

Gaelic Games Coach Developer Community Event

Applying Skill Acquisition in Gaelic Games

Workshop Resource

Dr Phil Kearney & Dr Alan Dunton

philip.kearney@ul.ie
[@kearney_phil](#)

alan.dunton@mtu.ie
[@AlanDunton](#)

What is this resource about?

- On 20th January 2024, 120 coach developers from Gaelic Games completed a workshop on skill acquisition in Croke Park.
- In small groups, they answered five questions about skill acquisition topics – pooling their knowledge, their questions and resources they found useful.
- On this slidedeck, we have collated the coach developers' knowledge to act as a stimulus for coach developers to reflect on in relation to how they support the coaches they work with.
 - We offer some additional resources on each of the topics, and occasional comments on what coaches presented.
- In addition to aiding the coach developers, we hope that this slidedeck will also be valuable for those responsible for developing coach developers.

TOPIC 1

What can you share about different ways to provide feedback?

Content Created During Workshop

General Points	Know your audience	Be age and level appropriate
		Be inclusive
	Coaches need to practice feedback	
Who gives feedback	Coach	<p>What advice / insight can you share?</p> <p>You said (1/2):</p>
	Leadership groups	
	Peers	
	Player through self-reflection	
Who receives feedback	Players 1:1	
	Groups of players	
	The coach	
When to give feedback	Ensure it needs fixing	
	Timing: do they want it? Can they take it on board?	
	One piece at a time	
	In game is not the same as in training is not the same as individual meetings	
	You are always giving feedback (body language, sideline behaviour)	

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How to give feedback	Non-verbal	Body Language
		Silent demo
	Verbal	Common language (everyone understands cues)
		Tone of voice: Non-threatening; Voice level
	Use your tools	Video
		Stats
		Online questionnaire
What to feedback	Positive (what you're doing well; belief in what you can achieve)	<p>What advice / insight can you share?</p> <p>You said (2/2):</p>
	Constructive / Solution focused	
	Accurate (evidence; support with facts/stats) and honest	
	Specific (to the player, to the skill)	
	Concise	
	One piece at a time	

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What
would
you like
to know
more
about?

You said:

Best practice examples /
resources for different methods
of providing feedback

Especially in relation to age-
specific feedback

[Fishbowl approach](#)

[TEDSPIE](#)

Effective use of questioning

How to develop self-awareness in players

Understanding how players learn

How to integrate/harness feedback from other coaches

How to integrate/harness feedback from parents

How to know if feedback is effective

How do other sports deliver feedback

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Resources
/ Activities
you found
helpful

You said:

When learning about feedback	Interacting with colleagues (Colleagues, Community of Practice, Peer Review, CPD, Observation of other coaches)
	Researching feedback (research, UK Coaching, Psychology, Social media – different sports)
When working with coaches	Forms -meet them where they are at
	Charts to bring to pitch
	Examples: Club coaches' experiences, real life examples
	Feedback worksheet (forms, apps) or templates
	Tactic Board
	Goal setting / targets before games
	Debrief process
	Exit tickets

COACH BEHAVIORS AND YOUNG ATHLETES' WELL-ILL-BEING

360 young male athletes completed a questionnaire package. Results emphasize the importance of having coaches promoting autonomy supportive atmospheres and avoiding controlling styles to facilitate athletes' well-being and to prevent their ill-being



8 Avoid using controlling behaviors, as these behaviors actively frustrate athletes' psychological needs and they consequently experience lower self-esteem and higher burnout



1 Adopt an autonomy supportive style to enhance their athletes' self-esteem and reduce their burnout

2 It is important that athletes feel understood and valued, and that they are provided with options that are enjoyable and significant for them



3 Support the development of players' confidence in their ability to do things well in training and matches



6 Try to avoid withholding your love, your attention and your affection when the athletes do not behave in the desired way



5 Understand how athletes feel and they try to make sure that athletes understand the goals of the activities in which they participate



4 Encourage the athletes to ask questions regarding the activities in which they participate and trying to answer these questions fully and carefully

Ways to Be Autonomy Supportive

1. Provide a Rationale for Feedback and Activities
2. Accompany Feedback with a Choice of Solutions to Make Progress
3. Set Attainable Objectives for the Player
4. Provide Feedback Free from Person-Related Statements
5. Be Empathetic and Provide Feedback in a Considerate Tone of Voice

Coaches' Self Awareness

Coaches' Self-Awareness of Timing, Nature and Intent of Verbal Instructions to Athletes

Sarah-Kate Millar¹, Anthony R.H. Oldham¹ and Mick Donovan²

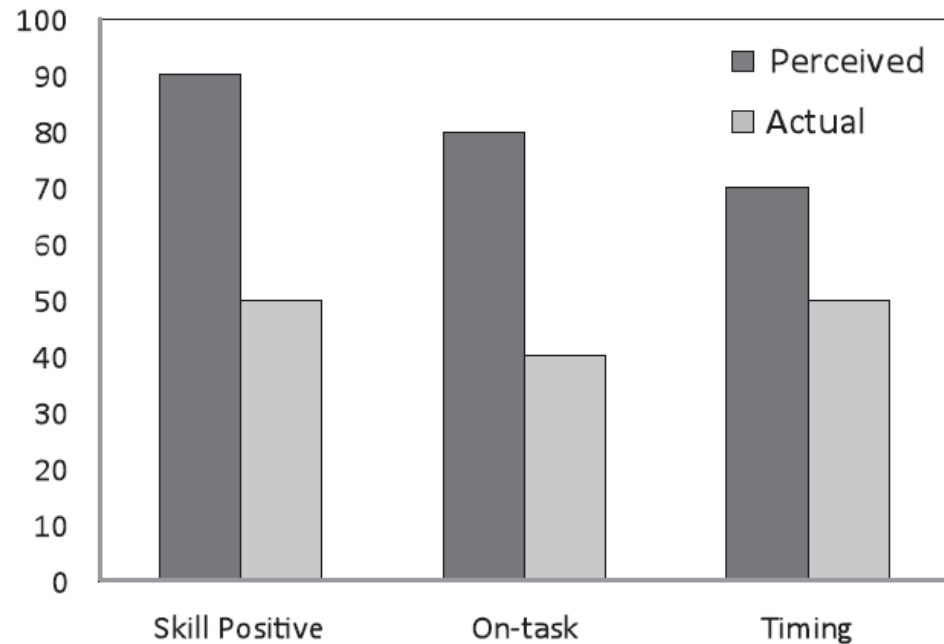


Figure 1. Coaches' Self-Awareness: Actual and Perceived Percentage of Instruction Given by Instruction Category

[Link to full paper](#)

Millar and colleagues showed that even experienced coaches' self-awareness was poor.

