



**American  
Development  
Model**

**GROWING SPORT  
EXCELLENCE IN AMERICA**

**ADDM**

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UNITED STATES OLYMPIC & PARALYMPIC COMMITTEE

COACHINGEDUCATION@USOPC.ORG

# WHAT IS ADM?

The American Development Model is a concerted effort between the United States Olympic & Paralympic Committee (USOPC) and its National Governing Bodies of sport (NGBs) to help grow sport excellence, from youth participation in American sport, through High Performance and beyond. The model has been around since 2009 with USA Hockey leading the start of the programming and the USOPC taking the lead in 2014 to organize all NGBs to recognize the model and the value it could bring to the Olympic and Paralympic movement. The model utilizes long-term athlete development and quality coaching concepts to promote sustained physical activity, athlete safety and age-appropriate development with the aim of creating a positive experience for American athletes across all levels of sport. The USOPC and the NGBs are working together to grow the American Development Model programming and awareness across sports clubs, events, coaches and parents to impact athletes.



# WHAT IS ADM?

## KEY PRINCIPLES:

The ADM suggests that quality sport experiences should incorporate five key principles to help keep more Americans engaged in sport:

1. Universal access to create opportunity for all athletes
2. Developmentally appropriate activities that emphasize motor and foundational skills
3. Multi-sport participation
4. Fun, engaging and progressively challenging atmosphere
5. Quality coaching at all age levels

## KEY OUTCOMES:

By creating early positive experiences for all athletes, the ADM will help keep more children engaged in sport longer with four clear outcomes:

1. Grow both the general athlete population and the pool of elite athletes from which future U.S Olympians and Paralympians are selected
2. Develop fundamental skills that transfer between sports
3. Provide an appropriate avenue to fulfill an individual's athletic potential
4. Create a generation that loves sport and physical activity, and transfers that passion to the next generation





## WHY WAS ADM CREATED?

# WHERE WE WERE:

The need to rethink how we organize, operate and execute sport activity in the United States has been a point of emphasis over the last 15 years. The call to action became more urgent in 2013, when the Aspen Institute's Project Play initiative hosted a gathering of sport organizations and administrators to discuss key issues facing sport in the United States. The following conclusions from that meeting were the inspiration behind the ADM:

### Falling Sport Participation Rates

Some of the most widely practiced sports in the U S were seeing major declines in participation due to organized sport programs centered around the most talented, well-resourced athletes.

Decline in Participation Rates Among Children ages 6-12 between 2008-2013

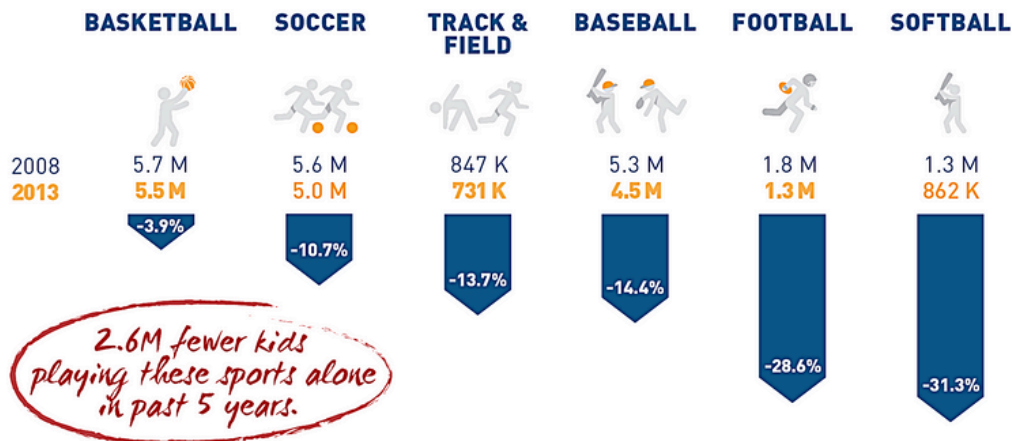


CHART 1 PROJECT PLAY REPORT: 2015 (WWW.PROJECTPLAY.US)

### Obesity Crisis

# x3

Childhood obesity rates nearly tripled. The percentage of obese children ages 6-11 increased from 7% in 1980 to 18% in 2010. Among children ages 12 to 19, that figure grew from 5% to 18% (Centers for Disease Control and Prevention, 2015). One study found that among 17 developed nations, the U.S. had the highest rates of childhood obesity among those ages 5-19 (National Academy of Sciences, 2013).

