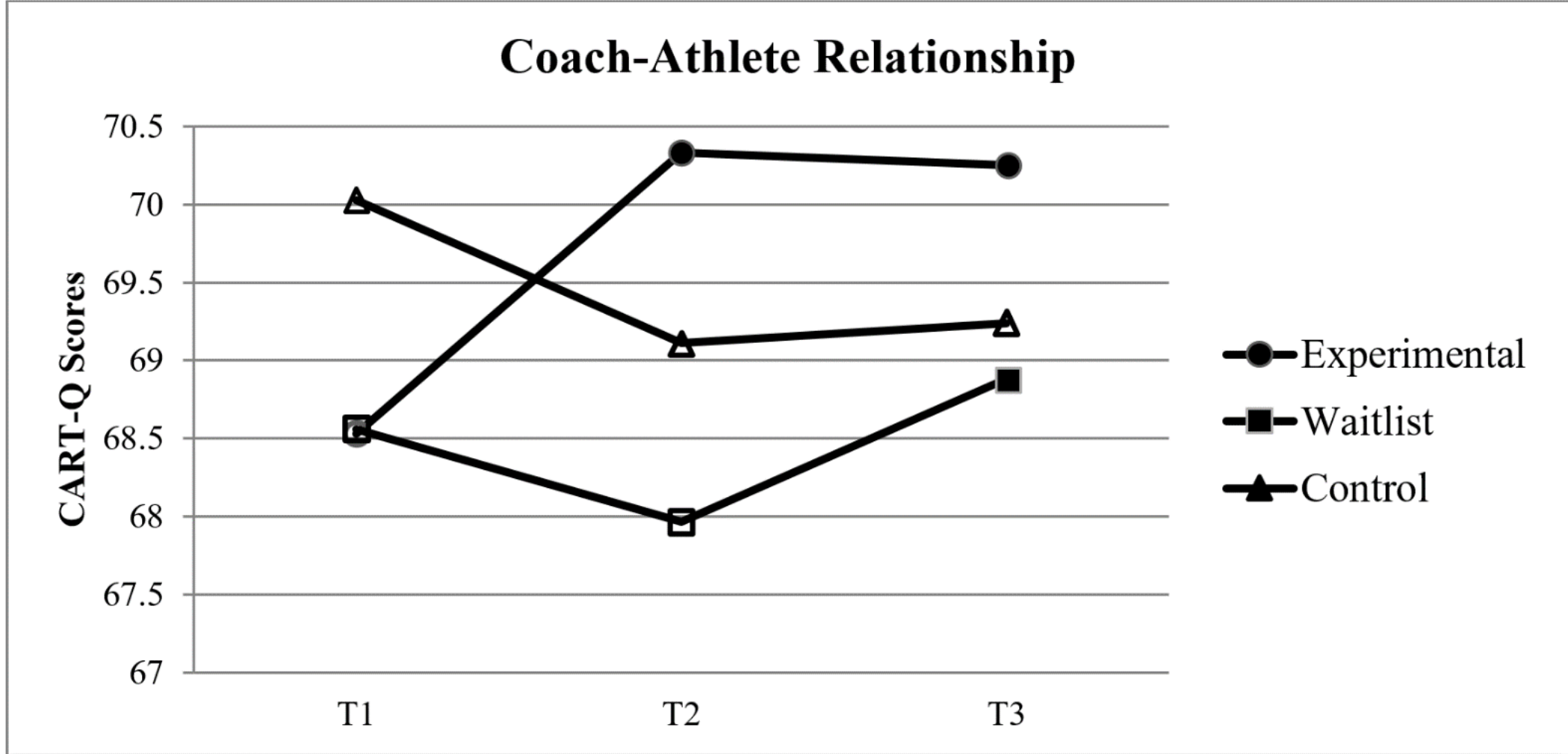


Figure 3. Empty shapes represent pre-intervention scores. Filled shapes represent post-intervention scores. T = time.