Time to Reflect

- **Review Sessions:** Who did I speak with today, and what did I say?
- **Record Sessions:** Analyse verbal instructions used.
- **Balance Sessions:** What percentage of your comments praise positives? What percentage suggest changes?
- **Lap Time Sessions:** Time how long you spend giving instruction and the gap between sets of instructions?

① DIFFERENT WAYS TO PROVIDE FEEDBACK

WHAT ADVICE / INSIGHT CAN YOU SHARE?

POSITIVE SANDWICH (PNP)

CONSTRUCTIVE
NON THREATENING
SUPPORT WITH FACTS / STATS.

VISUAL (VIDEO) / QUESTIONING (VERBAL)
GROUP DISCUSSION.

NON VERBAL → EG: SILENT DEMO.
SILENT FIXING.

FEEDBACK ON FEEDBACK (PEER ASSESSMENT)

SOLUTION FOCUSED

one piece at a time → ENSURE IT NEEDS FIXING.

WHAT WOULD YOU LIKE TO KNOW ABOUT?

BEST PRACTICE → WORDING AROUND THAT?

HOW I CAN IMPROVE OPEN QUESTIONING INCLUSION

TEDSPIE
TELL ME EXPLAIN DESCRIBE SHOW ME PRECISELY IN DETAIL EXACTLY

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

TEMPLATES

OBSERVATION → OTHER COACHES

DEBRIEF PROCESS

① DIFFERENT WAYS TO PROVIDE FEEDBACK?

WHAT ADVICE / INSIGHT CAN YOU SHARE?

Open Q's ✓
Video / Pictures ✓
Practical Demos
Being inclusive
Honest Feedback

Peer Advice
Sideline behaviour
Body language
Tone of voice
know your audience

Questionnaire - online
Individual meetings
Leadership Groups.
Positive - Accurate - Relevant → Constructive
Delivery ← 121 Group
Ingame / In Training Feedback

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

Feedback from parents
Feedback from other coaches

Do we understand how players learn?
Style of Q's used. ✓
Learn about how other sports deliver ✓

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

Club coaches - experiences
UK coaching
Social media - different sports ✓
Research
Colleagues
Community of Practice
CPD

Tactic Board
PSYC
Delivery
Feedback

① DIFFERENT WAYS TO PROVIDE FEEDBACK

WHAT ADVICE / INSIGHT CAN YOU SHARE?

- HONEST
- Verbal / Self Reflection
- Non Verbal
- Visual
- One to one
- Peer work + feedback ✓
- Silent demo
- Evidence
- Specific
- Use of video
- Questioning Concise feedback

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

Making Questioning effective
Use of video / Coaches view
The creation of Self awareness

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

Feedback Worksheet (Forms/App)
Feedback before game | goal setting | targets
Accountability / Reflection | Coach view
PEER REVIEW

① DIFFERENT WAYS TO PROVIDE FEEDBACK

WHAT ADVICE / INSIGHT CAN YOU SHARE



AGE / ABILITY / APPROPRIATE

LANGUAGE
USE OF Questioning
Timing

coach + player
PEER FEEDBACK
COACH LED FEEDBACK ← individual whole group
DEMONSTRATION led feedback
Question led feedback
LIVE feedback : quick + personal
VIDEO FEEDBACK
STATS → Body Language
- positive feedback - Voice level
specific ← player skill ✓

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

- Best practice Examples (Resource) (Age specific)
- Methods of giving feedback (Fishbowl approach)
- How can we see if it's effective

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- CHARTS to bring to pitch
- Real life examples THAT MAKE it real for player
- STATS & video clips
- Peers / person they relate to ✓
FORMS - meet them where they are
Exit Tickets

TOPIC 2

What can you share about different types of activities that coaches can use in their sessions?

Content Created During Workshop

Game-based activities	1 v 1 games
	Target games
	Small sided games
	Hybrid games
	Conditioned games
	Non-contact / shadow play
	Match scenarios / team play plays
	Individual/team conditions/challenges
	Full sided games
	Observing others play
Non-game activities	Drills
	Skills in isolation
Athletic Development	Fundamental movement skills
	Include ball as much as possible in warm up
	Appropriate athletic development (S&C)
Team Dynamics	Team building

What advice / insight can you share?

You said (1/2):

Types of Activities

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Types of Coaching

Collective coaching

1:1 Coaching

How to coach these activities

Set session objectives / themes

Have a clear rationale for all activities

Age appropriate

Appropriate challenge

Choice of equipment (size of balls, hurleys, training aids)

Skill development/decision making in every activity

Allow time to self-correct

Player-led activities (design their own games)

Spot and fix continuously***

With variety

What advice / insight can you share?

You said (2/2):

***Should you “spot and fix continuously”? It is important not to over-simplify coaching. While there is a place for high levels of “spot and fix”, there is also a place for low levels of “spot and fix”, and it is possible to do “spot and fix” well or poorly.

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What
would
you like
to know
more
about?

You said:

**Best practice in age / level
specific training sessions**

Sample sessions / activities
(videos of)

Skill specific development

Set plays in hurling

Athletic development for kids

Help on game-based coaching

How to break down skills
effectively

Modifying session design

Based on facilities available

Based on time of year

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Resources
/ Activities
you found
helpful

You said:

Session Aids	Season planner
	Activity planner
	Coaching Cards
Specific Resources	Consider Pathway
	ICoachKids
	Tobar
	Turas
General Resources	Coaching Courses
	Coaches/colleagues
	Workshops
	Online (social media, youtube)

② DIFFERENT TYPES OF ACTIVITIES USED IN SESSIONS

WHAT ADVICE/INSIGHT CAN YOU SHARE? Warm up

Drills PLAN = Objectives (session)
Games + conditioned movement
Fun activities
unopposed + opposed (COMPETITIVE/CHALLENGE)
Hybrid games (other prep) 3 team OVERLOAD GAMES
Contact + Non contact SKILL SPECIFIC GAMES
1 to 1 SCENARIOS
Showing best practice in video form (open sessions) SEQUENCE
TEAM BUILDING

WHAT WOULD YOU LIKE MORE INFO ON?

How to break down skills (EFFICIENT)
Athletic development for kids
Videos to go with these ✓
what best practice look like
Simple session > age specific / skill specific
Time slot in session

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

1 coach kids
Activity planner
Social media (Twitter, youtube etc)
Coaching Cods

② DIFFERENT ACTIVITIES USED IN SESSIONS

WHAT ADVICE/INSIGHT CAN YOU SHARE?

