



SEL in the sports arena
‘Training the adult is training the child’

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Overview presentation

- 1) Sports arena: a suitable context for SEL
- 2) Development of a SEL program for coaches
- 3) Characteristics: content, didactics and structure
- 4) Results of preliminary research
- 5) Future directions



The sports arena

- ... is after 'school' the second context for meeting and possibly influencing young players.
- ... is a context where people move 'with' and/or 'against' others.
- ... is a context where emotions can rise easily.

➔ the sports arena is a context with SEL opportunities

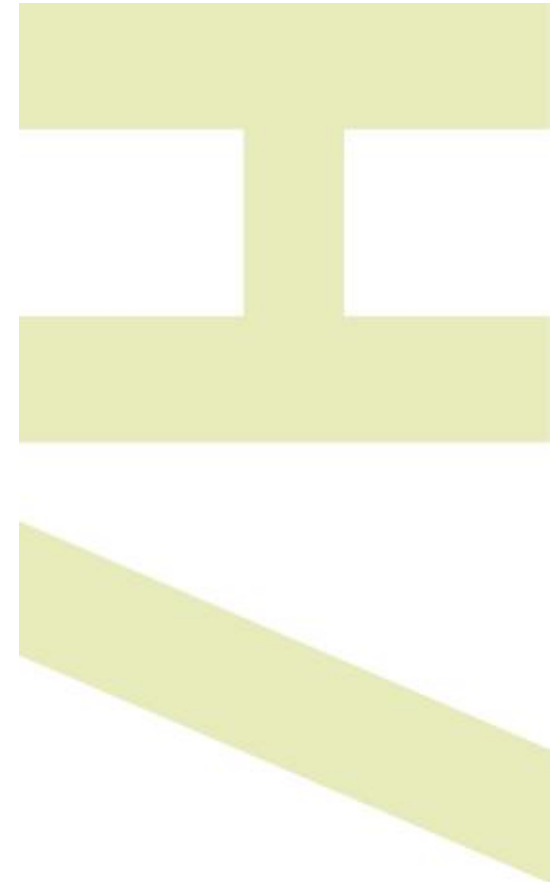


The sports arena

SEL in the sports arena? Possibilities...

- manage emotions
- manage behaviour
- understand others (teammates)
- forming relationships
- respect for authority
- set goals, achieve goal
- cooperation, working in teams
- win and loose; recognise one's strenght and limitations

Reasons why politicians and policymakers want to increase sports participation!



The sports arena

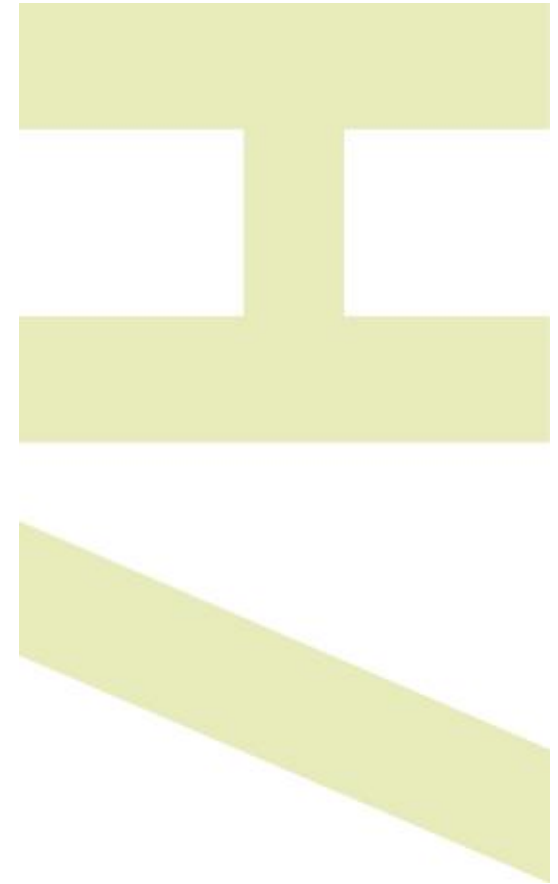
Is there evidence for the mentioned effects?

