The Goldilocks Approach to TD: Making your TDE ‘just right’

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Most things about humans are...

**BIOPSYCHOSOCIAL**

An Example of Interdisciplinarity in Understanding Human Behaviour - Factors which influence smoking uptake and cessation
So ALL need specially focused MOVEMENT EDUCATION

Liefeith et al., 2018; Liefeith & Collins, 2018, in press
To optimise movement across the span...

- GMA development:
  - **Blocks of general movement** interspersed
  - **Younger ages need** gross body control and hand-eye coordination (Giblin et al., 2014a, 2014b; MacNamara et al., 2015)
  - **Older ages need** game AND movement sense
  - **Crucial** through PHV and growth transitions (e.g. heavy weight/strength gain)
  - **More than** just different sports

- For older players:
  - **Blocks of GMA still important** (Liefeith, Collins, et al., 2012; 2016; in review)
  - GMA blocks **promote longevity** and **reduce injury**
PSYCHO-Stuff - Psychobehavioural Ideas

- Experience
  - GB Medallists Study (*Rees et al.*)
  - Resilience (*Sarkar & Fletcher*)

- Attitude
  - Growth Mindset (*Dweck*)
  - Grit (*Duckworth*)

- Skills
  - Self Control (*Toering et al.*)
  - PCDEs (*Collins, MacNamara & colleagues, various*)
Knowledge Levels in TD - *The POP Principle*

**PERFORMANCE**
- However determined
- Winning now/succeeding later

**OUTCOME** – Methods to help you get what you want
- Bridging models, structures or constructs
- Including (but not limited to) Resilience, CARDS, GRIT, GM, DNA, Embed the Pathway

**PROCESS** – Mechanisms to achieve outcomes
- The processes that can make it happen - PCDEs

(Collins, MacNamara & Cruickshank, 2018)
Realities of TD pathways

- Signs for Premiership Side
- Start of secondary
- Bad injury
- Maintaining position in 'on loan' teams

AGE IN YEARS

PROGRESS TO ELITE
Bumpiness is ESSENTIAL

- Super-Champions, Champions and ‘Almosts’ (Collins, McCarthy & MacNamara, 2016 – n=54)
  - 60+ caps/5+ world medals
  - <3 caps/<1 medal but high level
  - High level youth, no more than Division 2 adult

<table>
<thead>
<tr>
<th>Supers</th>
<th>Almosts</th>
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<tbody>
<tr>
<td>Slow, often bumpy progression</td>
<td>Smooth ride – “the next XXX”</td>
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<tr>
<td>Supportive, encouraging but separated parents</td>
<td>VERY high levels of parental interest and drive</td>
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<tr>
<td>Strong but challenging coaches</td>
<td>Vocal support then MUCH less</td>
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<tr>
<td>VERY high personal drive – Athlete often causes the ‘bumps’ through personal standards</td>
<td>Committed early – enjoying the attention but very ‘other’ referenced. REAL problems or even dropout later</td>
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<td>Positive reaction to challenges and setbacks – “uses to stimulate”</td>
<td>Negative reaction – “why me”, I am unlucky” or “It’s not fair”</td>
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Operationalising PCDEs

Exemplar behaviour: COMMITMENT

**JUDO**
- Keeps going in hard practices
- Will fight through minor injury
- Addresses identified weaknesses and shows progress

**CURLING**
- Practices away from the team
- **Supports** others’ efforts
- Consistent effort as shown by consistent preparation
REPEAT
Progressively harder challenge

TEACH
Develop the skills to swim not sink

TWEAK
Review (self and other), develop and refine the skills

TEST
Test the skills using real challenge
## An Exemplar Psych Curriculum for U9s

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<tr>
<th>TOPIC</th>
<th>SUPPORT</th>
<th>CHALLENGE</th>
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<tr>
<td>Grit OR Determination</td>
<td>• Session on combining imagery and goal setting to improve performance</td>
<td>• X Country run 4 times per season</td>
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<td>• Coach selects and player presents good practice</td>
<td>• Timed skills tests 4 times per season</td>
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<td></td>
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<td>• Keepy-uppy challenge (home practice-group performance)</td>
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<td>• Behaviour goals for school and home</td>
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<tr>
<td>Coach-led Goal Setting</td>
<td>• Session on SMART goals</td>
<td>• Coach works with players to set goals for Grit challenges</td>
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<td>• Coach models use in games and training</td>
<td>• Three levels goals at U10</td>
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Formative Evaluation
PCDEs and the PCDEQ2