Player led activities Scenario's

- Warm up
 - Skill
 - SSG
 - COWD. GAMES
 - Full side game
 - Fun game
 - FMJ
 - S + C
 - R.A.M.P.
- Questioning Players (age appropriate)
 - Observing (SITUATION)
 - feedback → context
 - Shadow play
 - Allowing time to self correct
 - Design their own games ✓
 - Player feedback

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

• Prep. x Facilities + time of year
• U1. M W. (Badminton)
what went well
Even Better if

How to do a Skill Battle.

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- WORKSHOPS
- YOUTUBE
- Previous games coaches / colleagues

② DIFFERENT TYPES OF ACTIVITIES USED IN SESSIONS

WHAT ADVICE/INSIGHT CAN YOU SHARE?

include ball as much as possible - in warm-ups

incorporate AD/STC into sessions

Variety - *SSG, LSG, opposed, unopposed, physiological, individual*
skill development/decision making in every activity

Spot + Fix continuously ✓

1v1s GAMES =
getting FUD (GROUPS OF 2)

- feedback - peer + coach
- individual / team conditions
- Expose players

THEMES OF SESSION
✓ Self-reflection skills

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

Help on Games Based Coaching
- mean - look like it, how to it
- question to ask
- How to coach it. ✓

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

✓ Session planners / SEASON PLANNING

TOBAR!
TURMS!

(X) ex Twitter? Colours

WHITEBOARD - showing layout
VIDEO CLIPS / VISUAL ✓
+ cards

Coaching through questioning

② DIFFERENT TYPES OF ACTIVITIES USED IN SESSIONS?

WHAT ADVICE/INSIGHT CAN YOU SHARE?

Drills - Less or more? Fun Games ^{in hall} on pitch ^{in dressing room}

SSG - Types / Why you are using them? 1-1 Coaching

MATCH SCENARIOS / TEAM PLAYS / PLAYS

EFFECTIVE QUESTIONING Equipment ^{vary} _{not always OAA}

Tied to the objective
Set challenges to players
↓
Player Led Games

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

SET Plays in Huxing

Movement PATTERNS

Nutrition

Recovery

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

Online / Social media
Peers


Workshops

Coaching courses

Session Activities

A wide range of activities can be useful, if used for an appropriate purpose at an appropriate time.




Time to Reflect

- How much do you use each activity type?
- Why do you use each activity type?
- Click the paper to find out more 

SPORTS COACHING REVIEW
<https://doi.org/10.1080/21640629.2021.1990653>

 **Routledge**
Taylor & Francis Group

An investigation of high-performance team sport coaches' planning practices

Paul Kinnerk ^a, Philip E. Kearney ^a, Stephen Harvey ^b and Mark Lyons^a

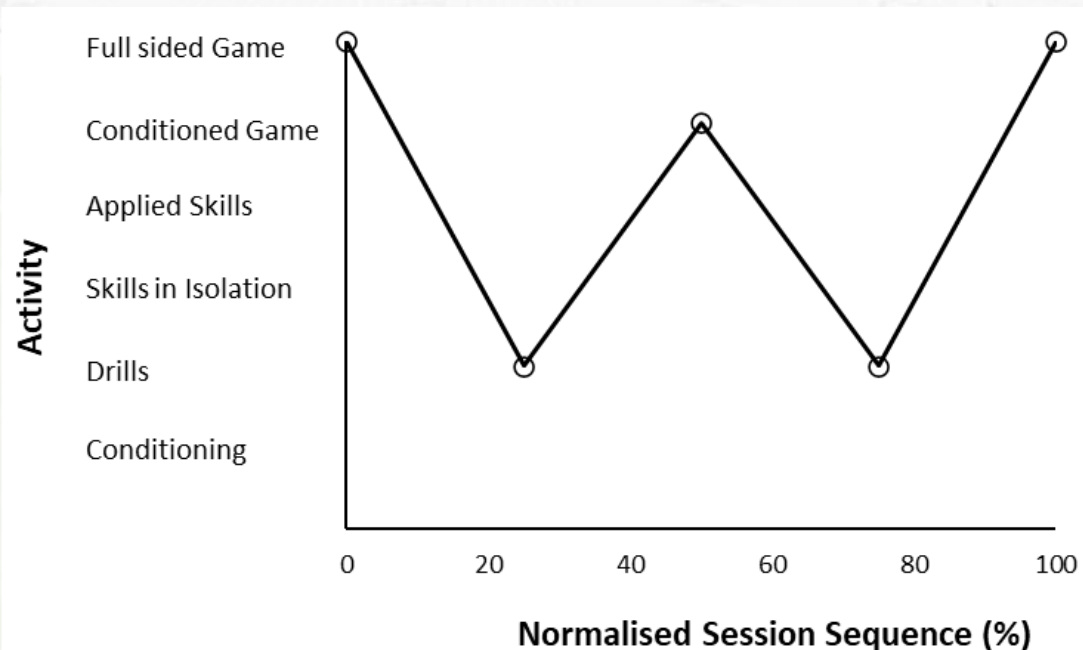
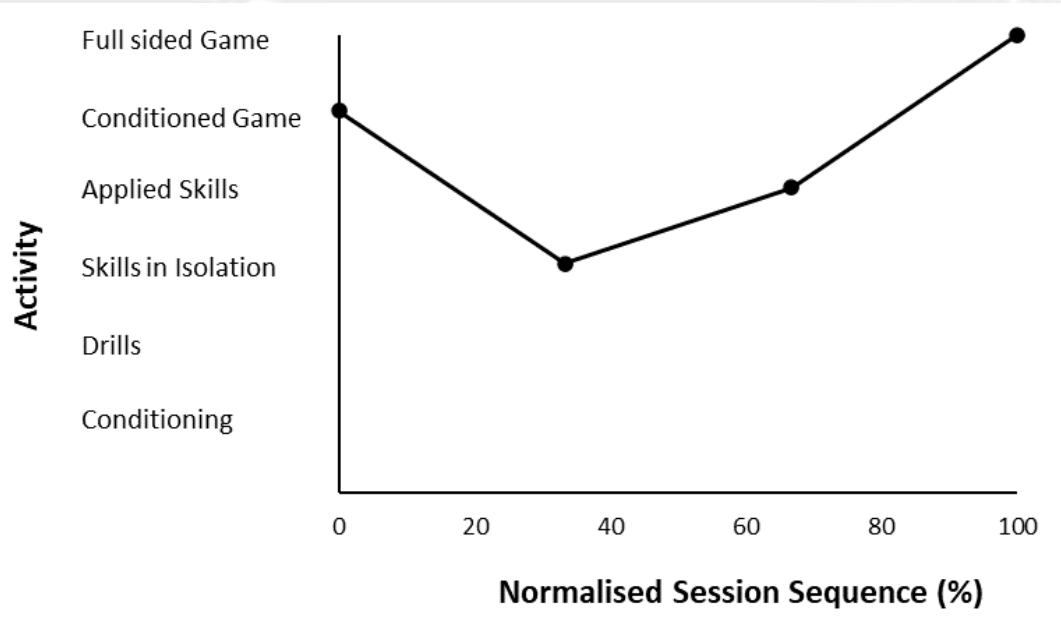
Activity	Definition
Training Form	Activities during the training session that have a predicted outcome or isolated skill component Subcategories <i>Drills</i> <i>Skills in Isolation</i> <i>Fitness</i>
Playing Form	Activities during the training session that have an emphasis on match or game play Subcategories <i>Applied Skills Practice</i> <i>Small-Sided Games</i> <i>Conditioned Games</i> <i>Phase of Play</i> <i>Full-Sided Games</i>
Interpersonal Interactions	Time when the primary focus is on the player acquisition of knowledge Subcategories <i>Activity Introduction</i> <i>Coach-Player Huddle</i> <i>Player Huddle</i> <i>Freeze in Position</i>
Inactivity	Time when players are not intended to be involved in playing form, training form or interpersonal interactions Subcategories <i>Drink break</i> <i>Transition</i>