There is no convincing evidence yet....

- * Positive social and emotional learning doesn't happen automatically
- * The coach is seen as an important factor (lit).



What do the children think....?



Filmpje You Tube: Why your coach is great!

Reasons for the development of the program:

- Sports arena is a context with opportunities
- The coach is seen as a catalyst
- Coaching is a complex job
- Coach are often not educated as a coach
- Increase of anti-social behaviour (particularly on the soccer field)

→ Request of the Dutch Soccer Union



**The fatal attack on a Dutch linesman is an extreme example*

Development of the program

A panel approach, round table discussions with coaches.

- Bottom-up approach
- Co-construction, coaches and researchers together

Quotes round table sessions

- “A coach has to be able to deal with the players in a good way; they have to know when to intervene. I agree but I don’t feel competent to do so.” (*relationship/dealing with conflict / aggression*)
- “I am ashamed of myself. Two boys fight a lot in training practices. When I see it I just look away because I don’t know how to solve that conflict.” (*dealing with conflict / aggression*)

Quotes round table sessions

- “You cannot just talk to the group as a whole, but you have to adapt each individual.” (*understand the individual participant / relationship*)
- “In our club you are an educator, coach, father, you have to do it al.” (*complexity*)
- “They expect us to have knowledge about social emotional development of the players, but we don’t.” (*knowledge of social behaviour/ social development*)

Themes quotes

- Aggression
- Complexity (different roles)
- Uncertainty
- Build relationship with the participants
- Conflicts (in between the participants and with parents)
- ...
-

Summarized: the coaches asked to develop a course that can equip them with more belief in their personal abilities by equipping them with effective coping strategies

Developing the course

Skills For Life program (Diekstra, 1996, Gravesteyn & Diekstra, 2004)

- Social cognitive oriented
- Evidence based program
- Adjusted from the school context to the sports context (the academics and coaches together)

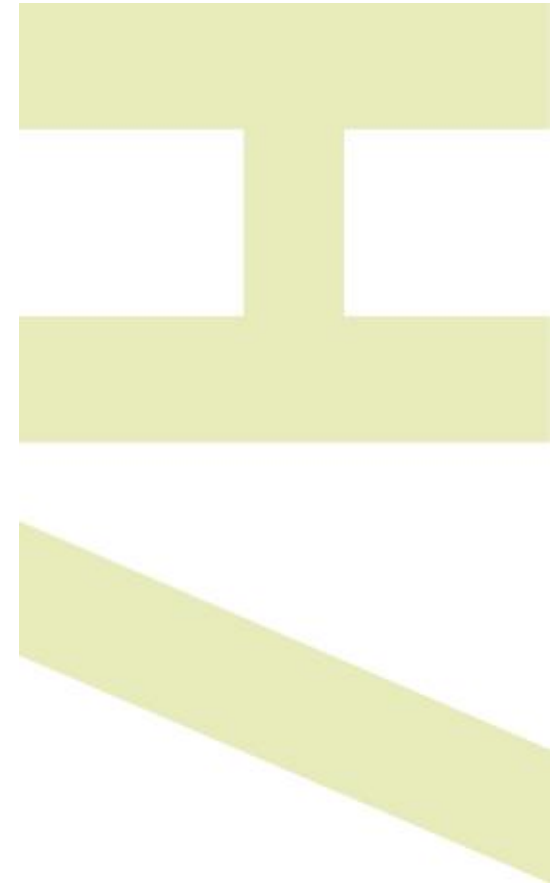
Characteristics of the program

Content area 1:

Event + Beliefs about event → Feelings + Behaviour

(Model Ellis 1962, Knaus, 1974)

