

Designing and Implementing a PYD Program

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In-Depth PYD Program

For this second project, I will be designing and implementing a positive youth development program in some form. Positive Youth Development (PYD) is an initiative to develop youth physically, socially, emotionally, and psychologically in a positive way. PYD initiatives in sports are to increase the number of children who can confidently participate in sports and physical activity. As the head coach, it is my responsibility to have my PYD be appropriately firing on all cylinders, so all aspects are working as one sound machine. In this paper, I will be discussing the program structure of my PYD, the developmental assets I will be using, the PYD model and components, the coach's roles, and evaluation.

Program Structure

In the introduction, I will cover the context and setting of my PYD program. The sport that I will be covering is Track and Field. Track and Field is both an individual and team sport with individual events and relay teams to earn the most points overall to win as a team. It is especially important to have a balance between individual and team development in the sport of track and field. This PYD will take place in the high school track facility, during the time that is most convenient to both the coach and athletes, which will be after regular school hours from 4:00 pm-6:00 pm, Monday-Friday, from January to May. The program is focused on individual athletics becoming the best version of themselves on and off the track. If the athlete is successful in school and all around in their personal life, they will be successful on the track. This PYD will focus on the whole person then the athletic side and their specific event. Once their performance increases, it will

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increase the chance for our team to get more points by placing higher in the events and winning the meet.

The focus of the organization is considered elite because athletes competing in high school is not considered a recreational sport, the school is affiliated with the Illinois High School Association. The members that are involved are the coaches, athletes, parents, and school administrators. Providing a wide net of support in Chicago Public Schools is key for a successful athletic program.

Development Assets

The Search Institute of 40 developmental assets for adolescents (ages 12-18) have many aspects that should be included for youth athletic development. These assets I have stated in preview PYD that I will continue to use to influence my overall PYD program will focus on the whole student-athlete they should have adult role models, positive peer influence, youth programs, responsibility, resistance skills, and a positive view of their personal future. These are amp to have as a coach or as a positive role model to have these key assets.

The first two assets hand in hand are adult role models and positive peer influences. These go together because if the adolescence has positive adult role models steering the athlete or adolescence in the right direction, they will also surround themselves with positive peer influences. As a girl's high school track coach my influence is big on how the girls conduct themselves on and off the track. I instill that our track team is more than just a team, it's a sisterhood that can't be broken and will forever be a part of your life. I input team-building activities and dinners for the girls to be around each other and get to know each other better. There are about 120 girls that come out so I must create a positive atmosphere so they can thrive in and develop well-rounded young ladies. Then the girls do team bonding without me around and understand that the positive peer

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influence on one another will bring positive results on and off the track. It starts with me as the positive adult role model and ends with the peer influence, they have with one another daily. I, myself, the administration, and parents will help guide these young athletes to feel supported at their best and worse so that it transfers to their peers, and they can support one another.

Another developmental asset I chose is the responsibility of the athletes in my PYD. Having after-school programs will put automatic responsibility on the student because they committed to be a part of the program that is after school and gives the sense of, I must do this not because I have to but want to. In the girl's track program, they are responsible to be dressed, ready, and starting our warm-up right at 4 pm. Girls who are not there on the line ready to go are late. This 4 pm deadline is more than sufficient for them to be there on time since school gets out at 3:15. They are responsible for themselves and hold accountability for the rest of the girls on the team. As the coach, setting these standards of responsibility helps the girls build internal sense awareness and helps with their life skills of the workforce world as they become adults.

The next developmental asset I am choosing to speak about is resistance skills. After-school programs do help students and athletes resist getting peer pressured by others to do things they are not supposed to be doing. As an after-school coach or teacher, it is our job to instruct the students or athletes about resistance skills and making their own sound choices that will help them be successful for adulthood and beyond in their lives. This is a life skill because we all can't be all "yes" people and teaching students to understand their limitations will create a balanced life for themselves. On my girl's track time we do team bonding activities, and we do training on resistance and tell them that every situation you say yes or no to will change the course of your life either being positive or negative. It's on them to decide how to make that decision.

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The last developmental asset I chose that I use for my after-school program or athlete team is having a part involving students or athletes seeing a positive view of their future. This can be easily applied as an after-school program teacher or coach by showing the student or athletes positive videos and interviewing people who have encountered a successful life with the after-school activity that the students or athletes are involved in. For example, I give the girls famous runners who did athletics while in grade school and high school and did other sports besides just track and field. They explained how after-school activities help shape themselves and the person they are today, and they are grateful for it. So, creating a positive environment and asking each girl what they want for their future and how I can help them a coach will understand that I am there to help them be successful today and guide them for success in the future.