Session Sequencing

Carefully sequencing activities can enhance players' enjoyment and learning from sessions.

One Option: Play – Practice – Play

- Playing a game immediately after the warm up:
 - enthuses players,
 - allows players to understand the context for later activities, and
 - allows coaches to confirm their assessment of players.
- The initial game form can be simpler than the full game.
- **There is no “one correct way”** to sequence a session! What sequences have you explored?



TOPIC 3

A club is described as a "top quality learning environment" - what characteristics would you expect that club to have?

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Everyone buys in and feels connected and fulfilled (club wide, including parents, supporters)

Enjoyable place to be
Positive language, positive coaches, positive environment
Inclusive with respect for all

Strong sense of connection for all

Good Coach:Player ratios
Role models for players: senior to junior; heroes are accessible
Role models for coaches: walk through sessions
Challenging yet safe environment (for players and coaches)

Everyone open to learning

LTCD plan: Long Term Coach Development
Seeking improvement (review & evaluate; info sessions & workshops)
Embracing change

Effective Governance

Key people driving
Effective coaching committee / coaching officer
Shared goals: Participation & Development over winning
Leadership implements long term plan
Player Pathway
Sustainability
Transparency
Coaches leave a legacy

What advice / insight can you share?

You said:

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What
would
you like
to know
more
about?

You said:

Communication

Communication with other sports

How do we get away from silos?

Running an effective community of practice

Research and Resources

Examples of good practice from other
codes/clubs/sports

How to balance fun and challenge for
different levels

How to measure the quality of the learning
environment

What do clubs of different sizes need to
consider to develop optimal environments?

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Resources
/ Activities
you found
helpful

You said:

Books (e.g., book from Ulster; Doug Lemov)

Club coaching officer

Club partnerships

Colleagues

Google scholar

Online (e.g., social media)

Other coaches

Other sports

Player leadership teams

Workshops

3 CLUB "TOP QUALITY LEARNING ENVIRONMENT" CHARACTERISTICS

ADVICE / INSIGHT CAN YOU SHARE?

- PLAYER CENTRED ✓
- DEVELOPMENT OVER WINNING
- ENJOYMENT / FUN → Fulfillment ✓
- OPEN TO LEARNING - Challenge Players ✓
- BALL IN WARM-UP ✓
- Positive (COACHES - First) ✓
- PLAYER Comfort in a Player Environment
- Encourage mistake? → SAFE ENVIRONMENT. ✓
- PLAYER Development ROOM - TACTIC BOARD
→ BUT-IN T.V. Walk through session ✓

CLUB CULTURE? → ROLE MODELS

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

- RESOURCES
- COMMUNITY OF PRACTICES
- CLACK WITHIN THE GAME ✓
- HOW TO DEVELOP THIS?

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- ONLINE ✓
- BOOK FROM ULSTER ✓
- PLAYER LEADERSHIP TEAMS ✓
- CLUB COACHING OFFICER ✓

3 CLUB "TOP QUALITY LEARNING ENVIRONMENT" CHARACTERISTICS

WHAT ADVICE / INSIGHT CAN YOU SHARE?

- Challenging
 - ASSIST
 - Connection
 - Fun / Improvement
 - Inclusive / All involved
 - Coach/Player ratios
 - Safe env - belonging
 - Coaching officer is paramount importance (right person)
- Communication
Conversation & Cooperation language
- Embracing Change? ✓
- Key people driving
- Hierarchy?
- Review + EVALUATE
- Develop culture ✓
- Sustainability ✓

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

- How to / or is it measurable
 - IS the Best Practice Already
 - How People learn
 - Balance Fun while also Challenge @ levels
 - Will it be different with club size?
 - How do we get away from silos? ?
- How to establish & live a culture

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- Doug Lemov
- Books
- WWW

③ CLUB "TOP QUALITY LEARNING ENVIRONMENT" CHARACTERISTICS

ADVICE/INSIGHT CAN YOU SHARE?

- PRACTICAL BITE SIZE
- RESPECT FOR ALL
- OPEN ENVIRONMENT / BYE IN CULTURE / GOVERNANCE
- SEN Players helping JUN TEAMS → Coaching Officers
- PARTICIPATION OVER WINNING LEADERSHIP
- POSITIVE LANGUAGE
- EVERYONE INVOLVED (CLUB WIDE) (PARENT)
- FACILITIES
- INFO SESSIONS / WORKSHOPS
- PLAYER PATHWAY → TRANSPARENCY STRATEGY - LONG TERM PLAN

Ensuring Coach Training

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

METHODS OF PRESENTATION

- LINKING SKILLS INTO GAMES
- COMMUNICATION METHODS (BETTER)
- HOW TO INVOLVE PARENTS
- COMMUNICATE WITH OTHER SPORTS.
- Putting 'Quality Learning Environment' into Place

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- ONLINE X
- OTHER COACH'S / SPORTS

③ CLUB "TOP QUALITY LEARNING ENVIRONMENT" CHARACTERISTICS

ADVICE/INSIGHT CAN YOU SHARE?

