

Long-Term Athletic Development: *Build Good Habits Over Time*

DR. LYNN PANTUOSCO-HENSCH

WESTFIELD STATE UNIVERSITY, MASSACHUSETTS

LHENSCH@WESTFIELD.MA.EDU

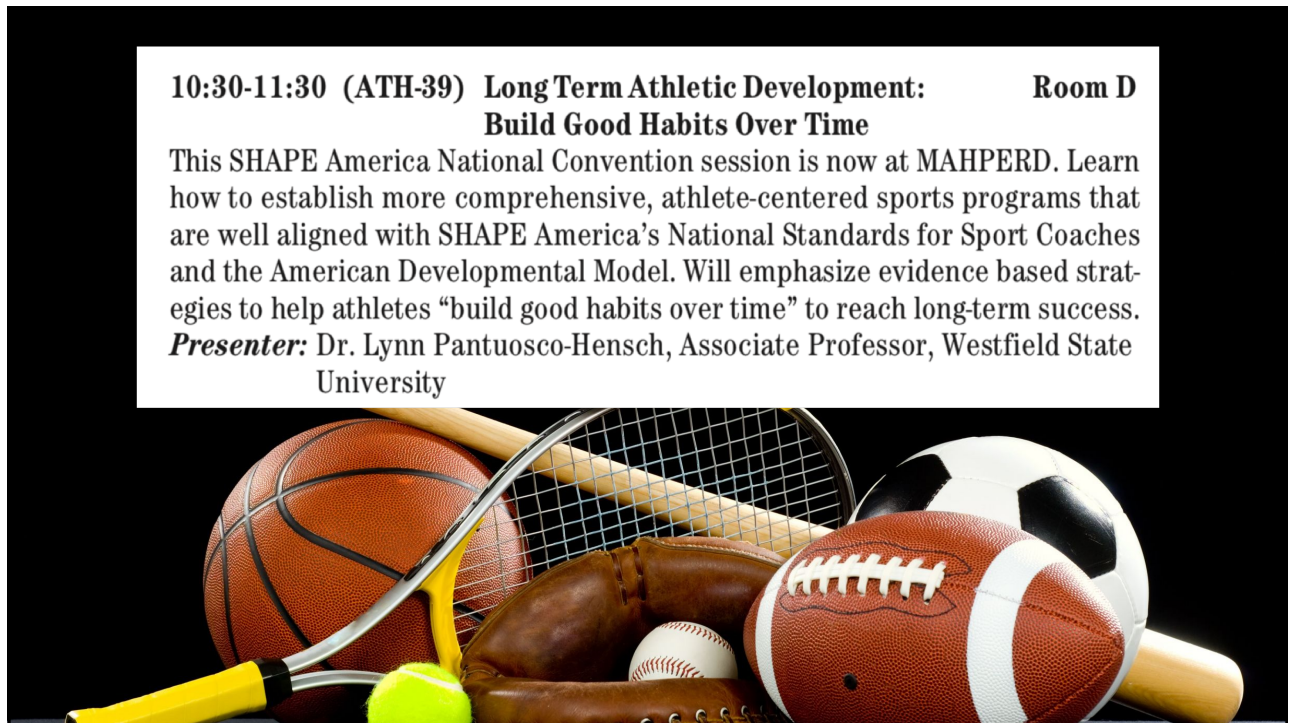


**10:30-11:30 (ATH-39) Long Term Athletic Development:
Build Good Habits Over Time**

Room D

This SHAPE America National Convention session is now at MAHPERD. Learn how to establish more comprehensive, athlete-centered sports programs that are well aligned with SHAPE America's National Standards for Sport Coaches and the American Developmental Model. Will emphasize evidence based strategies to help athletes "build good habits over time" to reach long-term success.

