



UNITED STATES
OLYMPIC & PARALYMPIC
COMMITTEE

ADMIN TOOLKIT

***QUALITY PARENTING
FRAMEWORK***



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***QUALITY PARENTING
FRAMEWORK***

The quality of a young person's sport experience, and the personal assets they are able to develop, are shaped by multiple persons and contexts.

Among these, parents are one of the most salient. The appropriate quality of parent involvement can help youth reach their athletic and human potential while fostering a lifelong love of sport and physical activity.

In creating the Quality Parenting Framework and this **administrator toolkit**, we hope that parents can reflect on, and adopt some of these best practices into, their existing parenting styles and consider how they can best serve their children in the context of sport.

Download the Full Quality Parenting Framework

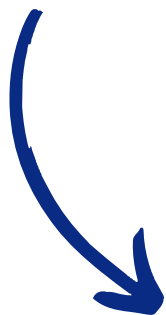



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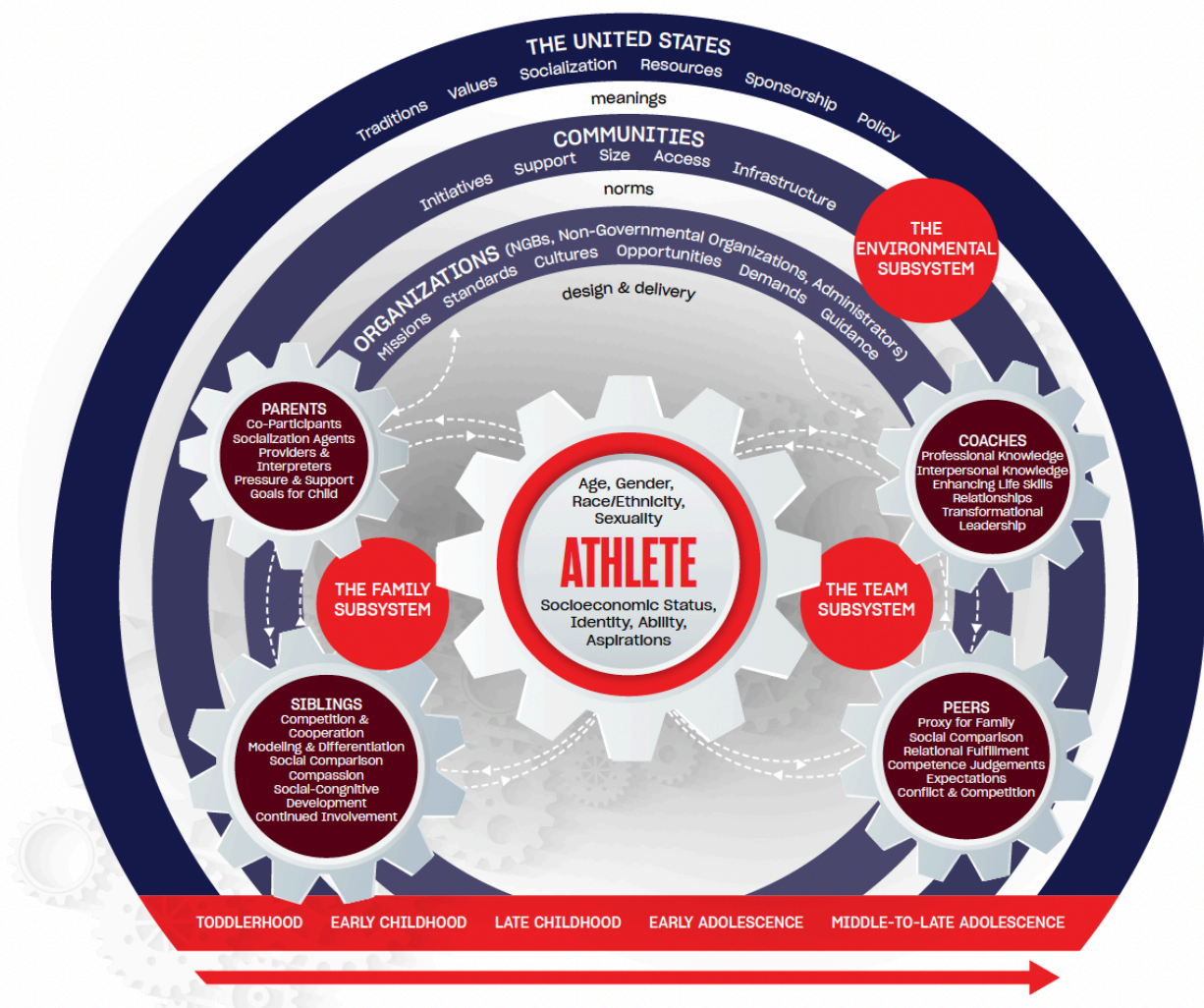


PART 1: ***Building*** ***Relationships***



PART 1: Building Relationships

The potential for youth athletes to experience positive outcomes in sport depends on the people and environments, such as organizations, communities, and the broader United States systems, that they interact with. The involvement and influence of these will differ as the youth athlete develops and ages.



Building Relationships

Who are some common people that athletes in your organization interact with outside of sport?

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Who are some common people that athletes in your organization interact with in sport?

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Who are some common groups of people that you interact with in sport?

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Who are some common organizations that you interact with in sport?

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Building Relationships

We often refer to this social and cultural environment as the youth sport system. We know that multiple persons (i.e. parents, siblings, peers, and coaches) and contexts (i.e. organizations, communities, and societies) have the potential to influence or be influenced by an athletes' actions, attitudes, experiences, and outcomes.