- INCLUSIVE
 - KNOWLEDGE BASE
 - SUB COACHING
 - EXPERIENCE
 - FEEDBACK + REVIEW + REFLECTION
 - POSITIVE ENVIRONMENT! ✓
 - Coaches become redundant
 - COMMUNICATION
 - Senior players speaking to younger ✓
- Heroes in GAA are accessible
- Good coaches leave a legacy and are

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

- EXAMPLES OF GOOD QUALITY FROM OTHER CODES / SPORTS ✓
- Research on best practice
- Other Clubs

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- Google Scholar Social Media ✓
- Workshops Colleagues
- Club Partnership

Haaland's Childhood Club



The Sport Psychologist, (Ahead of Print)
<https://doi.org/10.1123/tsp.2020-0107>

Human Kinetics 
APPLIED RESEARCH

“As Many as Possible for as Long as Possible”—A Case Study of a Soccer Team That Fosters Multiple Outcomes

Martin K. Erikstad
University of Agder and Nord University

Bjørn Tore Johansen, Marius Johnsen, and Tommy Haugen
University of Agder

Jean Côté
Queen's University

The personal assets framework suggests that dynamic elements of (a) personal engagement in activities, (b) quality social dynamics, and (c) appropriate settings will influence an athlete's long-term outcomes of performance, personal development, and continued participation in sport. The aim of the present study was to conduct a case study of a Norwegian age-restricted team that was successful in promoting participation, performance, and positive development for individual participants and to investigate how the dynamic elements of activities, social dynamics, and settings have led to these long-term outcomes. The results indicated that the case is a best-practice example of successful attainment of personal development and long-term participation and performance through appropriate structure and application of the dynamic elements within the personal assets framework, including enjoyable peer-led play activities and quality practice, quality relationships with teammates and coaches, and access to facilities.

Keywords: personal assets, positive youth development, sport participation, talent development, youth soccer, youth sport

Note: Although focused on high performance player development, the resources in this section emphasise the holistic development of all youngsters and so offer thoughts for reflection for clubs and players at all levels.

<https://journals.humankinetics.com/view/journals/tsp/35/2/article-p131.xml>

Rate Your Club Environment (1/2)

On each of the following questions, rate your club environment (or the environment in the clubs your support) on the following scale

Excellent 4 3 2 1 -1 -2 -3 -4 **Poor**

Item	Question	Rating
1	Coordination and communication between sport, school, family and other components; players do not experience contradicting pulls in daily life	
2	Opportunities for inclusion in a training community; supportive relationships and friendships within the group, despite differences in performance level	
3	Proximal role models exist across levels/age ranges (i.e., U18s for U14s; Seniors for U18s) – players see and interact with these role models; players are willing to pass on their knowledge.	
4	Balanced support of sporting goals and other commitments (e.g., school, family, friends, work, etc) actively fostered; non-sport environment shows understanding of sport and demands involved	
5	Focus on holistic development of individual members (e.g., develop competencies, such as responsibility, drive for excellence and social skills), which underpins both their athletic development and beyond the athletic domain; players considered as ‘whole human beings’.	

Rate Your Club Environment (2/2)

On each of the following questions, rate your club environment (or the environment in the clubs your support) on the following scale

Excellent 4 3 2 1 -1 -2 -3 -4 **Poor**

Item	Question	Rating
6	Opportunities to take initiative; access to facilities outside of formal training sessions; promotion of player voice in shaping training.	
7	Focus on the athletes' performance process and/or long-term development, rather than their early results; time to heal when injured; time to engage in other activities.	
8	Strong organizational cultures pervading every aspect of the environments' daily life; a high degree of cohesion within the culture, where espoused values (what the members say they do) correspond with enacted values (what they actually do); culture provides stability to the group and supports a learning environment.	
9	Groups of players and coaches openly and actively share their knowledge within and beyond organization.	

[Case Study: Ajax Amsterdam](#)

[QUESTIONS DEVELOPED FROM RESEARCH PROGRAMME OF KRISTOFFER HENRIKSEN](#)

TOPIC 4

What can you share about playing multiple sports at 12-15 years of age?

Content Created During Workshop

Overarching concern	What is best for the player?
	Be curious not judgemental
	Avoid negativity
Benefits of Multisport	Enjoyment for player
	Player explores sports to find best fit
	Differences in culture between sports
	More well-rounded technical player
	Transferable skills
Challenges of Multisport	Balance the workload
	Ensure sufficient rest
	Differences in culture between sports
	Fear of losing players

What advice /
insight can you
share?

You said (1/2):

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What advice / insight can you share?

You said (2/2):

Making Multi-Sport Work

Establish a shared understanding of what success looks like

Support decision making

Communication

Player and parent and coach education

Communication between coaches / players/ parents

Communication between clubs and schools

Communication between codes

Club mentors

Base level of fitness needs to be high

Have clear opportunities for re-entry

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What
would
you like
to know
more
about?

You said:

How to create relationships between coaches / sports	
	Understanding and managing season priorities
National policy on dual players	
How to support players/their parents/guardians to take the lead	
Effective athlete monitoring	
	Understanding total training load / demands from other sports
	Shared player diaries
	Monitoring apps
Resources	
	Evidence-based resource / guidelines on multi-sport and specialisation (when is too early; what are the cross overs between sports)
	Information on nutrition and recovery
	Information on other activities for children
	Workshops for parents/guardians

Content Created During Workshop

Resources
/ Activities
you found
helpful

You said:

Player Pathways

Case Studies
(could be hosted
on GAA Website)

Player Monitoring
(e.g., log books,
diaries, apps)

Games
Calendars/Fixtures

Welfare checks

④ PLAYING MULTIPLE SPORTS AT 12-15 YEARS?

WHAT ADVICE/INSIGHT CAN YOU SHARE?

ENJOY ✓

ACCEPT

NO OVERLOAD.

~ Transferable Skills

MAP your output - It is a challenge

COMMUNICATION BETWEEN COACHES

Engage Parents + Coaches + Players

Coach personalities
N.B.

Player Well being is paramount.

ENTRY POINTS RE-ENTRY POINTS

Different versions of Season

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

What are other sports doing

Timetable.

What are the crossovers.

Season priorities
national policy
on dual players

Too EARLY Specialisation

Guidelines from National Bodies

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

Player Log books

G.P.S. ? What info gathered?

TEAM BUILDER

Tactical Board

CASE STUDIES please

WELFARE CHECK

④ PLAYING MULTIPLE SPORTS AT 12-15 Years

WHAT ADVICE/INSIGHT CAN YOU SHARE?

Rest is N.B. ✓

at centre Balance work load ✓

Communication between coaches/parents

(transfer of skills between sports.)