Presenter: Dr. Lynn Pantuosco-Hensch, Associate Professor, Westfield State University



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THINGS TO DO GIVEAWAYS NEWSMAKERS PROFILES ADVICE EDUCATION HEALTH & WELL

SOCCER JOURNAL

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PHYSICAL BENEFITS

- ↓ Blood Pressure
- ↓ BMI
- ↑ Insulin sensitivity
- ↑ Bone density
- ↓ Heart disease
- ↓ Resting heart rate

PSYCHOLOGICAL BENEFITS

- Academic performance
- Self Image
- Perceived health status
- Life satisfaction
- Reduced feelings of depression & anxiety
- Promotes sense of well-being

SOCIAL BENEFITS

- Teamwork
- Group problem solving
- Building relationships
- Competition
- Discipline
- Accountability
- Self-motivation

YOUTH SPORTS... THE SHORT TERM

Over-emphasis
on scores

Too many
games

Not enough
quality
practices

Laps
Lines
Lectures

Fewer multi-
sport athletes

Drop out
from sports

More overuse
injuries

Increase in
burnout

Early
specialization

Playing on
large fields,
courts, ice

Expensive
uniforms
& travel

Out of
shape kids

Longer
seasons

Pay for play

Fewer pick
up games

70% of kids drop out
of youth sports by age 13
because it's not fun.



WHAT ARE THE ODDS OF PLAYING COLLEGE SPORTS IN DIVISIONS I, II, III?