Exercise



Characteristics of the program

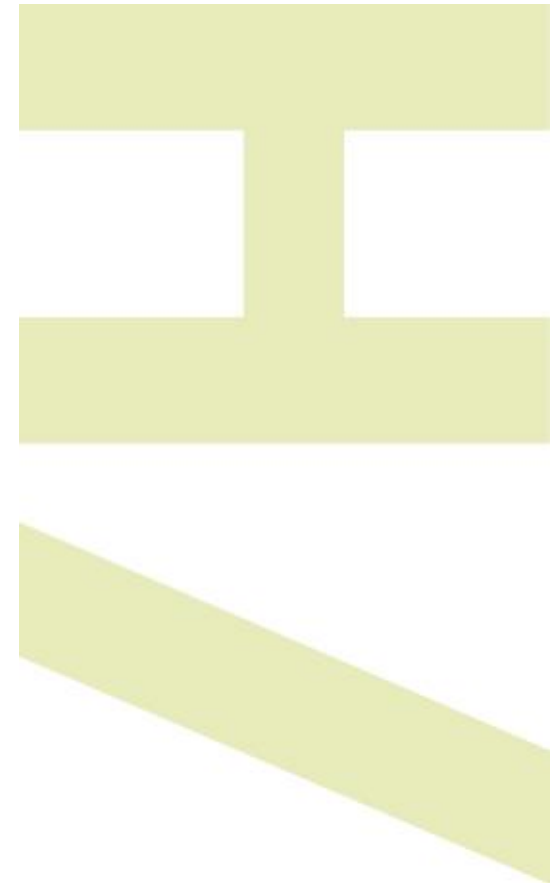
Content area 2: skills

- Structuring
- Stimulating
- Ignoring
- Isolating
- Communicating



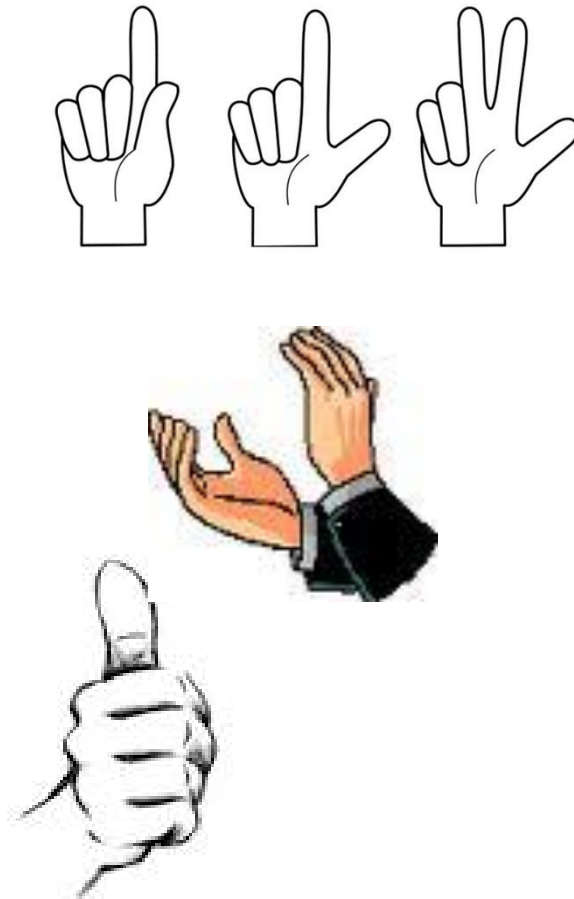
What would you do?

- Beelden / scene Stanley



How difficult is it to learn new thoughts?