Base level of fitness needs to be high ✓

BE INSTRUMENTAL IN DECISION MAKING ✓

IT'S HARD ✓

CULTURE BETWEEN SPORTS ✓

BE CURIOUS NOT JUDGEMENTAL ✓

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

Know more about the demands. ✓

Resource fact based on benefits of multi sports

HOW TO DO IT ✓

How do you create these relationships ✓

BEST PRACTICE

ATHLETIC TRACKING

Player load
Surfer Sport App ✓

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

PLAYER CASE STUDIES ✓

GAMES CALENDAR/FIXTURES

A.M. PLAYER PATHWAY ?

PLAYING MULTIPLE SPORTS AT 12-15 YEARS?

ADVICE / INSIGHTS CAN YOU SHARE?

- Player welfare - overload.
- Communication Between Coaches ✓ + CLUB MENTORS
- Avoid Negativity - Player First
- Communication with Parents + Players (12/13)
- Working with other codes
- Player + Parent + Coach Education ✓
- Outline benefits of playing multi sports - RECOGNISE OTHER SPORTS

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

Anything in common between sports. (don't duplicate)
Play Everything

Nutrition + Recovery (Injury)
Player Retention

What does load look like ✓

Monitoring tools (apps, diaries) who use ✓

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- You Tube clips
- Education or Academic
- Diaries
- Apps
- Player Pathway

Workshops for skill acquisition for parents/guardians!

PLAYING MULTIPLE SPORTS AT 12-15 YEARS

WHAT ADVICE / INSIGHT CAN YOU SHARE?

- More Well rounded technical player ✓
- Explore A Ball → SHARING space CROSS OVER. ✓
- Monitor Training Load = Player Welfare ✓
= Recovery ✓
= Rebalance ✓
- MAKE IT ENJOYABLE! ✓
- COMMUNICATE WITH THE OTHER COACHES ✓
- PARENT EDUCATION / AWARENESS ✓
- Opportunity (See it as) - Be Supportive ✓
- Fear of losing player ✓
- SCHOOLS ✓

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

- OTHER activities for child ✓
- HOW DO WE RETAIN PLAYERS? ✓
- Player Diary to share (Player Welfare) ✓

Player diary to share (Player Welfare)

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- GAA Website ✓
- Transition of other sports, GAA, Soccer, Basketball ✓
- Skills Transfer from other sports. ✓

Revisiting Early Sport Specialization: What's the Problem?

Alexandra Mosher, MA,*† Kevin Till, PhD,‡ Jessica Fraser-Thomas, PhD,† and Joseph Baker, PhD†

Ramsay et al. *Sports Medicine - Open* (2023) 9:96
<https://doi.org/10.1186/s40798-023-00644-x>

Sports Medicine - Open

REVIEW ARTICLE

Open Access

Is There Just One Type of Multisport Pathway? A Scoping Review of Multisport Engagement in Early Athlete Development

Gillian Ramsay^{1*}, Alexandra Mosher² and Joseph Baker¹



BRIEF RESEARCH REPORT
 published: 26 May 2020
 doi: 10.3389/fpsyg.2020.00999

An Index Approach to Early Specialization Measurement: An Exploratory Study

Charlotte Downing*, Karin Redelius and Sanna M. Nordlin-Bates

Higher Family Affluence is Associated With Multi-Sport Participation Among Irish Youth

Philip E. Kearney^{1,2,3} , Ian Sherwin^{1,2}, Wesley O'Brien⁴, Alan M. Nevill^{1,5}, and Kwok Ng^{1,6,7}

Perceptual and Motor Skills
 2023, Vol. 0(0) 1–20
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NO EASY ANSWERS!

- **Whether someone plays one or multiple sports does not capture the complexity of the issue.**
 - There are many ways to be a multisport athlete.
 - There are many ways to be a specialised athlete.
- The intensity, timing, and reasons for participation must also be considered.
- **Playing multiple sports up to mid-late adolescence is the norm in the Irish context; children from less affluent backgrounds may need more support to play multiple sports.**
- **Coaches play a key role** in facilitating healthy youth sport for all.

Note: Click on the papers for full text links

Beyond early specialisation – a conversation with Joe Baker and Sandy Mosher

The Talent Equation Podcast



[Link to the podcast](#)

Find out more

- **Joe Baker & Sandy Mosher** – provide an overview of the key considerations in healthy youth sport.
- **Jan Verbeek & Jorg van der Breggan** – provide key considerations for performance development contexts.



[Link to the webinar](#)

Movement & Skill Acquisition Ireland

Dutch FA: Building an Evidence Based Youth Football Development Programme

Jan Verbeek and Jorg van der Breggan

TOPIC 5

A player has a technical bad habit that is increasing the odds of injury or leading to a consistent problem on the field. The player is struggling to change or makes good progress in training but then the bad habit shows up again in the match. What do you do?

Content Created During Workshop

What
advice /
insight can
you share?

You said:

Confirm it really is a bad habit

- Allow creativity
 - Don't be too closed off
 - Could be a different role model than the coach
 - Don't de-coach natural movements
-
- If it really is a bad habit, carefully plan your approach (details on next slide).

Content Created During Workshop

Identify the problem

Establish the reason for the habit - biomechanics

Check with others

Seek expert help

Ask players what do they think

Communicate the issue (what, why and how): Elite player to sell message to young players; Have a clear model: use video clips, show a teammate or best practice

Think about the best time to change

Create an Individual plan (could be a Secret Challenge)

Negotiate the non-negotiables

Back to basics

Develop [the player's] understanding of the skill itself

Engage player led approach to learning, Player input-feedback from them

Make change stick - repetition and persistence (Rome not built in a day)

Positive reinforcement, Show them themselves doing the skills

Appropriate progressions (unopposed then opposed)

Stress test

What advice / insight
can you share?

You said:

Content Created During Workshop

What
would
you like
to know
more
about?