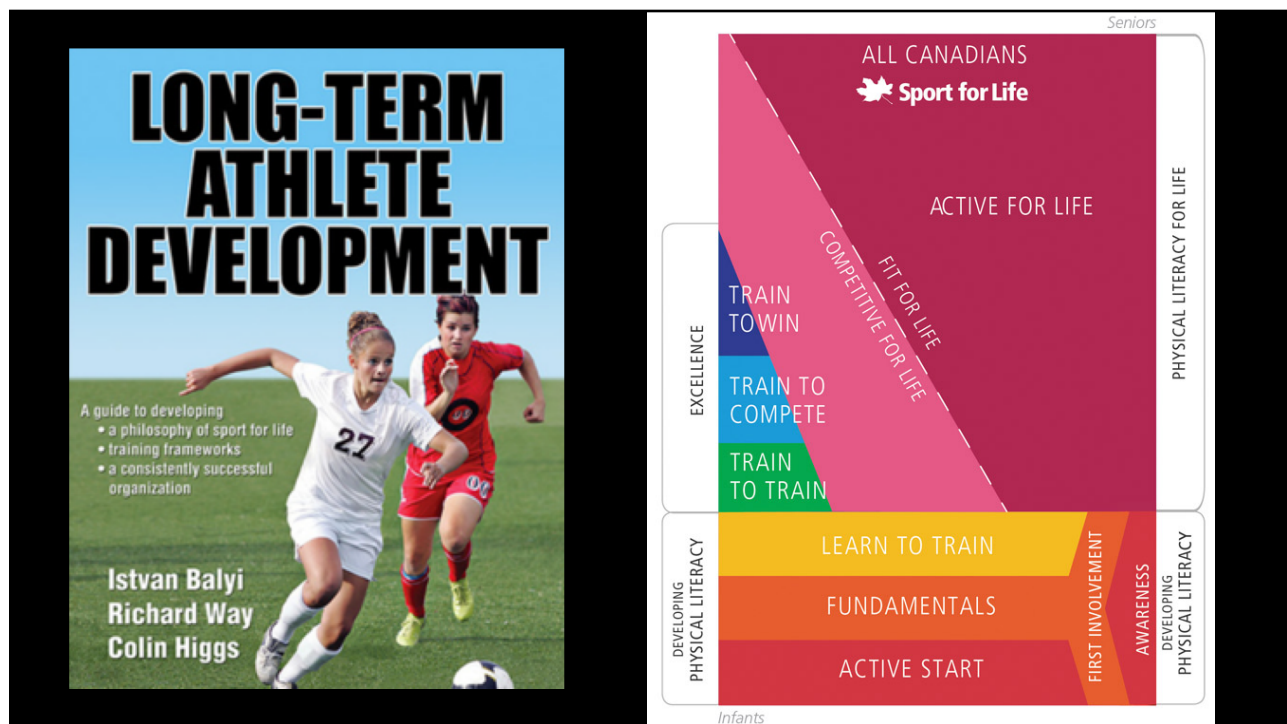
ODDS OF MAKING IT

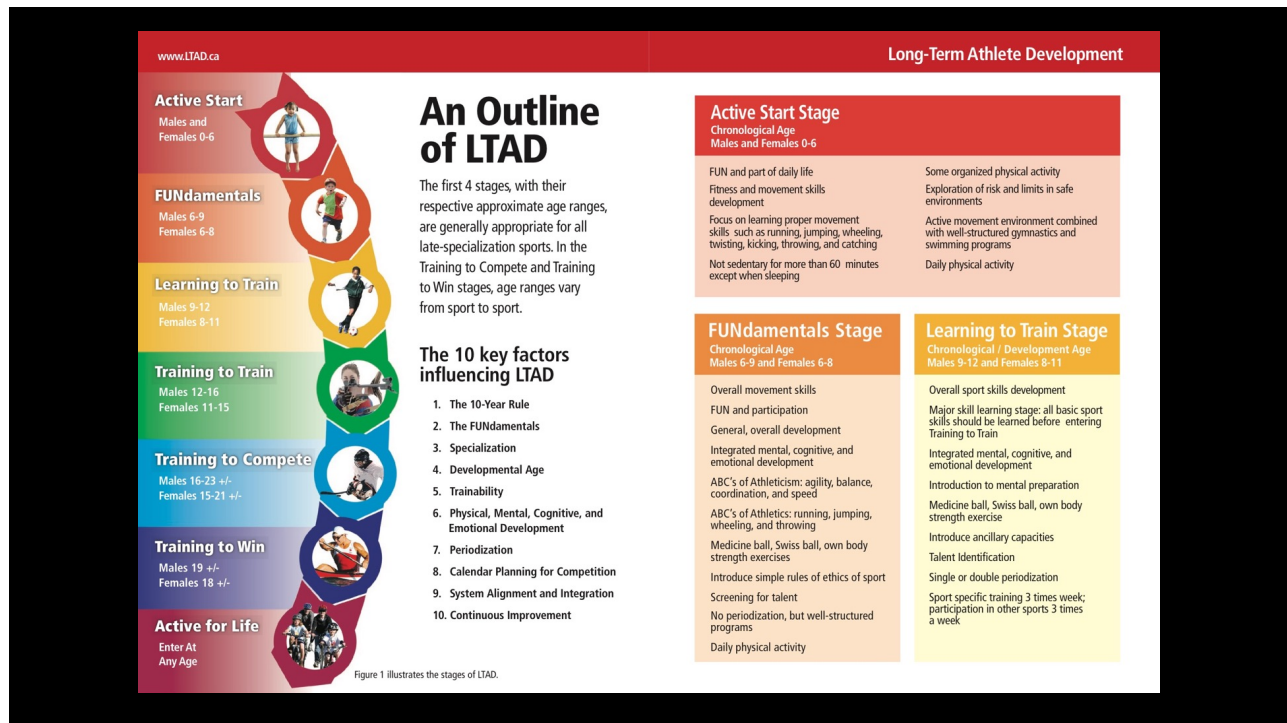


8,000,000 HIGH SCHOOL STUDENT-ATHLETES
470,000 NCAA STUDENT-ATHLETES

5%







LTAD: LONG-TERM ATHLETIC DEVELOPMENT



The International Olympic Committee (IOC) (2015) contends that “empirical evidence shows that a **diversity of activities** (including variations of play and practice) in early development is an indicator of continued involvement in more intense activities later in life, elite performance and continued participation in sport.”



THE IOC CALLS **SPECIALIZATION**...
“A CONTEMPORARY PHENOMENON WHICH HAS
LED TO AN INCREASE IN COMPETITIVENESS &
PROFESSIONALISM WITHIN YOUTH SPORT.”



