HUMAN GROWTH & DEVELOPMENT
E-Book

A resource guide for the Coaching Authorization Licensure Course

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NATIONAL EDUCATION
& ATHLETIC CERTIFICATION ASSOCIATION
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Course Objectives

• Gain a working knowledge of the base theoretical principles in the growth & development of youth & adolescent athletes.

• Examine and understand the major contributors to the field of developmental psychology & their connections to athletics.

• Gain a working knowledge of how Executive Function effects youth athletes and how it can improve athletic performance.

• Gain a working knowledge of the stages and landmarks for physical, mental and emotional growth and development in youth and adolescents.

• Understand the importance of risk & resilience within an athletic environment and develop a Risk & Resilience Plan.

• Gain a working knowledge of how to properly communicate with athletes & parents outside of an athletic environment.
Section 1

Favorite Contributor
Favorite Contributor

Who is your favorite contributor to the field of developmental psychology that we discussed.
1. ______________________

What are the top 5 reasons that you chose this contributor?
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
Favorite Contributor

How can you use this contributor's ideas, concepts and solutions to improve your team?

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Favorite Contributor

Thinking of the #1 concept that you took from this contributor - describe what problem in your program this will address?

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Pick your #2 contributor and explain why?

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We discussed 6 Social Developmental Categories, write a sentence or 2 about how your favorite contributor addresses each category:

1) Self-Esteem?

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2) Peer Pressure?

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3) Tobacco, Drugs & Alcohol?

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4) Teens & Sex?

5) Tattoos & Piercing?

6) Depression & Suicide?
Section 2

Executive Function in Your Program
What are the 6 steps in the process of executive functioning?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
Understanding that children are not born with executive function “Skills” but the brain is dedicated to executing them even if they’re toxic or incorrect - how would you develop your program to assist in the development of each critical skill area?

Task Initiation?

Impulse Control?
Executive Function

Emotional Control?

Planning & Prioritizing?

Flexibility?
Executive Function

Working Memory?

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Self Monitoring?

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Organization?

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Executive Function

Briefly explain what executive function is and why it is important to understand it with regard to athletics?
Executive Function

Describe how you will use executive function to improve the performance of your athletes in practice & Competition?

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Section 3

Risk & Resilience
Risk & Resilience

Why is Risk & Resilience the essence of athletics at every level?


Do you feel athletes are given enough freedom to take risks on your team?


Why or Why not to the above question?


Risk & Resilience

How can you see the concept of Risk & Resilience positively impacting your program?

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What is the #1 area that athlete in your program can take more risks?

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Risk & Resilience

Outline a Risk & Resilience Plan for your program? Include how you will encourage risks & what the consequences are for taking those risks & the plan for eliminating the mistakes

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Risk & Resilience Plan continued:

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Risk & Resilience

Describe how you will present your new Risk & Resilience Plan to the athletes & parents:

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Section 4
Communication Plan
Communication Plan

The most important part of building any team is the communication within it. Describe your current process of communication within your program.

Answer the following questions:

1) Do you have an open door policy?
   a. does anyone use it (really)

2) Do athletes in your program come to you for non-sports related advice?

3) Do parents set-up non-confrontational meetings with you?

4) Do your coaches come to you for mentoring and leadership outside of practices?

5) Do you find that you have people in your program that do things that you think you have communicated that they shouldn't do?
Communication Plan

Parents:

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Communication Plan

Athletes:

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Communication Plan

Coaches:

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Communication Plan

Do you have office hours that you are available for communication from anyone in your program?

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If you could implement 1 Big component to your communication plan that you think would make a huge positive impact - what would it be?

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Communication Plan

Describe your perfect communication plan within your program.

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Section 4

Assignments & Assessments
Assignments & Assessments

From your previous writings, write a short essay on your favorite contributor to the field of developmental psychology.
Assignments & Assessments

Submit your description on how you will implement & utilize Executive Function in your program to increase your athletes performance.
Assignments & Assessments

Develop and submit a Risk & Resilience Plan. Include talking points to your team & parents on:

1) What a Risk & Resilience Plan is?
2) How it will benefit the athletes & program?
3) What the expectations are for the athletes?
Based on the information regarding the cognitive development level of your athletes, develop and submit a Communication Plan. This should include how you currently communicate with your athletes and parents and the how you will adjust your communication techniques to ensure everyone understands and engages in your messages.