You said:

What are the common bad habits (the biomechanics of the skills of the game)

A better understanding of the change/refinement process

Role of technique refinement in recovery from injury

How long it takes to change a habit (timelines)

Role of small sided and conditioned games in the change

How much positive reinforcement to give

Psychological focus

Appropriate way forward for different age/ability groups

Content Created During Workshop

Resources
/ Activities
you found
helpful

You said:

Understanding the issue and the player	Breakdown of skills
	Skill cards
	Screen players
Making the change	Give rehab exercises, support from physiotherapist
	Player Demos, Video Analysis
	Motivational interviewing
	SSG/Conditioned games
	An external coach outside the group

15 Skill change in elite-level kickers

Interdisciplinary considerations
of an applied framework

*Howie J. Carson, Dave Collins
and Phil Kearney*

1. Introduction

In coaching practice, technical preparation plays an important role. Therefore, interdisciplinary models which provide concrete starting-points for the improvement of technique are substantial for practical work. Coaches ... would like to know how to stimulate stable modes of coordination in the athlete, how to stabilize proper techniques, and how to change previously acquired, inefficient movement patterns during training. All these questions cannot be answered merely through biomechanical analyses or through detailed movement observations. In this context, relevant methods are rather those which comprehend and illuminate the cognitive-coordinative background of technique execution. (Schack & Bar-Eli, 2007, p. 63)

This quotation which spans a number of characteristics and elements of optimum high-performance environments, stresses the need for a cross- and interdisciplinary approach to support practice. Two important considerations are central to the pursuit of this ideal. Firstly, and in contrast to evidence-based guidance on stimulating (i.e., acquiring) and stabilising (i.e., performing) skills, there is a relative dearth when addressing how to *change* an athlete's already acquired and well-established movement (Carson & Collins, 2016; Fitts & Posner, 1967). Specifically, we refer here to such change as making a small tweak, or refinement, to technique in a way that is new to the athlete, although not of sufficient scope so as to constitute the complete acquisition of an entire new skill (cf. Carson & Collins, 2011). This scarcity of advice is unfortunate, since sporting domains present many situations when a technical refinement can generate significant performance improvements (e.g., Carson *et al.*, 2014; Hanin *et al.*, 2002). Examples of such situations include, when executing on new playing surfaces or with different equipment, responding to new playing styles of competitors, following the different challenges and styles posed by a new

[Skill change in elite-level kickers](#)

Tackling bad habits

- It is vital to distinguish between individual differences in style and genuine problematic movements.
- Where a player is not responding to typical coaching, a more strategic approach may be needed.
- The 5A Model offers such an approach.



[Podcast with Dr Howie Carson](#)

Stages of Implementing Technical Refinement

Stage 1: Analysis	<p>Prolonged assessment under a range of conditions</p> <p>Detailed evaluation of what the change process would involve</p> <p>Securing of buy in from all relevant parties</p>
Stage 2: Awareness	<p>Bringing the existing pattern into conscious awareness</p> <p>Establishing a clear distinction between existing and target movement patterns</p>
Stage 3: Adjustment	<p>Gradually modifying the technique towards the desired pattern</p> <p>Practice under initially simplified conditions, which are gradually progressed to resemble the performance conditions</p>
Stage 4: (Re)automation	<p>Continue progress towards the performance conditions</p> <p>Change to an holistic attentional focus</p> <p>Add physical or mental challenges to increase need for automatic performance</p>
Stage 5: Assurance	<p>Proactive planning of pressurized situations to test the technique and develop confidence in its application</p>

⑤ PLAYER-TECHNICAL BAD HABIT ↑ ODDS INJURY - HOW TO MAKE CHANGE STICK?
ADVICE/INSIGHTS CAN YOU SHARE?

Block hurling ✓
Stripped back ✓
Repetition ✓
Basics ✓
Progression ✓
Unopposed ✓
Opposed ✓

Carrying the ball
2 steps then solo...
Movements/
Don't De-coach Natural when wants

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

How much positive enforcement
Video Resources
Cartoon Feature (kids)
Control SFX, Conditional Games

WHAT RESOURCES	HAVE YOU FOUND HELPFUL?
- Video Analysis	- SFX/Conditional Games video library ↓ skills, demos, breakdown of skills etc...
	- Player Demos

⑤ PLAYER TECHNICAL BAD HABIT ↑ INJURY ODDS. HOW TO MAKE CHANGE STICK?
WHAT INSIGHTS /ADVICE CAN YOU SHARE?

- Communicate the issue. → video
- Show best practice → (→ verbal
- Give points to try to fix it → player input → Individual Plan → Feedback from them
- Show a team mate
- Persistence → (Rome not build in a day)
- Reason for bad habit → biomechanical → Personal injury
- Could be a different role → model (1+01) than coach.
- Don't be too closed off 'Allow creativity'

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

- Age / ability appropriate way to fix
- How long to change habit?
- what are common ones → how to negate.
- Skill development timeline
- Recovery from injury
- Skill development breakdown
- Biomechanics of +ve Skill

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

- Videos - Irvind - Break Down
- Skill cards
- Personal experience
- Other coaches
- USE A PHYSIO TO SCREEN PLAYERS & GIVE REHAB EX.

⑤ PLAYER - TECHNICAL BAD HABIT ↑ ODDS INJURY - HOW TO MAKE CHANGE STICK?

ADVICE / INSIGHT CAN YOU SHARE?

Quiet Word - ^{Identify} Explain Model Practice Feedback

Positive Reinforcement
Time to Change
Secret Challenge

STRESS TEST

NEGOTIATE THE NON NEGOTIABLES

- Elite Player to sell message to young player
- Video Clip - Best Practice
- Understanding of the Skill itself - Show them themselves doing the skill.
- Communication with Parents to reinforce
- Ask the player what do they think

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

Injury Prevention

Skill Acquisition → Movement of the Skill within Game context

Better Questioning / Understanding.

Psych Focus

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

Videos

Motivational Interviewing

An external Coach - outside the Group
Spot + Fix

⑤ PLAYER - TECHNICAL BAD HABIT ↑ ODDS INJURY - HOW TO MAKE CHANGE STICK?

Advice / Insights Can you share?

• H, H, H, F

* IDENTIFY problem: Genuinely Correct Problem

• Back to Basics

• SHOW BEST PRACTICE approach *

• engage player led approach to Learning

• explain / reasoning: why? *

make change stick

• repeat

• Do we expect help / checks with other advisors?

WHAT WOULD YOU LIKE TO KNOW MORE ABOUT?

• Skill Acquisition

• FIX OWN MISTAKES

• Give Feedback model. - Player - Coach

WHAT RESOURCES HAVE YOU FOUND HELPFUL?

• Q.A.A.

TOPICS YOU SUGGESTED

Coach Developers had the opportunity to pose additional questions that they were interested in / that the coaches they support ask them.

Here are the questions that we received (that could be the focus of future workshops)

TOPICS YOU SUGGESTED

- Within an hour's session, what time should be devoted to playing games and what time to more closed practice (i.e., focusing on performing techniques without decision making)?
 - How does this differ depending on the age/level of a player?
- What role does rest play in the development of skill?
- How do you develop effective learners?
- What is the best way to provide instruction?