CONSEQUENCES OF EARLY SPECIALIZATION

- Overuse injuries
- Overtraining
- Athletic burnout



INTERNATIONAL
OLYMPIC
COMMITTEE



IOC STATES THAT **DIVERSE EXPOSURE AND SPORTS SAMPLING**,
“ENHANCE MOTOR DEVELOPMENT AND ATHLETIC CAPACITY,
REDUCE INJURY RISK AND INCREASE THE OPPORTUNITY FOR THE
CHILD TO DISCOVER THE SPORT(S) THAT HE/SHE WILL ENJOY AND
EXCEL AT.”





THE AOSSM STATES THAT, "YOUTH SPECIALIZATION BEFORE THE AGE OF **12 YEARS** IS ASSOCIATED WITH INCREASED BURNOUT AND DROPOUT RATES AND DECREASED ATHLETIC DEVELOPMENT OVER TIME. MORE IMPORTANTLY, **THERE IS A LACK OF EVIDENCE THAT EARLY SPECIALIZATION IS NECESSARY FOR ADULT ELITE PERFORMANCE.**"





The American Orthopaedic
Society for Sports Medicine

Deliberate
Play



Deliberate
Practice



Sampling



Primary
Sport



The American Orthopaedic
Society for Sports Medicine

- Strength & conditioning
- Neuromuscular training
- Free play



FOR THE LONG-TERM ENHANCEMENT OF ATHLETICISM, DEVELOPING A PROFICIENT PHYSICAL “VOCABULARY” OF FUNDAMENTAL MOTOR SKILLS DURING EARLY CHILDHOOD SHOULD SERVE AS THE **FOUNDATIONS** ON WHICH MORE ADVANCED AND COMPLEX SPECIFIC MOTOR SKILLS CAN BE LATER DEVELOPED.



No.	Description
1.	Long-term athletic development pathways should accommodate for the highly individualized and non-linear nature of the growth and development of youth.
2.	Youth of all ages, abilities and aspirations should engage in long-term athletic development programs that promote both physical fitness and psychosocial wellbeing.
3.	All youth should be encouraged to enhance physical fitness from early childhood, with a primary focus on motor skill and muscular strength development.
4.	Long-term athletic development pathways should encourage an early sampling approach for youth that promotes and enhances a broad range of motor skills.
5.	Health and wellbeing of the child should always be the central tenet of long-term athletic development programs.
6.	Youth should participate in physical conditioning that helps reduce the risk of injury to ensure their on-going participation in long-term athletic development programs.
7.	Long-term athletic development programs should provide all youth with a range of training modes to enhance both health- and skill-related components of fitness.
8.	Practitioners should use relevant monitoring and assessment tools as part of a long-term athletic development strategy.
9.	Practitioners working with youth should systematically progress and individualize training programs for successful long-term athletic development.
10.	Qualified professionals and sound pedagogical approaches are fundamental to the success of long-term athletic development programs.

NCAA IN 2015 CONCLUDED THAT "STUDENT-ATHLETES IN MANY SPORTS PLAYED THAT SPORT YEAR-ROUND GROWING UP AND PARTICIPATED IN THE SPORT ON BOTH CLUB AND HIGH SCHOOL TEAMS. MANY NCAA ATHLETES THINK YOUTH IN THEIR SPORT PLAY IN TOO MANY CONTESTS AND A NUMBER OF THEM (ESPECIALLY MEN) **WISH THEY HAD SPENT MORE TIME SAMPLING OTHER SPORTS** WHEN THEY WERE YOUNG."



NCAA DIVISION III

ON AVERAGE, THE COLLEGE SOCCER PLAYERS SURVEYED BEGAN PLAYING SOCCER BY AGE 5 AND WENT ON TO PLAY YEAR-ROUND BETWEEN THE AGES OF 9-10. THE MEAN **AGE OF SPECIALIZATION WAS BETWEEN 14-15**, WITH SOME STUDENT-ATHLETES STILL PARTICIPATING IN MORE THAN ONE COLLEGIATE SPORT.

WHEN ASKED WHETHER SPECIALIZATION IS NECESSARY FOR COLLEGIATE SPORTS SUCCESS, **50% OF MALES AND 55% OF FEMALES SAID IT WAS NOT NECESSARY TO SPECIALIZE IN SOCCER.**



WHAT DOES



SAY?

