



Positive Coaching Alliance & Social Emotional Learning Through Sports

"PYD" and "SEL" are common acronyms in the youth development field, particularly within schools

WHAT IS SEL?

Social and emotional learning ("SEL") is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

[\[CASEL.org\]](https://CASEL.org)

WHAT IS PYD?

Positive Youth Development (PYD) is a "strength-based", positive approach to youth development. Youth involved in programs or schools with PYD environments develop strong social emotional learning skills in the areas of social awareness, relationships and self-management [\[CASEL.org\]](https://CASEL.org). PCA programming helps youth sports organizations and school sports programs create and sustain PYD environments.

A FRAMEWORK

SEL has become a framework for how educators, families, and communities partners promote students' social, emotional, and academic learning. PCA's work in youth sports is informed by an SEL framework produced by a leader in this space, *The Collaborative for Academic, Social, and Emotional Learning* (CASEL). See appendix 1 for detailed framework.

HOW DOES PCA PROGRAMMING FIT IN?

PCA programming specifically targets SEL skill development. Our **primary target outcome** is youth character development.

| <u>PCA Programming Focus</u> | <u>Key Impact</u> | <u>PCA Principle</u> | <u>CASELFRAMEWORKCATEGORY</u> |
|------------------------------|-------------------|----------------------|-------------------------------|
| Youth Character Development | ↑Growth Mindset | ELM | Self- Awareness |
| | ↑Resilience | ELM | Self-Management |
| | ↑Teamwork | E-Tank | Relationship Skills |

PCA believes that for sports to provide these benefits, coaching has to be intentional around it, which is why a **second target outcome of PCA programming** is explicitly about training coaches to transfer life lessons. A lot of the basis for developing SEL skills rests on making sure that the adults involved have received specific training around it; i.e., that it doesn't just happen automatically. This is the essence of PCA's programming - to train coaches to be able to do this.

| <u>PCA Programming Focus</u> | <u>Key Impact</u> | <u>PCA Principle</u> | <u>CASELFRAMEWORKCATEGORY</u> |
|------------------------------|------------------------|----------------------|---|
| Coach Behavior | ↑Focus on life lessons | ELM E-Tank | Adults create safe, supportive positive youth development (PYD) environment |

SEL explicitly calls for involving the entire community around a child – parents, teachers, schools, etc. Central to PCA’s programming is a “systems approach” which engages school and youth sports organization leaders, coaches and parents, in addition to our work with athletes directly. PCA’s **third targeted outcome** is to create a more positive culture in which people have a better experience, and which sustains a PYD environment.

PCA Programming Focus

Youth Sports Organization
and/or School Culture

Key Impact

Coaches, youth &
parents have a more
positive experience

PCA Principle

Multiple

CASELFRAMEWORKCATEGORY

Adults create safe,
supportive positive
youth development
(PYD) environment

APPENDIX 1 CASEL FRAMEWORK



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Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility