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Exploring the coaching ecology in youth ice hockey

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I-MDRC was created in 2014 as a way to bring together an international body of researchers at various points in their career and from a variety of countries and research backgrounds. Our purpose is to increase the visibility and impact of Motor Development research over the next decade through meaningful collaborations.

I-MDRC is a 501-C non-profit organization established in 2019.

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POSTER #88

EXPLORING THE COACHING ECOLOGY IN YOUTH ICE HOCKEY

Jan-Erik Romar | Erik Riska

Coach behaviour, practice activities, context and the relationship between these are viewed as essential components in athlete development and consequently in the shaping of athletic experiences. Previous studies with systematic observation tools in the coaching context have reported that the pattern of coaching behaviour can be understood as a sequential cycle of unplanned and reactive behaviours where coaches most frequently instructed, provided feedback and encouragement while simultaneously managing the training environment. Nonetheless, there is a clear limitation when the coaching process is viewed as unidirectional without accounting for how athletes' behaviour can inform coaching processes. Therefore, the purpose of this study is to describe and interpret the ecology of youth ice hockey training sessions. The following research questions framed the study: (a) How did the coaches structure the training sessions? (b) What kind of coach instructional and managerial behaviours were prevalent in this context? and (c) How active were athletes during the training sessions?

Two youth ice hockey teams were videotaped during four training sessions each with a mean duration of 51 minutes. The athletes in Team Kalle were 10 years of age and in Team Per 14 years of age with 15 to 18 athletes participating in one practice session. Ice practice include fitness tasks, drills, conditioned game and game play. A modified version of the Task Structure Observational Instrument was used to systematically observe the practice structure and participant engagement. Additionally, a modified version of the Coach Analysis and Intervention System was used to evaluate coaching behaviour.

Results showed that coaches in both teams provided much time for athletes to actively practice, with a focus on game play. Particularly concurrent instruction, the use of names and hustle had a higher proportion compared to other observed coach behaviours. In addition, the coaches provided mostly general positive and corrective feedback. Finally, athletes were actively engaged about one third of a practice session although they showed high levels of compliance.

The concurrent use of both coach and athlete behaviour data has shed some light about the context and processes that take place in youth ice hockey coaching. This ecological analysis, by examining athlete behaviours as well as coaches' behaviours, can contribute to a more in-depth understanding of the coaching processes, which might be useful for coaches and in coach education.

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Coaching, youth sport, classroom ecology, ice hockey

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POSTER #89

THE EFFECT OF RULES VARIATION ON EXERCISE INTENSITY AND MOVEMENT EFFICACY IN YOUTH RECREATIONAL GAME

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Background: The research of moderate-to-vigorous exercise is a goal of children physical activity (Leek et al., 2011; Garcia-Angulo et al., 2019). This activity type can be obtained through games or prescriptive motor tasks. Some Authors focus their attention both on moderate-to-vigorous physical activity (MVPA), and on the movement effectiveness, if motor skills are to be achieved effectively (Faigenbaum & Rebullido, 2018; Edwards et al., 2017; Stodden et al., 2014).

Aim: The study aims to describe the different exercise intensity and different movement efficacy caused by rules variation of a widespread Italian game called “The 10 passes”.

Methods: The sample of 12 children (11,1±0,6 years, 42.3±2.1 kg, 142,1±3.9 cm) played the game (3x3min, rec.3' passive) called “10 passes” in two ways. In traditional form: provides 10 consecutive passes for the team to get a point; in modified form: before receiving the ball each member of the team had to touch the space outside the playing area (15x15m). GPS devices (18,18 Hz, GPEXE System, Exelio, Udine, Italy) measured the distances at different run speed and accelerations and decelerations. Through video analysis, the total number of passes and percentage of correct passes were detected. The two game forms were performed with 24-hour recovery.

Results: Significant differences were found between the two forms in average power (W/kg, 4,9±0,4 vs 4,5±0,3, p<0.05), distance <3 km/h (99,9±9,9m vs 87,2±13,8m, p<0.05), distance 3.00km/h<v<8.00km/h (441,1±24,1m vs 464,1±41,5m, p<0.05), No significant differences were found in acceleration and deceleration events. Significant differences were found in traditional form in total passes (282 vs 181, p<0.01) and in percentage of successful passes (93,8% vs 89,6%, p<0.01).

Discussion: The exercise intensity monitoring is a necessity in teaching physical education. The rules variation in games execution can significantly change the runs intensity and the skill effectiveness.

The proposed variant seems to reduce the exercise intensity and to affect the task success (throw).

In youth physical activity the bidirectional components of physical literacy are dependent on the quantity and quality of each individual's MVPA experiences (Faigenbaum & Rebullido, 2018).

Physical education lesson must stimulate both the components linked to physical exercise and those linked to the movement qualitative effectiveness (Garcia-Angulo et al., 2019; Stodden et al., 2014).