

Sports and Positive Youth Development

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Overview

- Model of PYD through sport
- Examples of implicit and explicit processes to PYD
- Linking research and practice



Why Study Youth Sport?

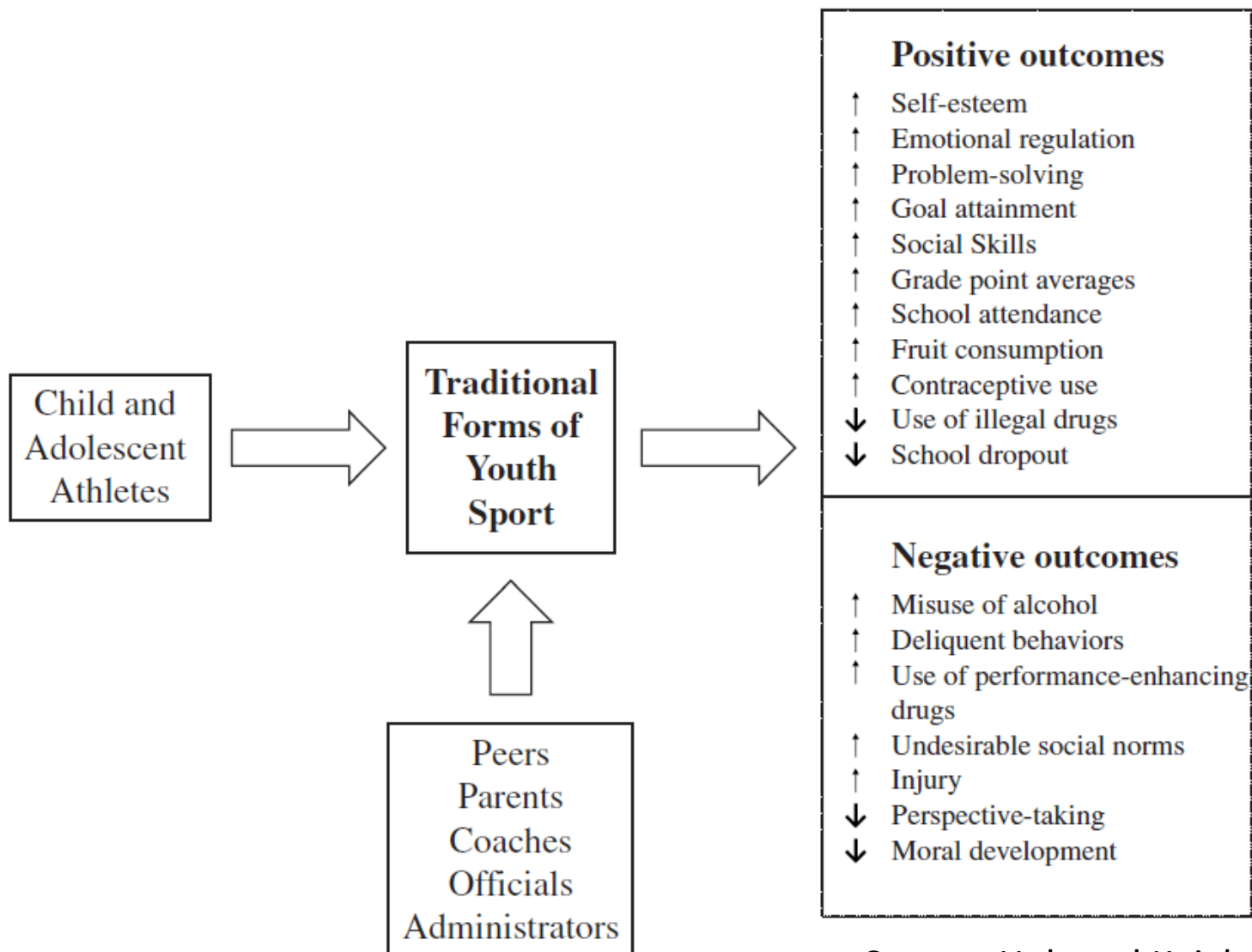
- High participation numbers
- Public funding
- Premises
 - Fitness and health
 - Growth and development
 - Obesity reduction
 - Life skills for post-sport careers



Image source: Forbes.com



Youth Sport Participation Outcomes



Source: Holt and Knight (2014)



Key Questions

- How can youth sport be used to ‘produce’ positive developmental outcomes?
- What works, under what circumstances, for whom?
- What will it take to use research evidence to improve the delivery of youth sport?

– (Coalter, 2010; Holt et al., 2013; Holt, 2016; Levermore, 2008).

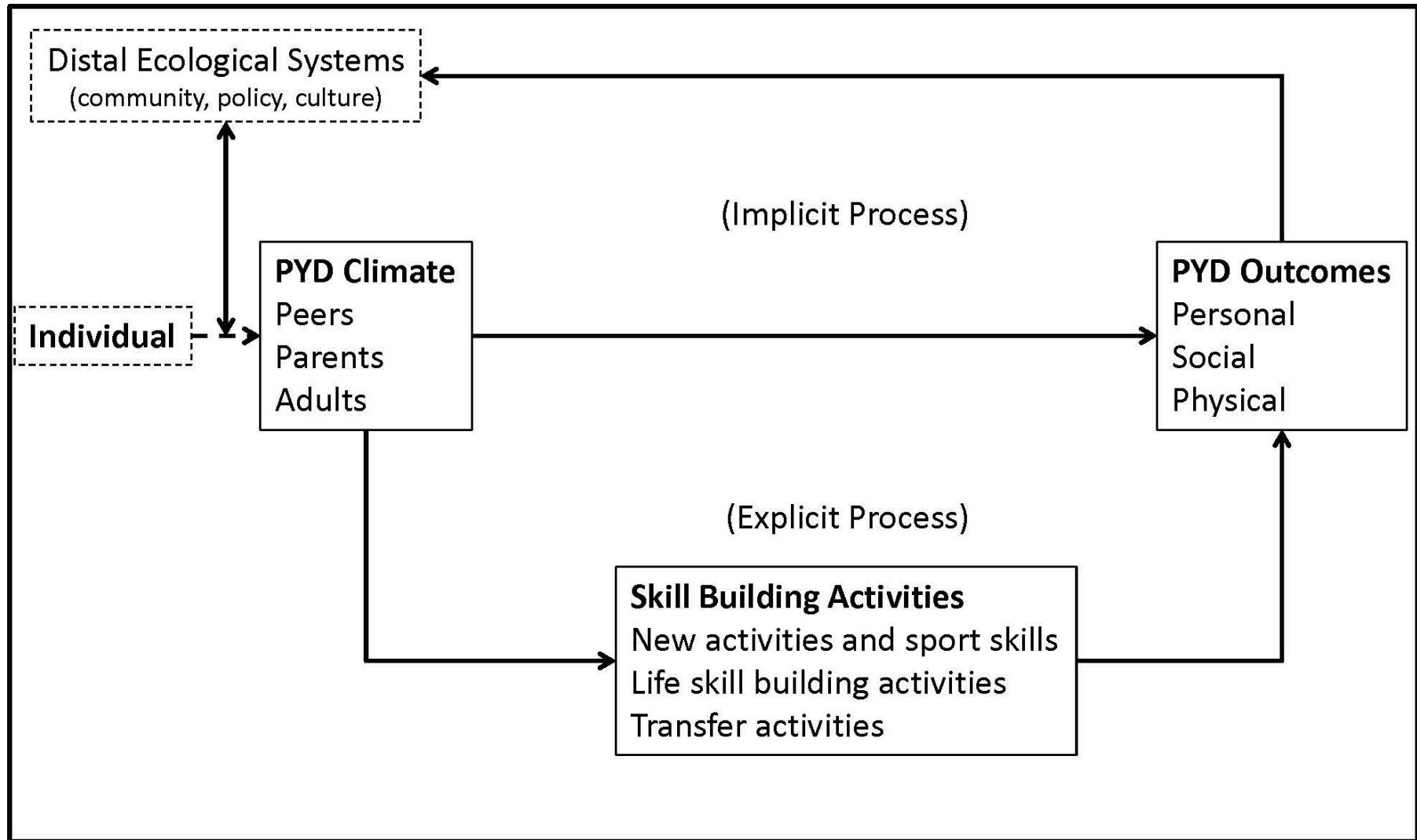


Positive Youth Development

- A way of thinking about and working with young people.
- Youth as having ‘resources to be developed’ rather than ‘problems to be solved.’
- PYD is the result of mutually influential relations among individuals and their contexts.
- (Damon, 2004; Lerner et al., 2015).



A Model of PYD Through Sport



(Holt et al., IRSEP, 2016)



PYD Climate: Implicit Process

- **PARENTS**

- Autonomy-support/authoritative styles

- (Holt & Knight, 2014; Holt et al., 2008a, 2009; Knight & Holt, 2013; Sapieja et al., 2011)

- **PEERS**

- Social complexity, managing conflict, learning to deal with 'different' types of people

- (Holt et al., 2008b, 2008c, 2012)

- **COACHES**

- Support autonomy, clear expectations, model life skills

- (Black & Holt, 2009; Breakey et al., 2009; Holt & Hogg, 2002; Tamminen & Holt, 2012)



Implicit Process Program Example

Study 1: THE WORKERS

- **Personal and Social Benefits**

- Sport as an outlet
- Opportunities for relationship building and mentoring

Study 2: THE YOUNG MEN

- **Personal and Social Benefits**

- Therapy & Relationships
- Community
- Action & Achievement

- **Broader Issues**

- Enduring constraints
- Need for a coordinated approach

Holt et al. (2013, PSE)

Holt et al. (2015, JSEP)



Skill Building Activities: Explicit Focus

- High expectations and accountability
 - Role model desired behaviors
 - Use keywords/phrases
 - Emphasize academic performance
 - Include team building/cooperative activities
 - Use teachable moments to discuss transfer
- (Holt et al., 2016)



Explicit Process Program Example:

TRY-Sport

- 3 sports (basketball, soccer, volleyball)
 - 3 life skills (teamwork, leadership, conference)
 - Practices structured around a life skill
 - ‘Spotlighting’ and reflection to emphasize transfer
- (Holt et al., 2013)