TOPICS YOU SUGGESTED

- When is it too late (more difficult) to correct technique / skill?
- How do you determine the correct hand for a player to hold the hurley?
 - Should you challenge the player to change, or let them continue as they are?
- What content should be covered in a workshop on skill acquisition for parents/guardians?
- How do you use questioning effectively in coaching?



EFFECTIVE QUESTIONING

- We do not have scope to answer all of your questions, but here are two excellent resources on questioning (click on the pictures to open).
- A summary of the second paper is available in [this blog](#).



Qualitative Research in Sport, Exercise and Health



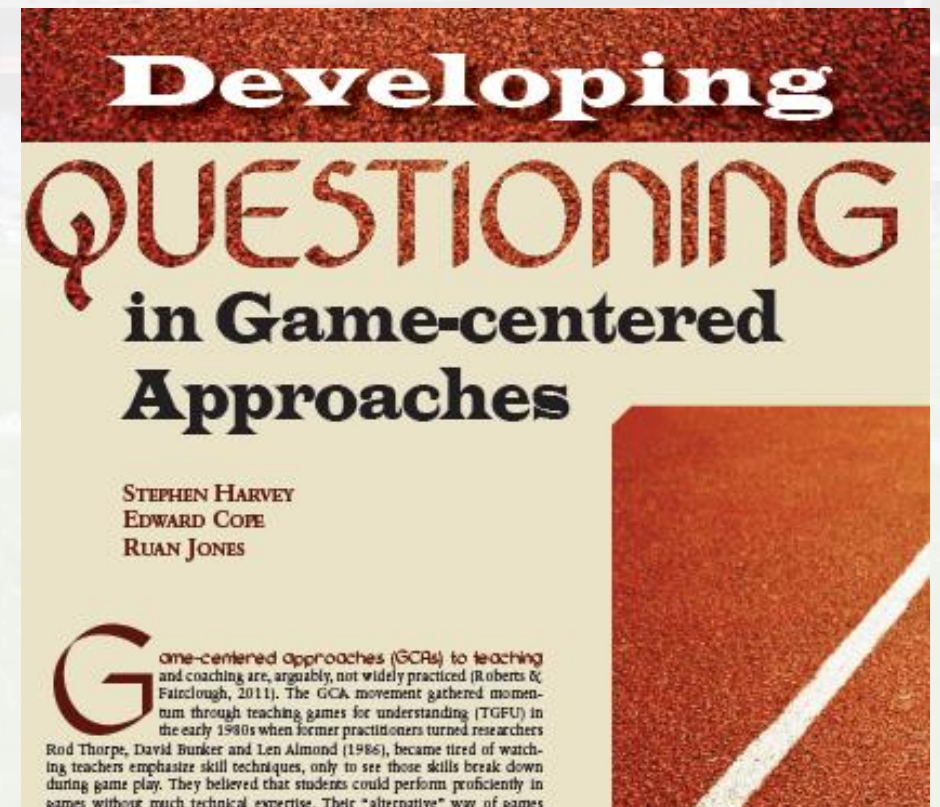
ISSN: 2159-676X (Print) 2159-6778 (Online) Journal homepage: <http://www.tandfonline.com/loi/rqrs21>

An investigation of professional top-level youth football coaches' questioning practice

Ed Cope, Mark Partington, Christopher J. Cushion & Stephen Harvey

To cite this article: Ed Cope, Mark Partington, Christopher J. Cushion & Stephen Harvey (2016): An investigation of professional top-level youth football coaches' questioning practice, Qualitative Research in Sport, Exercise and Health, DOI: [10.1080/2159676X.2016.1157829](https://doi.org/10.1080/2159676X.2016.1157829)

To link to this article: <http://dx.doi.org/10.1080/2159676X.2016.1157829>



Developing

QUESTIONING in Game-centered Approaches

STEPHEN HARVEY
EDWARD COPE
RUAN JONES

Game-centered approaches (GCAs) to teaching and coaching are, arguably, not widely practiced (Roberts & Fairclough, 2011). The GCA movement gathered momentum through teaching games for understanding (TGFU) in the early 1980s when former practitioners turned researchers Rod Thorpe, David Burker and Len Almond (1986), became tired of watching teachers emphasize skill techniques, only to see those skills break down during game play. They believed that students could perform proficiently in games without much technical expertise. Their "alternative" way of games

Developing effective
decision makers

Guiding technique
refinement

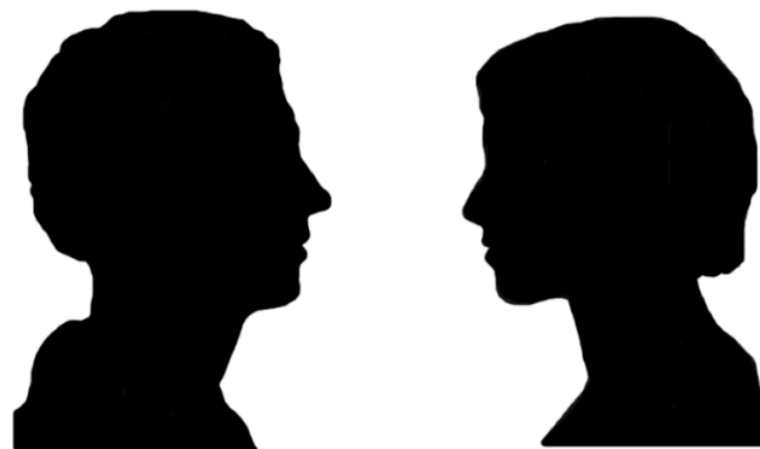
Designing
practice sessions

Providing effective
feedback

Sequencing
practice activities

Providing optimal
instruction

Creating a learning
environment



**The science of Skill
Acquisition can support
coaches & coach
developers in relation to...**

Developing skill
assessments

Balancing play
and practice

Developing
effective learners

Skill benefits of
multi-sport

FIND OUT MORE

The Skill Acquisition Working Group prepared a webinar as part of the Be Ready to Play series, entitled: [Applying Skill Acquisition: Practical Tips for Coaches working with Children and Adults Across the Player Pathway.](#)



Movement & Skill Acquisition Ireland

Movement & Skill Acquisition Ireland hosts free webinars on multiple skill acquisition related topics, recordings of which are available on YouTube:

- [Introduction to Skill Acquisition Series](#)
- [Women Who Have Changed the Discussion in Skill Acquisition & Coaching Series](#)
- [Skill Acquisition in Different Domains Series](#)
- [2018 Conference Videos](#)



Principle 1.

The engaged player learns.



Principle 2.

Practice reflects performance
Retention reflects learning.



Principle 3. Developing skill
is limitless.