# WHERE WE ARE NOW:

Since 2014, the USOPC and NGBs have been working on ADM and collaborating across the country with programs like Aspen Institute's Project Play to fight drop out, negative experiences, and poor execution of sports programming in the US.

Recent trends since the global pandemic resulting from COVID-19 indicate a mixed picture of youth sports participation in the U.S. According to the 2023 Project Play State of Play report, regular team sports participation for youth ages 6-17 has declined by 6% between 2019 and 2022. Sports are increasingly recognized for their role, with many young people also acknowledging the benefits of physical activity in managing anxiety, depression, and other mental health challenges. ADM is more important than ever.



## **ADM PROVIDES UNIVERSAL ACCESS**

In light of these trends, the USOPC and NGBs remain committed to adopting ADM, to provide universal access to sport, ensure developmentally appropriate activities, encourage multi-sport participation, and maintain a fun, engaging, and challenging atmosphere. Quality coaching at all age levels continues to be a cornerstone of the ADM approach. By addressing these key areas, ADM aims to create positive, lasting sports experiences that will keep more children engaged in sports, promote physical and mental well-being, and develop future generations of athletes.

For additional considerations for Paralympic sport inclusion and how ADM can be utilized by both able-bodied and disable-bodied sport programs, please reference pg. 15.

**28 NATIONAL GOVERNING  
BODIES OF SPORT HAVE  
SPECIFIC ADM PROGRAMS**

# LET'S GROW SPORT FOR ALL!



ADM encourages systematic change to positively improve youth sport and grow sport excellence.

# **NGB PARTNERS IN ADM**

**AS OF 2021, THE FOLLOWING ARE THE NATIONAL GOVERNING BODIES OF SPORT THAT HAVE FORMALIZED ADM PROGRAMS...**

**USA ARCHERY**

**USA GOLF**

**USA TEAM  
HANDBALL**

**USA BASEBALL**

**USA HOCKEY**

**US TENNIS  
ASSOCIATION**

**USA BASKETBALL**

**USA JUDO**

**US BIATHLON**

**US LACROSSE**

**USA TRACK &  
FIELD**

**USA BOBSLED &  
SKELETON**

**USA  
ORIENTEERING**

**USA TRIATHLON**

**USA BOXING**

**US ROWING**

**USA VOLLEYBALL**

**USA CYCLING**

**USA RUGBY**

**USA WATER POLO**

**USA DIVING**

**US SKI &  
SNOWBOARD**

**USA  
WEIGHTLIFTING**

**USA FENCING**

**US SOCCER**

**WHEELCHAIR  
BASKETBALL**

**USA FIELD  
HOCKEY**

**US  
SPEEDSKATING**

**USA WRESTLING**

**USA FOOTBALL**

**USA SWIMMING**



# WHAT DOES IT MEAN WHEN AN NGB HAS ADM?

Through the use of ADM, NGBs can look to grow the number of participants in their sport and increase their reach in the United States. The model suggests that quality sport experiences should incorporate the following key areas that will maximize future growth for an NGB and help keep more Americans engaged in sport:



# WHAT DOES IT LOOK LIKE WHEN AN NGB HAS ADM?

NGBs that have ADM will have the ADM tagline attached to various programs, resources and materials that help tell the story of how athletes should develop and thrive in their sport experience. A few examples of what you might find are below:

## VISUAL PATHWAY:

NGBs will have a sport-specific, Visual Pathway that explains areas like age and/or skill-appropriate development benchmarks, proper periodization, competition and rest at every level.