All these developmental assets play key roles in shaping students and athletes in after-school programs. They can help create a well-rounded and positive future for the student or athletes and as coaches and teachers, we must help inspire them to get to their potential.

Program Components. For the components for my program the best fit model I chose that fits my model most as a coach is the Personal Assets Framework for Sport (Côté, Turnidge, & Viermaa, 2016). This model closely represents my coaching style or method. This model is extended over time and is not just a short time goal for individual athletes or to win from the team program, but the long-term goal of the program. This is what I strive for within my program and develop the athletes within the program and give the tools and knowledge to the athletes for them to be successful.

The three dynamic elements described in the PowerPoint of the personal engagement activities, quality relationships, and the proper settings of the PYD to help the program be

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successful for many years to come References (Côté, Turnidge, & Evans, 2014). I will use these three elements within the program with the physical workouts and tailoring workouts for the needs of each athlete in the program. Use my relationships with the athletes and families to build trust and connection to help them understand that I am open and willing to help all of them and their needs. Lastly, the setting for the program will be proper for the athletes and families that we are here to participate in track and field. We are here to do our best in the event you want to excel at. This will lead to changes in individuals and will use the four C's to explain.

The first C is competence. Competence is the athlete's ability to define their level of performance or competence in an event (Côté, Turnidge, & Viermaa, 2016). I will have a video record of the athlete's performance and they can see themselves and understand what needs to be done. The second C is confidence and the degree to which an athlete believes how successful they will be at their sport (Côté, Turnidge, & Viermaa, 2016). Using the video in the competence section, the athlete can watch the video of themselves as well after an event they were successful in and build their confidence in the event. They can evaluate what they did well at and what needs improvement. They will use their journal to answer a set of questions to help the athlete evaluate their skills and what needs to happen during practice to become better. Third C is connection. Describes the quality of the athlete's relationship with others in the sport or activity and the nature of the interaction in the relationship (Côté, Turnidge, & Viermaa, 2016). Designing team-building activities during practice and social gatherings with the team will help solidify the positive reinforcement of relationships with others on the team. The last C is character. Character is defined as a sense of responsibility, dignity, and respect for the team, coaches, and themselves (Côté, Turnidge, & Viermaa, 2016). As a coach, you can instill this as the code of conduct of how athletes should behave and positively carry themselves. This leads to the three P's of outcome in this model.

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The first P is participation. If the athlete buys into the elements and the four C's overtime the athletes will take part in the program with their knowledge and give their best effort every time for the team and the coach. The performance will excel and grow for the athlete to be successful in their event. This leads into the last P which is personal development. This is continuously growing throughout the model because the athlete is developing and becoming more knowledgeable with every practice and competition. This will also give a sense of personal achievement and accomplishment and give that belonging feeling for the athlete that they are a part of something bigger than themselves. If the participation is top-notch, then this will carry over into the second P which is performance.

As I stated before I will implement having video records for the athletes to watch themselves, have team-building exercises, establish ground rules and expectations, and build relationships with athletes, coaches, and families to make one cohesive and successful youth program.

Training My Coaches. To help train my coaching staff to be successful with our athletes on the track team I will use both learnings through experience and reflection and social context to help bridge the gaps with our athletes. Coaches are arguably the most important actors in the youth sport context and play an influential role in facilitating or hindering the development of youth (Camire, Forneris, Trudel, Bernard, 2011). Coaches play a major part in the development of athletes and their influence on how successful they can be at the sport, but also the coach can be the failure of the athlete. The four skills from the lecture videos on essential coaching skills that I will use to help my coaches be the best they can be are relationships, asking questions, providing effective feedback, and setting effective goals

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Skill 1: Building Coaching relationships. To help my coaches to build on what they know and how they will become better coaches I will ask them to do a reflection journal for each month of the season. They will have a set of questions they will answer that I will give them and ask self-reflecting questions like what kind of coach do they think they are? What are their strengths and weaknesses? What is one coaching goal you want to achieve this month (depending on what event they coach; they will set a goal)? What can I do as a head coach to help you become successful? Anything I need to improve on? At the monthly coaches' meeting after practice, we will discuss what they need to help build a better bond with our athletes as a team and individual in each event. I will also send out daily affirmations for my coaches and remind them they need to give to the athletes to be a successful team. Then, I will use the social context aspect and we will do the team building activity I have for the team and run it on my coaching staff first and see their reactions and if it helps them, it will help our athletes.