Figure 4. Interpersonal Behaviors Questionnaire-Self (IBQ-Self) Mean Scores by Group

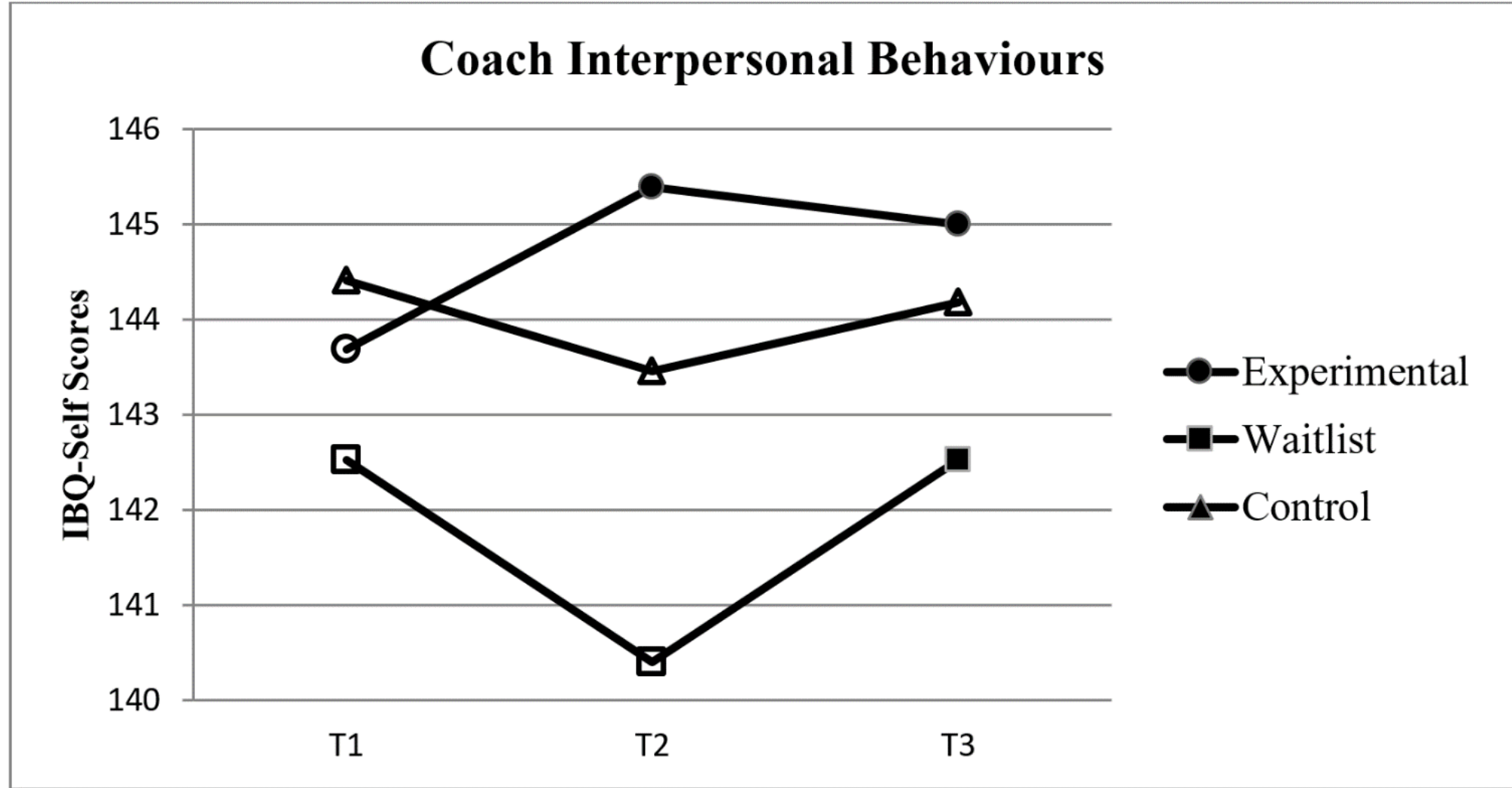


Figure 4. Empty shapes represent pre-intervention scores. Filled shapes represent post-intervention scores. T = time.