- Commitment
- Focus & Distraction Control
- Realistic Performance Evaluation
- Self Awareness
- Coping with Pressure
- Planning & Self-Organisation
- Goal Setting
- Quality Practice
- Effective imagery
- Actively seeking social support
  - ‘Dark Side’ stuff

- Adverse response to failure
- Imagery
- Self-directed control and management
- Perfectionism
- Seeking & using social support
- Active coping
- Clinical issues
Interpreting the Data

- Adverse Response to Failure
- Clinical Indicators
- Active Coping
- Imagery and Active Preparation
- Self-Directed Control and Management
- Seeking and Using Social Support
- Perfectionistic Tendencies

Interpreting the Data

- Adverse Response to Failure
- Clinical Indicators
- Active Coping
- Imagery and Active Preparation
- Self-Directed Control and Management
- Seeking and Using Social Support
- Perfectionistic Tendencies
PCDEQ2 Examples Premiership 1

- Adverse response to failure
- Imagery and active preparation
- Self-directed control and management
- Clinical indicators
- Active coping
- Seeking and using social support
- Perfectionistic tendencies
PCDEQ2 Examples Premiership 2

- Clinical indicators
- Adverse response to failure
- Imagery and active preparation
- Self-directed control and management
- Active coping
- Seeking and using social support
- Perfectionistic tendencies
Interventions - So what could you do?

- Adverse response to failure
- Imagery
- Self-directed control and management
- Perfectionism
- Seeking & using social support
- Active coping
- Clinical issues

- Commitment and role clarity
- Focus and distraction control
- Planning and organisation
- Goal setting and self-reinforcement
- Quality practice
- Imagery
- Realistic performance evaluation
- Self-regulation
- Creating and using support networks

## Key Features
- Long Term Aims and Methods
- Wide Ranging Coherent Messages and Support
- Emphasize Appropriate Development NOT Early Success
- Individualized and Ongoing Development

## Key Methods
- Develop a Long Term Vision, Purpose and Identity
- Develop Systematic Planning and Implementation
- Provide Coherent Reinforcement at a Variety of Levels
- Provide Coherent Philosophies, Aims and Methods at a Variety of Levels (e.g. Parents, Coach Content, Practice and Reward Systems, Selection, Funding, Competition Structure, NGBs, Educate Parents, Schools, Peers, Coaches & Important Others (and encourage positive contributions!))
- Utilize Role Models at a Variety of Levels
- Set Up a Variety of Support Networks Over the Long Term (e.g. Peer, Coach, Sport Staff, Family)
- Provide Forums for Open and Honest Communication Patterns at a Variety of Levels
- De-Emphasize ‘Winning’ as Success at Developmental Stages
- Provide Clear Expectations, Roles, and Meaning Within the ‘Big Picture’ at Every Level
- Provide ‘Stage Specific’ Integrated Experiences and Teaching
  - Fundamental Physical and Perceptual Skills
  - Fundamental Mental Skills (Learning and Development; Life; Performance Related)
  - Sport Specific Skills (Technical, Tactical, Mental, Physical, Perceptual)
  - Balance
- Encourage Increasing Responsibility and Autonomy in Learning/Development
- Develop Intrinsic Motivation and Personal Commitment to Process
- Promote Personal Relevance, Athlete Understanding and Knowledge

## Nature of Model
- Integrated, Holistic and Systematic
Pathway Management (Webb et al., 2016)

Senior/International Level

- Develops specific ‘team’ performers
- Progress **FAST**
- Adaptability **LOW**

- Will only work with very self-motivated performers
- Progress may be **LIMITED**
- Adaptability **HIGH**

The Goldilocks – not too much variation but not too little. **JUST RIGHT**!
Challenge Focused

• Passage to the top is through a series of challenges

• Interspersed with learning and development

• TEACH-TEST-TWEAK-REPEAT

Super champs

http://journal.frontiersin.org/article/10.3389/fpsyg.2015.02009/full?utm_source=Email_to_authors &utm_medium=Email &utm_content=T1 11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Psychology&id=171615

Mental Health in TD

http://journal.frontiersin.org/article/10.3389/fpsyg.2015.02042/full?utm_source=Email_to_authors &utm_medium=Email &utm_content=T1 11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Psychology&id=171431
“Thanks for Listening”

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