Skill 2: Asking Questions. To help my coaches it is crucial to have time to set aside for athletes to be able to ask questions at practice and competition. Coaches giving voice to their athletes and their needs is a major way of helping the program become successful. I have always had time after explaining a workout or team meetings where athletes had a chance to ask questions. My coaching staff will learn to input time into the event they coach Q & A time before, during, and after event practice or competition. I will have coaches turn in their workouts for the month and examine when they will have times to give athletes Q & A times. They don't have to take a long time, but a few minutes here and there will make the difference and writing it out will help them stick to it. Also in the social context, they will be able to come to me for guidance on how to implement it and we will have a chance during our coaches' meeting to dive deep into the issues they think are happening and develop questions to ask the team. Then I will have a little Q & A

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session myself with my staff, so they feel they are being heard as well and they'll see and understand how important it is.

Skill 3: Supplying Effective Feedback. This is important because this could make or break a group or individual athletes to be successful or fail. As coaches, we need to supply clear and proper feedback promptly or the athletes will either lose interest or feel they are not important enough for your time and thought process. I will have a session with my coaches about different types of scenarios they will face in the events they are coaching and how to approach the situation and how to give sandwich feedback (positive, need improvement, positive) and ask the athlete how they felt they performed and what they feel needs improvement. They will also have video information on how to approach effective feedback for high school athletes. They will also have information in a binder they will receive to keep anything they need for coaching and communication with them if need to look back if needed. Also, the athlete can write out the necessary progression that needs to take place for them to be successful on the track and in the classroom. This can help a coach better understand an athlete and the coach can adjust throughout a season on how they are coaching certain athletes (Camire, Forneris, Trudel, Bernard, 2011). This is a key to a successful team overall.

Skill 4: Setting Effective Goals. This is always changing depending on the type of athletes and team you are coaching. In high school athletics, this is true. A group of athletes leaves, and another comes in and another comes in and you must switch it up. For my coaching staff, we will discuss as a whole what our team goals are this year. Then I will ask the coaches to set their own goals for the season and what they want to accomplish as coaches this year. During our coaches' meeting, we will share aloud what each of us wants to accomplish, and as a coaching staff make sure we keep one another accountable and stick to it so we can achieve them. We will also watch

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a video that talks about the different types of goals and how to set them and when so they can take it back to their event athlete group and teach them and break it down with them and have time during practice for the athletes to set goals. After our coaches' meeting and our goals, we will have a team meeting with the athletes and see what they want for the team as a whole and their goals. We will discuss our goals as coaches, and we will combine the two and agree on coexisting goals. I think this will not only bring the coaching staff together but the athletes closer to the coaches and help all of us keep on the same page for the team and what we all want.

Evaluation

The way that I can think of evaluating and promoting positive youth development is through a weekly questionnaire through our Google Classroom page on a google form and journal writings that each athlete will answer. The purpose of this questionnaire would be to measure what the athletes think about their workouts, skill improvements, and what they need from us as coaches and their teammates. Questions about workouts and skill improvements will be rated on a scale of one to three. One being negative, two being neutral, and three being positive. The journal writings will be on what they need from the coaches and their teammates. The teammates need to hear what they need from one another, so they have more of an open relationship and improve on communication skills. After I go over each questionnaire, as a coach I know that I should meet with that athlete and ask them why they rated how they did, and what I can do better to improve their score if they are low or ask what they feel they are doing well if their score is high. Some of the questions on the questionnaire that each athlete will answer each week will be questions like: “Did you learn something new?” “Did the coach provide detailed instruction throughout each workout?” “Should we continue to do workouts like these?”

The journal writings I can look over and see if I need to possibly change the way that I am conducting workouts. Both journals and questionnaires can be used in the future, but some of the questions that are asked in each questionnaire each week may vary depending on how the workout is. Workouts need to be able to be evolved, that way it is transitioning into the most beneficial workout for my athletes each week. As a coach, I must be able to adjust and make changes to fit the athlete's needs and our team's expectations to create an all-around positive and cohesive team environment.

References

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