Slums Dunk / Hoops for Kids

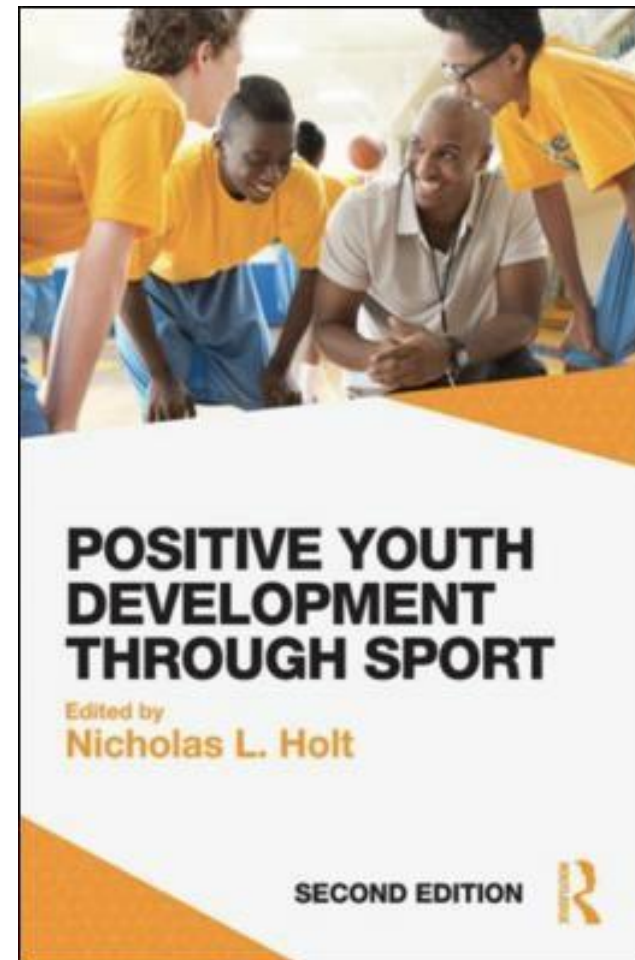
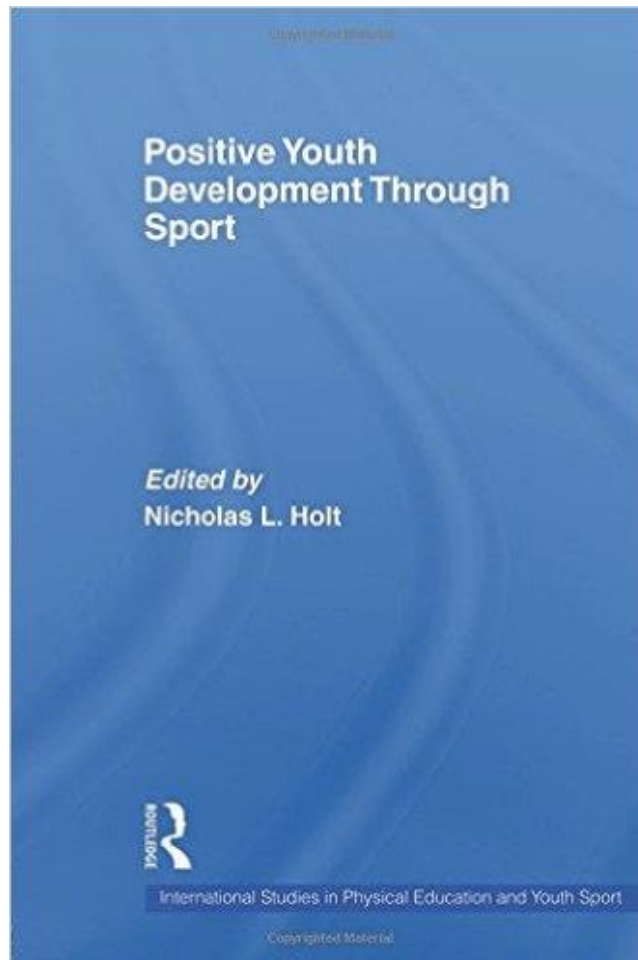


When is Enough Enough?

- (Social) scientists will never be satisfied we have enough evidence to make change.
- Sport organizations are resistant to change (Stenling, 2015) but want to use research (Holt et al., in progress).



Linking Researchers With Stakeholders





Moments



Notifications



Messages



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Have you read the 2nd issue of [#TheSportParent](#)? Research-based info to help you & your [#kids](#) in the world [#sport](#)!

**The Sport Parent (Spring 2016)**

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In reply to Camilla Knight

PYD SportNET @PYDsportNET · Sep 30

.@cjknight @TheCPSU We're happy we could help!



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**PYD SportNET** @PYDsportNET · Sep 30

This week, we're throwing it back to this great piece on how [#kids](#) want their



Take Home Messages

- Youth sport can produce positive youth development through implicit and explicit processes
- Please join us in linking research and practice @PYD SportNET



Team and Partners

- **CASA Lab Team**

- Kacey Neely, Colin Deal,
Meghan Ingstrup,
Shannon Pynn, Kurtis
Pankow, Christine Smyth



- **PYD SportNET**

Partners

- Dany MacDonald, Jessica
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Strachan, Martin Camiré,
Katherine Tamminen



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