Exercise:



Characteristics of the course

Didactics

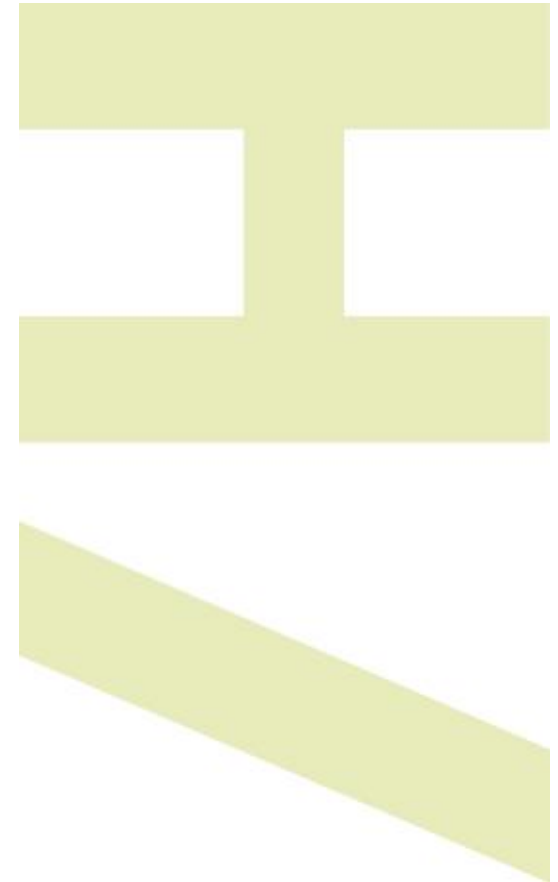
The didactical methods used included instruction (presentation), observation, discussions with other coaches, discussions of visual examples of football practices (with the use of DVD), role-play, assignments, experience and practice exercises.

1. Experiencing
2. Practicing in the course (considering individual preferences and context)
3. Trying in their football context
4. Report in the course

Characteristics of the program

Structure

- 5 times 3 hours
- Group size < 20
- Different groups
- Time inbetween to practice



Adapting the course...



Our role in the project: educating the educators of the different Unions

Research

Preliminary results

Mainly qualitative:

- Coaches report they are reflecting on their behaviour and sometimes they change their behaviour.
- Coaches try to use the content of the course in their football context

Research

Preliminary results

Mainly quantitative:

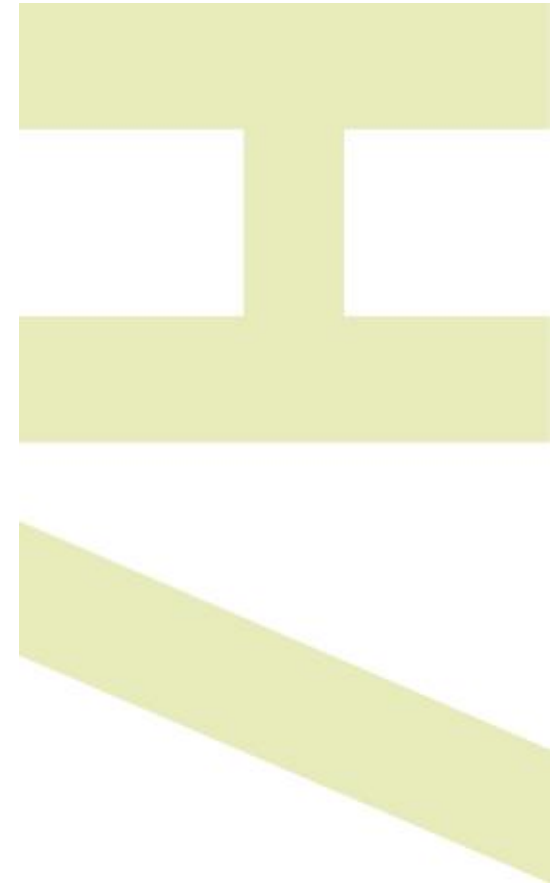
- Three scales (general self-efficacy scale, the rational thinking scale and the Utrecht Coping scale (the sub-scale active approach)) demonstrated statistically significant pre to post-test changes in the intended direction.

Future directions

- Line of research instead of 'one off' studies. Other design, more subjects, additional instruments, follow-up measurement.....
- Further developing the course for the physical education teacher. The project called: 'Gymzaal van de toekomst' (lector Sanne de Vries).

Let's listen to the children....

Filmpje You Tube: Why kids should play sports





Thank you very much for your attention!

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