Figure 5. Life Skills Scale for Sport Mean Scores by Group

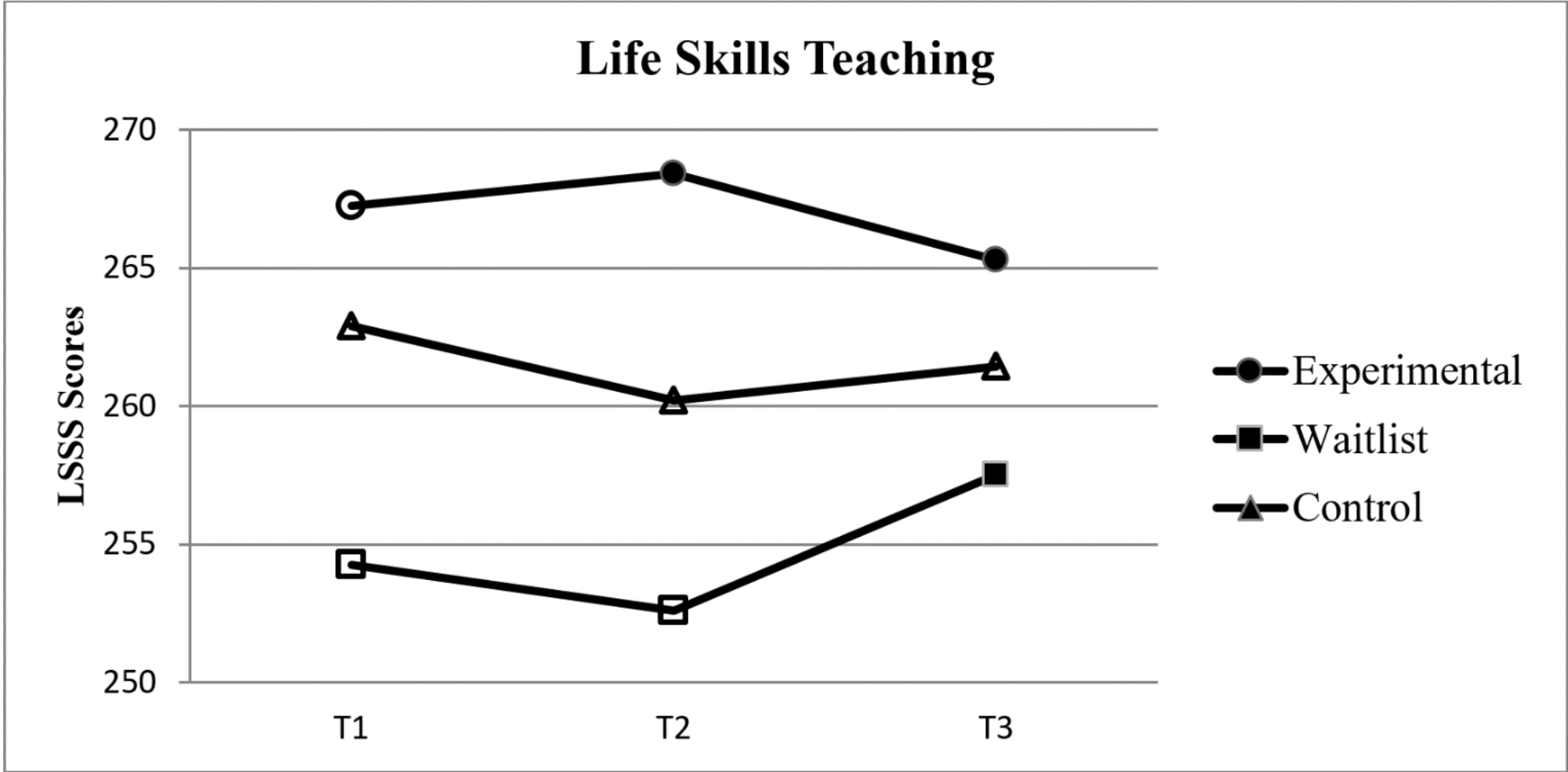


Figure 5. Empty shapes represent pre-intervention scores. Filled shapes represent post-intervention scores. T = time.

1-Year Follow-Up

- 285 coaches who completed the trial
- Response rate = 40.3% ($n = 115$)
 - 51 excluded for missing data
- 64 high school coaches
 - 19 intervention group
 - 45 comparison group



- Independent Sample t -tests (baseline to 1-year follow-up)

- Coach-Athlete Relationship
 - Intervention Group ($M = 1.37, SD = 4.80$)
 - Comparison Group ($M = -1.98, SD = 4.69$)
 - Medium Effect Size, $t(62) = 2.589, p = .006, g = .709$
- Coach Interpersonal Behaviours
 - Intervention Group ($M = 1.79, SD = 8.70$)
 - Comparison Group ($M = -5.16, SD = 11.73$)
 - Medium Effect Size, $t(62) = 2.320, p = .012, g = .635$
- Life Skills Teaching
 - Intervention Group ($M = -1.95, SD = 15.95$)
 - Comparison Group ($M = -6.00, SD = 20.50$)
 - No Significant Difference, $t(62) = .768, p = .222, g = .210$



Implications

- Some initial evidence for the usefulness of online life skills training
- Online education:
 - The good: Flexibility
 - The not so good: Low response and completion rates



Thank You
Merci

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