

Category: Benefits of Youth Sports

- Participation in sports doesn't necessarily build character in youth, sports *done right* does.
 - Monacis, L., Estrada, O., Sinatra, M., Tanucci, G., & de Palo, V. (2013). Self-determined motivation, sportspersonship, and sport orientation: A mediational analysis. *Procedia - Social and Behavioral Sciences*, 89, 461–467. <https://doi.org/10.1016/j.sbspro.2013.08.878>
- High-quality adult leadership in sports increases the physical, social, and psychological benefits for athletes.
 - Hedstrom, R., & Gould, D. (2004). *Research in youth sports: Critical issues status* (p. 43). East Lansing, MI: Institute for the Study of Youth Sports.

Category: Developing Youth Character, and Life/SEL Skills

Subcategory: Growth mindset is a critical skill for youth for both life success & athletic performance

- Athletes who have a *growth mindset*—who believe that their ability is due to practice and effort—improve in performance more than athletes who believe that their ability is fixed.
 - Dweck, C. S. (2009). Mindsets: Developing talent through a growth mindset. *Olympic Coach*, 21(1), 4–7.
- It is possible to teach youth to have a growth mindset. Youth who believe that they can learn and change are more resilient when facing challenges in life, from the classroom to the sports field.
 - Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>
- Athletes coached in a “mastery” approach win more than those coached in a “scoreboard” approach.
 - Duda, Joan L. (2001). Achievement Goal Research in Sport: Pushing the Boundaries and Clarifying Some Misunderstandings. *Advances in Motivation in Sport and Exercise*, G. Roberts (Ed.), Human Kinetics.

Subcategory: Resilience is a critical skill for youth for both life success & athletic performance

- Being able to respond constructively to setbacks and failures improves athletic performance.
 - Galli, N., & Gonzalez, S. P. (2015). Psychological resilience in sport: A review of the literature and implications for research and practice. *International Journal of Sport and Exercise Psychology*, 13(3), 243–257. <https://doi.org/10.1080/1612197X.2014.946947>
- Resilience can be increased through high quality relationships (such as with coaches) and connections to positive organizations (such as sports clubs).
 - Masten, A. S., & Powell, J. L. (2003). A resilience framework for research, policy, and practice. In *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 1–25). New York: Cambridge University Press.

Subcategory: Teamwork is a critical skill for youth for both life success & athletic performance

- Coaches play a critical role in developing a culture of teamwork among their athletes.
 - McLaren, C. D., Eys, M. A., & Murray, R. A. (2015). A coach-initiated motivational climate intervention and athletes' perceptions of group cohesion in youth sport. *Sport, Exercise, and Performance Psychology*, 4(2), 113–126. <https://doi.org/10.1037/spy0000026>
- The teamwork and leadership skills athletes develop on the field transfer to other areas of their lives.
 - Holt, N. L., Tink, L. N., Mandigo, J. L., & Fox, K. R. (2008). Do youth learn life skills through their involvement in high school sport? A case study. *Canadian Journal of Education*, 31(2), 281–304.

Category: How Coaches can Help Develop PYD in Youth by Intentionally Transferring Life Skills Through Sports

- Exceptional coaches promote positive youth development by providing opportunities to practice life skills (not just talk about them) and discussing how life skills learned through sports transfer to other areas of life.
 - Camiré, M., Forneris, T., Trudel, P., & Bernard, D. (2011). Strategies for helping coaches facilitate positive youth development through sport. *Journal of Sport Psychology in Action*, 2(2), 92–99. <https://doi.org/10.1080/21520704.2011.584246>
- Highly successful coaches integrate the development of life skills into their coaching; it's not something separate.
 - Gould, D., Collins, K., Lauer, L., & Chung, Y. (2007). Coaching life skills through football: A study of award winning high school coaches. *Journal of Applied Sport Psychology*, 19, 16–37.

Category: What a PYD Culture/Environment Looks like in Youth Sports Organizations and School-Based Athletic Programs, and How to Develop It

- The primary conditions in a youth sports environment that lead to positive youth development (PYD) include 1) a PYD climate that is created, sustained, and supported by surrounding adults, and 2) intentional transfer of life skills by coaches and other adults.
 - Monacis, L., Estrada, O., Sinatra, M., Tanucci, G., & de Palo, V. (2013). Self-determined motivation, sportpersonship, and sport orientation: A mediational analysis. *Procedia - Social and Behavioral Sciences*, 89, 461–467. <https://doi.org/10.1016/j.sbspro.2013.08.878>
- Youth sports organizations that incorporate the five “C’s” of positive youth development—competence, character, connection, confidence, and caring—pave the way for a sixth “C”—contribution—as youth grow up into emotionally, intellectually, physically, psychologically, and socially healthy young adults who can foster positive youth development in the next generation.
 - Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education & Sport Pedagogy*, 10(1), 19–40. <https://doi.org/10.1080/1740898042000334890>
- Programs are most successful in promoting positive youth development when they work with youth for an extended period of time, provide structure and consistency, promote healthy relationships, provide behavioral expectations, build self-efficacy, and strengthen behavioral, cognitive, emotional, moral, and social competencies.
 - Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The ANNALS of the American Academy of Political and Social Science*, 591, 98–124.