Standard 24:

Create seasonal and/or annual plans that incorporate developmentally appropriate progressions for instructing sport-specific skills based on best practices in motor development, biomechanics, and motor learning.

Sport coaches structure plans that consider anticipated individual variability in physical, behavioral and social maturity over the course of the season/year. Sport coaches plan for appropriate skill progressions based on the type of sport-specific skill and athletes' stages of learning, memory and attentional capabilities, motivation, etc.



Standard 25:

Design appropriate progressions for improving sport-specific physiological systems throughout all phases of the sport season using essential principles of exercise physiology and nutritional knowledge.

Sport coaches understand the basic principles and applications of training and program design. They are responsible for the physical training and conditioning that facilitates athlete development and performance. Although important to know these principles in relation to sport, it's also necessary to consider the principles holistically since many athletes are multi-sport athletes. Sport coaches design training programs and periodization plans that properly utilize physiological and biomechanical principles and implement nutritional guidelines for healthy eating to ensure optimal performance.

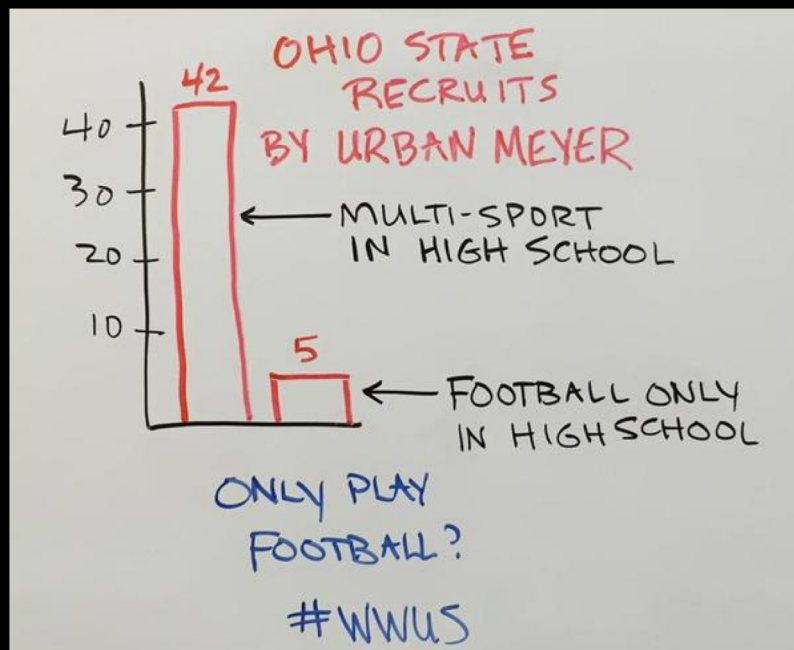
**Standard 28:**

Create intentional strategies to develop life skills and promote their transfer to other life domains.

Sport coaches plan strategies to teach important life skills (e.g., teamwork, leadership, persistence, social and emotional skills). Sport coaches show athletes how life skills can be useful in life domains outside of sport to increase the likelihood that they will be learned, practiced and developed.



SO WHAT DO EXPERTS OUT IN THE FIELD SAY?





More than 90% of Super Bowl LIII players were multisport athletes

February 4, 2019 / Coaching • Football

More than 90 percent of the 106 players taking part in Super Bowl LIII between the New England Patriots and Los Angeles Rams were multisport athletes in high school, according to Tracking Football.

Tracking Football for the last few years has released a breakdown of the big game, identifying which sports were favored most by Super Bowl participants. This year, it found that 68 percent of Rams players participated in track and field, while basketball (49 percent) was the most popular second sport for Patriots players.

Overall, **92 percent of Patriots players** participated in at least two sports, compared to **90 percent on the Rams**.

Last year, 96 percent of **Patriots and Eagles players** were multisport athletes.



Photo: Colin Rego, Flickr



U.S. women were multi-sport athletes before focusing on soccer

Martin Rogers, USA TODAY Sports Published 12:42 p.m. ET July 3, 2015 | Updated 3:47 p.m. ET July 3, 2015

Yet Wambach believes that the success of her time in soccer, the end of which feels that much closer as the team prepares to face Japan in Sunday's final, would not have been possible without her exploits on the hardwood in her youth.

"Playing basketball had a significant impact on the way I play the game of soccer," Wambach said. "I am a taller player in soccer, in basketball I was a power forward and I would go up and rebound the ball. So learning the timing of your jump, learning the trajectory of the ball coming off the rim, all those things play a massive role."

Why should hockey players play lacrosse?



NHL hockey players like Wayne Gretzky, John Tavares, Brendan Shanahan, Doug Gilmour, Jonathan Toews, Adam Oates, Paul Kariya, Steven Stamkos, Bobby Orr, Paul Coffey, Joe Sakic, Joe Nieuwendyk, Gordie Howe all played lacrosse. There are others, too. *Impressive list!*

WHAT CAN WE DO?

- ✓ Athletic Time Lines
- ✓ Identify Talent & Potential
- ✓ Schedules
- ✓ Well Rounded Athletes
- ✓ Free Play
- ✓ Fitness & Injury Prevention
- ✓ Multiple Sports



ATHLETIC TIME LINE

- > KIDS PLAY
- > KIDS START EARLIER
- > DROP OUT EARLIER
- > DROP OUT
- BUILD A STRONG ATHLETIC FOUNDATION
- ENCOURAGE SAMPLING
- NO SPECIALIZING UNTIL AFTER 12 YEARS OLD

IDENTIFY TALENT & POTENTIAL

- WE HAVE A TENDENCY TO NOTICE THE KIDS WHO ARE **BIGGER, STRONGER, FASTER** - SOONER
- RESEARCH SHOWS THAT IT'S A DISADVANTAGE TO BE IN THE BOTTOM $\frac{1}{4}$ OF ANY AGE GROUP
- NOTICE THE TALENT THAT WHISPERS (POTENTIAL)
- BE CAUTIOUS WITH B TEAMS, PREMATURELY CUTTING KIDS OR LIMITING KIDS TO CERTAIN POSITIONS
- ENCOURAGE POOL PLAY AND ROTATING THROUGH A VARIETY OF POSITIONS

WELL ROUNDED ATHLETES

- MISSING AN ATHLETIC FOUNDATION
- LOCOMOTOR SKILLS
 - KIDS DON'T RUN, CLIMB, JUMP ENOUGH
- SPORTS COACHES ARE SKIPPING TECHNICAL INSTRUCTION DUE TO TACTICAL DEMANDS
- NEED TO ADD LOCOMOTOR SKILLS BACK INTO SPORTS AND NOT JUST IN PE
- NEED TO ADD FITNESS
 - AGILITY, BALANCE, COORDINATION (ABC)
 - GRAPEVINE EXAMPLE
 - JUMP ROPE EXAMPLE

- KIDS NEED A COMBINATION OF STRUCTURED AND UNSTRUCTURED PLAY
- FREE PLAY BUILDS INTRINSIC MOTIVATION TO PRACTICE, COMPETE AND TO BE CREATIVE
- RESEARCH ON THE VALUE OF PLAY IS CONVINCING (PETER GREY TEDX)



- MOVE MORE EFFICIENTLY AND INCREASE PHYSICAL LITERACY
- ACSM GUIDELINES AND NSCA PILLARS ARE A GOOD STARTING POINT
- A DYNAMIC WARM UP CAN INCLUDE LOCOMOTOR AND SPORTS SKILL COMBINATIONS IN AN EFFICIENT AND FUN WAY
- USE BASIC EQUIPMENT AND CONSIDER D.I.Y. OPTIONS



YOUTH SPORTS... KEY INGREDIENTS

Basic fitness (A, B, C)	Practice independently	Play pick up games	Multi-sports (sampling)	Do not specialize early
Play through tween years	Eat well	FUN	Get enough sleep	Kid-sized games
Avoid overspending (& FOMO)	Avoid overuse injuries	Balanced schedule (time off)	Mental skills (avoid burnout)	Get honest feedback