## USA TRIATHLON

*USA Triathlon's ADM Stage Overview creates an opportunity for athletes to enter at any stage by incorporating additional stage classifications including chronological age, biological age, and developmental stage.*

# COMPETITION & PARTICIPATION GUIDELINES:

NGBs will have developed competition, practice and participation guidelines that help guide how and what play looks like at each level or age grouping.

**NATIONAL PRACTICE GUIDELINES FOR YOUTH FOOTBALL**

**GUIDELINE 1**

**Implementing a preseason youth football heat acclimatization period**

Repeated cases of exertional heat stroke (EHS) currently rank among the top three football-related injuries and mortality have been. The majority of EHS cases occur outdoors when athletes are unprepared to cope with environmental conditions at practice sites. Heat acclimatization guidelines recommend that athletes, as a preventative measure during practice sessions, undergo a 14-day period of low-intensity practice to help reduce the risk of EHS. The amount of equipment that can be worn, at all times, athletes should have access to throughout a practice.

**Recommendations include:**

- At the start of training, the duration of practice should be limited to 30-45 minutes.
- During practice days one and two of the football season, a limited amount of equipment should be worn. Please refer to USA Football's Practice Time Guidelines for practice frequency.
- During practice days three and four, contact drills should be allowed. USA Football defines full contact as drills being run at "full speed" with full contact up to "controlled contact" and contact. Please refer to USA Football's Practice Time Guidelines for practice frequency.
- On practice days five and six, controlled contact which would occur to support the youth organization's preparation schedule according to these guidelines, teams wear full pads and full contact drills can begin and should be utilized within a practice session. Please refer to USA Football's Practice Time Guidelines for practice frequency recommendations.
- If a practice is interrupted by inclement weather or heat-related risks on any of the practice should ensure once conditions are deemed safe.
- On days when environmental conditions are not ideal, the use of heat-related risks should be avoided. The use of heat-related risks should be avoided on days when conditions are not ideal or when the use of heat-related risks is not recommended to occur parts of the day, i.e., before 10:00 a.m. or after 6:00 p.m.

**USA Football's Practice Time Guidelines**

AGE	PRACTICE LENGTH (MINUTES)	FREQUENCY
Age 5*	30-45 min	1-2 times per week
Age 6*	45-60 min	1-2 times per week
Age 7*	45-60 min	1-2 times per week
Age 8*	45-60 min	1-2 times per week
Age 9-12 (Only the NFL)	60-90 min	1-2 times per week

Note: This chart is strictly concerned with the frequency and duration of practice. Time limits on contact are addressed within other recommendations.

## USA FOOTBALL

*USA Football's National Practice Guidelines provide organizations with age-appropriate recommendations, establishing consistent and informed methods designed to limit the chance for injury during structured practice session and competition.*

# COACH TRAINING:

NGBs will have a multi-tiered pathway for coach training/development for their sport that aligns with the USOPC Quality Coaching Framework.

**USA ARCHERY LEVEL 3 NTS COACH TRAINING**

**LEVEL 3 NTS COACH CERTIFICATION**

Level 3 NTS Coach Trainer is an additional certification for current USA Archery Level 3 and Level 5 NTS Coaches. If they would like to teach the Level 3 course, the goal of the Level 3 NTS Coach Trainer program is to ensure that Level 3-NTS Coach courses are taught in a consistent and professional manner.

**USA ARCHERY LEVEL 4 NTS COACH**

**LEVEL 4 NTS COACH CERTIFICATION**

Minimum Age: 21  
The Level 4-NTS Coach Certification Course is designed to help Level 3-NTS Coaches advance coaching skills and become eligible for USA Archery National Development Programs and International Team Staff positions. The Level 4-NTS Coach course provides education and training on coaching, communication, sports science in archery, psychology and biomechanics with a large emphasis on safety.

**USA ARCHERY LEVEL 5 NTS COACH**

**LEVEL 5 NTS COACH CERTIFICATION**

Minimum Age: 21  
The Level 5-NTS Coach Certification Course is a self-paced course which helps develop a candidate's ability to a high-performance level. The Level 5-NTS Coach course is designed to help Level 4-NTS Coaches have the highest level of coaching and experience with athletes through their coaching.

## USA ARCHERY

*USA Archery's 5-level coach training provides advanced education and certification for entry level, developing and national level coaches.*

# WHAT'S THE BIG IDEA?

## KEY PRINCIPLES:

### I. UNIVERSAL ACCESS TO CREATE OPPORTUNITY FOR ALL ATHLETES

Universal access is defined as creating opportunities for everyone to participate in sport. By providing universal access to all youth regardless of gender, race, physical disability, and economic status, more children could become involved in sport and be more physically active. Sport must be inclusive so that all children have the opportunity to discover the benefit of physical activity and realize their full athletic potential. Sport and physical activity are tools for children to express themselves, develop social relationships and learn valuable life lessons.

### II. DEVELOPMENTALLY APPROPRIATE ACTIVITIES THAT EMPHASIZE MOTOR AND FOUNDATIONAL SKILL DEVELOPMENT

A clear understanding of an individual's developmental level (as opposed to his or her age) will help coaches, parents and administrators appropriately tailor the training, skills and tactics taught to maximize an individual's full potential, while helping avoid burnout. In order to succeed, athletes must first learn foundational motor skills and technique. Coaches, parents and administrators who jump directly into competition tactics and strategy without emphasizing basic fundamentals may put their child or athlete at a disadvantage. To ensure long-term success, athletes must be given adequate time and knowledge to develop these essential building blocks for success.

### III. ENCOURAGE MULTI-SPORT PARTICIPATION

Multi-sport participation is critical to developing a well-rounded foundation for physical activity that can transfer between sports. Encouraging children to participate in multiple sport activities at a young age offers them the opportunity to explore, play and discover sport according to their personal interests and skill level. Multi-sport play also provides several cross-training benefits for athletes – such as strength, endurance, agility, coordination and speed training — that enhances athleticism and promotes a healthy lifestyle. Athletes also benefit from the social and psychological impact of multi-sport participation.

### IV. FUN, ENGAGING AND CHALLENGING ATMOSPHERE

A fun, engaging and challenging environment is essential for any youth sport activity. The definition of “fun” may change as children advance to more elite levels of competition, but a standard emphasis on making the process positive and enjoyable is key. Free and spontaneous play is encouraged to help foster growth and development. By offering the opportunity for unstructured play, athletes are more likely to customize physical activity to meet their needs and keep the “fun” in sport intact. Creating a team mentality through positive reinforcement is also critical.

*Consult your sport's National Governing Body for suggestions on age-appropriate dose and duration of practice and competition to help avoid burnout.*

### V. QUALITY COACHING AT ALL AGE LEVELS

Quality coaches are critical to athlete development; therefore quality coaching education is critical for athlete success at all competitive levels. Quality coaching not only requires a youth coach to be qualified and highly knowledgeable of their sport, but also basic training on effective communication, practice planning and athlete development. The very best coaches view themselves as continual learners and are always working toward improving themselves. Consult your sport's National Governing Body for information on the different types of coaching education that are offered and/or required for your sport.



# 5

# STAGES TO A BETTER SPORT EXPERIENCE



## STAGE 5

Thrive & Mentor

Age: For Life

(Being Active for Life)

# 5

## STAGE 4

Excel for High Performance

Age: 15+

Athletic Experience: 10+ yrs

## STAGE 4

Participate & Succeed

Age: 15+

Athletic Experience: 10+ yrs

# 4

## STAGE 3

Train & Compete

Age: 13 - 19

Athletic Experience: 6 - 10 yrs

# 3

## STAGE 2

Develop & Challenge

Age: 10 - 16

Athletic Experience: 3 - 6 yrs

# 2

## STAGE 1

Discover, Learn & Play

Age: 0 - 12

Athletic Experience: 1 - 3 yrs

# 1



# ADM STAGES



Photo courtesy of the US Soccer Federation

ADM is comprised of five stages designed to create a healthy sport experience and support an athlete's advancement based on their physical, mental and emotional level, and potential for growth.

Pathway models like the ADM 5 Stages should be used to reference what key concepts athletes should be focused, encouraged or organized around as they develop and grow in their sports experiences. The pathway models are guides to explain how athletes navigate development and competitive expectations as they journey in the sport.

Consumers can use pathway models to understand at what developmental stage an athlete should consider focusing on skill development vs competition, or at what ages one could expect to become more focused on elite performance.

Every sport will have a different pathway for development and navigation will be different for each sport experience, and this is ok. The ADM 5 stage model is a guideline for sports in America to use to encourage development and pathway guidance.

# HOW ADM IS PARA ATHLETE INCLUSIVE

ADM stages are also inclusive of athletes with disabilities. Athletes with disabilities are first and foremost athletes. ADM stages do not need to be separated to allow athlete with disabilities to have a separate expectation of training or development, because all athletes develop and advance in unique ways. The adaptive methods that coaches and programs use to develop athletes on and off the field happen for all athletes regardless of their ability or disability. So, we keep our ADM program inclusive of our athletes with disabilities. One important area we want our coaches and program to be aware of in each stage are pointers and suggestions of how to adapt for our athletes with disabilities, especially when an athlete goes through **awareness** and **first contact** stages of acquiring their disability.

**Awareness:** When born with a disability or after acquiring a disability, an athlete may not be aware of what is available to them in the line of sports. All sports should work on awareness plans to bring athletes up to speed on how they can adapt and transition into sport play. There can be a lack of broad based grassroots programming and school involvement, so our sports need to step in and communicate opportunity.

**First Contact:** The First Contact stage is when the athlete with a disability first attempts a sport or activity. The goal is to make sure this event is a positive one and that the athlete is educated in on how to engage, develop and enjoy the sport activity. It is vital to call attention to making the athletes feel comfortable and confident in this experience.



Below in this document please see the **Para Athlete Involvement** sections, meant to shed light on how to adjust the athletes experience in this stage of development. Each athlete is different no matter what ability they have, and making sure all coaches and programs know that all athletes develop, train and grow regardless of ability or disability will help us all be sure our athletes stay in the game.



# **INSIDE THE STAGES**





# STAGE 1: DISCOVER, LEARN AND PLAY

## (AGES 0-12) Years of Experience: 0-2

This is the first step to being involved with sports at a young age (0-12) or when first introduced to a new sport. Discovery of key concepts and motor skills of the sport/activity is critical in order to learn how the sport is played. Many skills are transferrable between sports. Programs should accommodate athletes that participate in multiple sports. This early stage requires coaching that will allow fun and enjoyment through discovery and exploration.

Para Athlete Involvement Stage 1: Athletes with disabilities are going through Awareness and First Contact during this stage. It is our job as coaches and administrators to be sure this is a positive first experience and exposure to our sports. Athletes with disabilities may be new to disability as well as new to a sporting context or both. A program simply stating that Para Athletes are welcome, and backing that up with a solid first contact experience, will go a long way in encouraging participation. Be sure to focus on physical literacy as a priority here with movement skills and adaptive movements that will help our athletes with disabilities thrive.

### **ATHLETE**

- // Learning basic rules and sport techniques
- // Play multiple sports to accelerate motor skill development
- // Emphasize skill development, sport education and age-appropriate play
- // Emphasize practice over competition; if competing, not beyond local or regional levels
- // Encourage deliberate play

### **DISCOVER**

- // Have fun
- // Sample multiple sports through unstructured play
- // Develop motor skills that transfer from sport to sport
- // Cultivate a passion for sport and an active lifestyle
- // Socialize with others
- // Utilize free or spontaneous play for discovery of the sport and new skills

### **LEARN**

- // Core fundamental movements
- // How to use size and age-appropriate equipment, and playing surfaces
- // Rules of the game

### **PLAY**

- // Physical education class
- // Open gym
- // Free/spontaneous play
- // Basic organized play
- // Everyone has an equal chance to play in competition

# STAGE 1

## STAGE 2: DEVELOP AND CHALLENGE (AGES 10-16) Years of Experience: 2-4

The second stage of the development process occurs after an athlete has been engaged in a sport and wants to explore more organized training options. This stage focuses on refining the skills needed to be successful in the activity or sport, and then furthering skill development through challenges, such as recreational competition, organized sport programs or club participation. Athlete readiness and motivation determine the choice to pursue the next level in sport. The second stage may begin earlier for some athletes who are quick to develop physically and mentally. Fun and socialization are still key areas of emphasis in order to encourage future participation and avoid burnout.

Para Athlete Involvement Stage 2: As athletes grow in size and skill, so does the need for sport and athlete specific equipment. In aiding a Para athlete in their developmentally appropriate challenges, effective use of appropriate equipment and adaptations will empower them to grow and thrive.

### **ATHLETE**

- // Understand rules and techniques of the sport
- // Participate in multiple sports for continued motor and physical development
- // Participate in a fun, structured and ongoing training program (as opposed to participating in open gym)
- // Compete at local and regional levels
- // Emphasize practice and skill development over competing
- // Understand the impact on performance due to different maturation rates

### **DEVELOP**

- // **Physical:** Core movement fundamentals, increasing requirements for speed, agility, balance, endurance, strength and coordination
- // **Psychological and social:** interpersonal skills, teamwork, communication skills and adapting to the growing challenges of sport development
- // **Technical skills:** Identify personal strengths and areas to improve with a continued emphasis on proper movement mechanics
- // **Tactical:** Institute age-appropriate times for practice and competition to enhance both team and individual skill development

### **CHALLENGE**

- // Recreational competition at local and regional levels
- // Organized league play

# STAGE 2

## STAGE 3: TRAIN AND COMPETE (AGES 13-19) Years of Experience: 4-9

At stage three, athletes begin to train and compete in a program that matches their personal interests, goals and developmental needs. Competitions become more clearly defined in this process with potential for new experiences in team selection. Maximizing potential becomes an option for athletes as they start to grasp the commitment necessary for certain sports, and the skill sets needed to excel at the next competitive level. Technical, tactical, physical and psycho-social development becomes increasingly more important for the athlete at this time. This is also the stage to increase sport-specific training. Recreation and multi-sport play can continue to be used in a cross-training capacity to allow athletes the opportunity to more fully develop.

Para Athlete Involvement Stage 3: Finding better training and experienced competition is something that helps any athlete thrive and grow. For athletes with disabilities it can sometimes be harder to find this in smaller local communities. It may be required to find integration/participation on schools teams, while also looking outside of the local area to find clubs and programs to affiliate with in order to keep your athletes training, competing and advancing in the sport. If this isn't available, bring in experts that can help educate your coaches, club and athletes on advanced training and programming.

### ATHLETE

- // **Begin to focus on particular sports**
- // **Use multiple-sport play for cross-sport development**
- // **Participate in a fun, structured and continuous training program**
- // **Compete in more challenging situations**
- // **Improve skills at the local, regional and/or national levels**

### TRAIN

- // **Seek opportunities to further develop skills**
- // **Focused training through coaching**
- // **Follow a consistent training schedule**
- // **Increase sport-specific training**
- // **Emphasize competition skills**
- // **Utilize more sport-science related information such as nutrition and sport psychology**
- // **Participate in development camps**

### COMPETE

- // **Club competition**
- // **Middle and high school competitions**
- // **Local, regional and national competitions**

# STAGE 3

# STAGE 4: EXCEL FOR HIGH PERFORMANCE OR PARTICIPATE AND SUCCEED (AGES 15+) Years of Experience: 10+

When an athlete reaches high school they will likely face the option to either focus on sport for high performance and increased competition, or continue to compete for the fun, healthy and social aspects of sport. Athletes will be able to choose the pathway that best represents their interests and abilities. Growth spurts, experience or dedication to training may all affect which path an athlete follows during their sport career. This stage allows for both full development and commitment to their sport(s), and enjoyment of the benefits that sport offers. Fun and socialization remain key elements of this stage, although the definition of fun changes from athlete to athlete and also will adjust based on the commitment level to high performance or participation.

**Para Athlete Involvement Stage 4:** Understand the Para specific needs required for pursuit of High Performance goals. Athletes need quality technical coaching and strong training environments, so find ways to deliver this and also look for camps and competitions from the national high performance organizations that operate your Paralympic sport.

## *Excel for High Performance*

### **ATHLETE**

- // Dedicated to maximizing athletic potential
- // Commit to an ongoing annual and/or long-term training program
- // Is single sport-focused while in season

### **EXCEL**

- // Maximize talents
- // Year-round plan to excel and progress
- // Master and/or elite-level coaching
- // High performance focus

### **HIGH PERFORMANCE**

- // Competitions commensurate with an athlete's skill level, and to appropriate levels outside their comfort zone
- // Elite national and international competitions

## *Participate and Succeed*

### **ATHLETE**

- // Dedicated to participating in sports to be successful and have fun
- // Multiple-sport for cross-sport development
- // Participate in a structured, ongoing training program
- // Focus on the enjoyment of sport and the healthy benefits of participation

### **PARTICIPATE**

- // Be active and involved
- // Compete for both the challenge and for fun
- // Develop for personal achievement

### **SUCCEED**

- // Local- and regional-based competitions that meet the athlete's needs and their competition goals
- // Sport club competition

# STAGE 4



## STAGE 5: THRIVE AND MENTOR (ACTIVE FOR LIFE) Years of Experience: 10+

Everyone can use sport and physical activity to establish and maintain a healthy lifestyle.

Many athletes want to give back to their sport after they finish competing. Coaching, officiating and mentoring other athletes are natural next steps. With previous experience as an athlete, the coach, official and/or administrator can help prepare other athletes to be the best they can be in sport and enjoy the development process.

Para Athlete Involvement Stage 5: Find ways to educate able bodied programs in your community on how to take on new athletes with disabilities. Integration with local sport teams and clubs is a perfect way to advance Para athletes. Draw upon positive personal sport experiences to aid in community integration and enhancing future participant experiences by volunteering to help create more inclusive events and opportunities.

### ATHLETE

- // Transition from participant to sport leader as a coach or advocate
- // Pursue opportunities to remain involved in sport
- // Maintain a physically active and healthy lifestyle

### MENTOR

- // Certified coach
- // Sport club management
- // NGB involvement
- // Official
- // Professional development in chosen sport(s)

### THRIVE

- // Masters programs/competitions
- // Consistent exercise
- // Recreational competitions
- // Personal health
- // Support local and national sports and organizations

# STAGE 5





Photo courtesy of USA Hockey



# ADM IN ACTION:

## **THINK NATIONALLY, ACT LOCALLY FOR SUCCESS!**

The United States Olympic & Paralympic Committee is engaging with its National Governing Bodies of sport to think big picture about how sport in American remains strong and part of every American's life. To make this a reality, our organizations need to find ways to connect the ADM actions and programming to local activation. If sport clubs, coaches, parents and athletes in the United States utilize the American Development Model in a manner that helps keep American athletes strong and inspired to achieve their personal best on and off the field of play, everyone wins! Check out these suggestions on how to bring ADM to life in our everyday sport experiences...

# ADM CHECKLIST FOR CLUBS

Sport clubs and organizations are a key part of both the youth and adult sport experience in the United States. By using key ADM concepts, a sport club can focus on growing their athletes and teams into success stories. Below are 10 key recommendations to help maximize a sport club's impact on the athlete's sport experience:

## ADM GUIDELINES / CHECKLIST FOR CLUBS

- \ \ Limit cuts for ages 0-12 in sport programs and focus on developing skills over competition outcomes**
- \ \ Use the NGB's sport pathway to design the club's development pathway for participation and competition offerings**
- \ \ Provide physical literacy (i.e. agility, balance, coordination training) at every practice for every level**
- \ \ Periodize training and rest time for athletes to cut down on overuse injuries and burnout**
- \ \ Encourage multi-sport/activity and cross-training to keep athletes active and developing outside of the club's program**
- \ \ Use developmentally appropriate drills and practice plans at all levels**
- \ \ Provide qualified and certified coaches at all age levels**
- \ \ Keep participation/competition costs reasonable. Find ways to increase numbers and retention rates from year to year, season to season**
- \ \ Provide quality feedback and age-appropriate development benchmarks to parents and athletes**
- \ \ Operate with an athlete-focused philosophy by creating fun, engaging and challenging sport experiences across all levels of development**



# ADM CHECKLIST FOR COACHES

Coaches hold a strong power of authority in sports. The coach's role is to maximize the potential of their athletes, while helping the athlete or team achieve the best results possible. This power of authority can make or break an athlete's sport experience. Quality coaches need to constantly develop their tools to help athletes grow and develop. The following recommendations can be used to achieve greater success in coaching:

## ADM GUIDELINES / CHECKLIST FOR COACHES

- \ \ Acquire NGB, club, and national coaching certifications and trainings**
- \ \ Periodize training and rest to reduce overuse injuries and burnout to athletes of all ability and skill levels**
- \ \ Provide and study physical literacy and fundamental movement skills to teach your athletes**
- \ \ Use developmentally appropriate drills for athletes of all skill and ability levels**
- \ \ Operate with an athlete-centered philosophy by creating fun, engaging, and challenging sport experiences for all**
- \ \ Provide quality and frequent age-appropriate feedback to parents and athletes**
- \ \ Focus on and reinforce effort and process over outcomes or results to emphasize development**
- \ \ Maximize athlete potential and retention with a holistic development focus**
- \ \ Make practice and competitions inclusive by providing a variety of equipment, structures, and opportunities to succeed**





# ADM CHECKLIST FOR PARENTS

The parent's role in the sport experience can be one of support and guidance for the athlete's benefit. The following are recommendations for parents to help ensure positive sport experiences for their children:

## ADM GUIDELINES / CHECKLIST FOR PARENTS

- \\ Understand your NGB's sport pathway and how it relates to your child's age and development**
- \\ Encourage sport sampling, in which your child plays several different sports up to the age of 12, at minimum, to help enhance physical literacy and ensure they find sports they enjoy**
- \\ Encourage multi-sport/activity and cross-training to keep your child from burning out or developing overuse injuries**
- \\ Reward your child for sport development and proficiency over performance outcomes and winning**
- \\ Enroll your child in age-appropriate activities to ensure healthy progression and skill development before advancing to competition**
- \\ Monitor the dose and duration that your child is playing each week and encourage rest and recovery**
- \\ Ask for feedback from coaches and administrators on your child's development and maintain interest in your child's experiences**
- \\ Encourage open-mindedness and awareness of everyone's ability and skill levels**
- \\ Support and encourage your child to have fun. Don't forget it's about them**



# ADM CHECKLIST FOR ATHLETES

The athlete plays the most important part in their sport experience and athletic development. At the end of the day, it is the athlete that must learn, develop and achieve physical, mental and emotional success in their sport. The following six recommendations are designed to help athletes achieve their goals and maximize their full potential in sport.

## ADM GUIDELINES / CHECKLIST FOR ATHLETES

- \\ **Develop physical literacy and sport skills every day. Use multi-sport activity and cross-training to help develop and achieve all-around success**
- \\ **Focus on your skill proficiency and game development over competition results and performance outcomes at early stages of development**
- \\ **Use free-play/pick-up game opportunities to stay active and build creativity outside of structured play**
- \\ **Understand and listen to your body and understand that rest and recovery are part of the sport development process**
- \\ **Set goals and gather feedback from coaches and administrators to help achieve those goals**
- \\ **Stay active year-around and use sport as an outlet for physical activity and exercise**



Photo courtesy of USA Hockey

**Want More Information on ADM?**

**Check out the United States Olympic & Paralympic Committee Website  
<https://usopc.org/youth-hub>**

**Check out the Team USA Mobile Coach Website and Mobile App  
<https://mobilecoach.teamusa.org/>**

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**For any inquires on the American Development Model, please email [CoachingEducation@usopc.org](mailto:CoachingEducation@usopc.org).**