PARENTS INTERACT WITH PEOPLE IN ALL CORNERS OF THE YOUTH SPORT SYSTEM



Building Relationships

Who do you interact with that forms a part of the youth sport system?

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What other organizations do you interact with regarding your organization's development?

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Who could you interact with more/more effectively to improve your organization's athletes' sport experiences?

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Building Relationships

Generally, parents adopt three main roles as their children participate and compete in sport:

1

Parents are ROLE MODELS

2

Parents are PROVIDERS

3

Parents are INTERPRETERS



ROLE MODELS

Parents' attitudes and actions impact athletes' thoughts, feelings, and actions in sport. Youth often see what their parents do and hear what they say which can lead to them imitating these behaviors that can impact their skill learning, social, actions, and performance.

PROVIDERS

In a gatekeeping role, parents enable or discourage opportunities to participate and/or compete in sports. This includes registering for lessons and teams, transport to and from practice or games, purchasing equipment and clothing, attending sporting events, and paying incidental fees.

INTERPRETERS

Parents' beliefs and actions convey messages to athletes, such as the importance of excelling in sport, how success is defined, and the appropriateness of activities based on an athletes' gender. Young athletes' perceptions of their parent's appraisal has a strong impact on their own beliefs and self-appraisals of ability.

REFLECTION

How might understanding these roles help develop better relationships with parents of athletes in my organization?

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What can I do to help parents in my organization thrive in fulfilling these roles for their children?

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REFLECTION

How would having parents fulfilling these roles effectively impact my role as a sport administrator and why?

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How could I build better relationships with parents of athletes in my organization to help with this?

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GOAL SETTING

Use this space to write down some goals or an action plan for your coach-parent relationship building related to the questions you just answered in Part 1. Use this space as a 'whiteboard' for drawings, sketches, or doodles as well as your writing.

A close-up photograph of a female archer in a red and blue USA uniform, wearing a cap with 'USA' on it, aiming a bow. She is looking intently to the left. The background is blurred, suggesting an outdoor setting.

**PART 2:
AN ATHLETE-
FOCUSED
APPROACH**

PART 2: ADOPTING AN ATHLETE-FOCUSED APPROACH

Parenting style has received a large amount of attention in mainstream child psychology and is now seen as an important mechanism of parental influence in organized sport.

***"HIGH-QUALITY SPORT
PARENTING IS
ATHLETE-FOCUSED"***

Athlete-focused parenting gives youth athletes voice in their athletic experiences along with the autonomy to make decisions related to those experiences. Ultimately, a parent's goals should reflect a child's in sport.

There are a number of ways that parents can maximize positive and minimize negative experiences for their children in sport, while also helping their children develop personal assets.

1

**Create a safe environment for
COMMUNICATION**

2

Listen ACTIVELY

3

Ask with athlete-focused INTENT

4

**Identify and engage in the best
forms of SUPPORT**

5

**Explore and engage in MULTIPLE
sport parenting ROLES**

6

**Allow for AUTONOMY in athletes
DECISION-MAKING**

7

**Engage PURPOSEFULLY, and with
CARE**

CREATE A SAFE ENVIRONMENT FOR COMMUNICATION

Encourage athletes to share openly and freely about their sport participation.

"ATHLETES MUST KNOW THAT THEY CAN SHARE EXPERIENCES, INSIGHTS, IDEAS, AND FEELINGS WITHOUT JUDGEMENT, CRITICISM, FEAR, OR PUNISHMENT"

This includes both verbal and non-verbal communication. Parents must communicate that 'we are in this together.' The goal is to make the athlete feel safe and comfortable.

How can I encourage parents to serve as role models for their children their child's sporting activities?

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What strategies could I use to promote open communication and an athlete-centered approach in my organization?

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What strategies could I used to create a safe environment for both athletes and parents in my organization?

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How will I make sure that I am creating an environment for my athletes to feel that they can communicate safely with their parents and coaches?

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LISTEN ACTIVELY

Active listening involves providing full, immersive attention to what is being shared. Some strategies to enhance this are minimizing distractions, allowing the athlete to speak without interruption, showing interest in an athletes' emotions, maintaining eye contact and nodding.

What other strategies could I used to practice active listening?

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How could I be better at active listening? Which strategies could I use more? And how will I do this?

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ASK WITH ATHLETE- FOCUSED INTENT

It is important to acknowledge that athletes are active, autonomous participants in their sport experiences. Parents and coaches should view young athletes as valuable sources of information – treat them as stakeholders in their own sport experiences.

How can I encourage parents and athletes to communicate about their sport experience?

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What can I do to make sure that I put the athletes in my organization first when making decisions as a provider for their sport experience?

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EXPLORE AND ENGAGE IN MULTIPLE SPORT PARENTING ROLES

It is important for parents to ask their children before becoming a coach, team manager, or official/referee. Exploring athletes' thoughts and feelings about taking a dual-role is important to be able to make the best decision for their experience.

How might I incentivize parents to help serve in one of these roles in a way that gives their athlete some autonomy?

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What could I do to help recruit more parents to be involved in their child's sport participation if they are not interested?

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ALLOW FOR AUTONOMY IN ATHLETES' DECISION- MAKING

When parents assume their athlete wants to participate in sport, the parent is denying the child an opportunity to make an explicit choice on their own. This can have huge impacts on an athletes' sense of ownership and may ultimately backfire on the parent, who is trying to be supportive.

"IT IS THEIR JOURNEY!"

What questions could I ask parents AND athletes in my organization about their sport experience?

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How will I react if they tell you something that you were not expecting? What might I do to address that?

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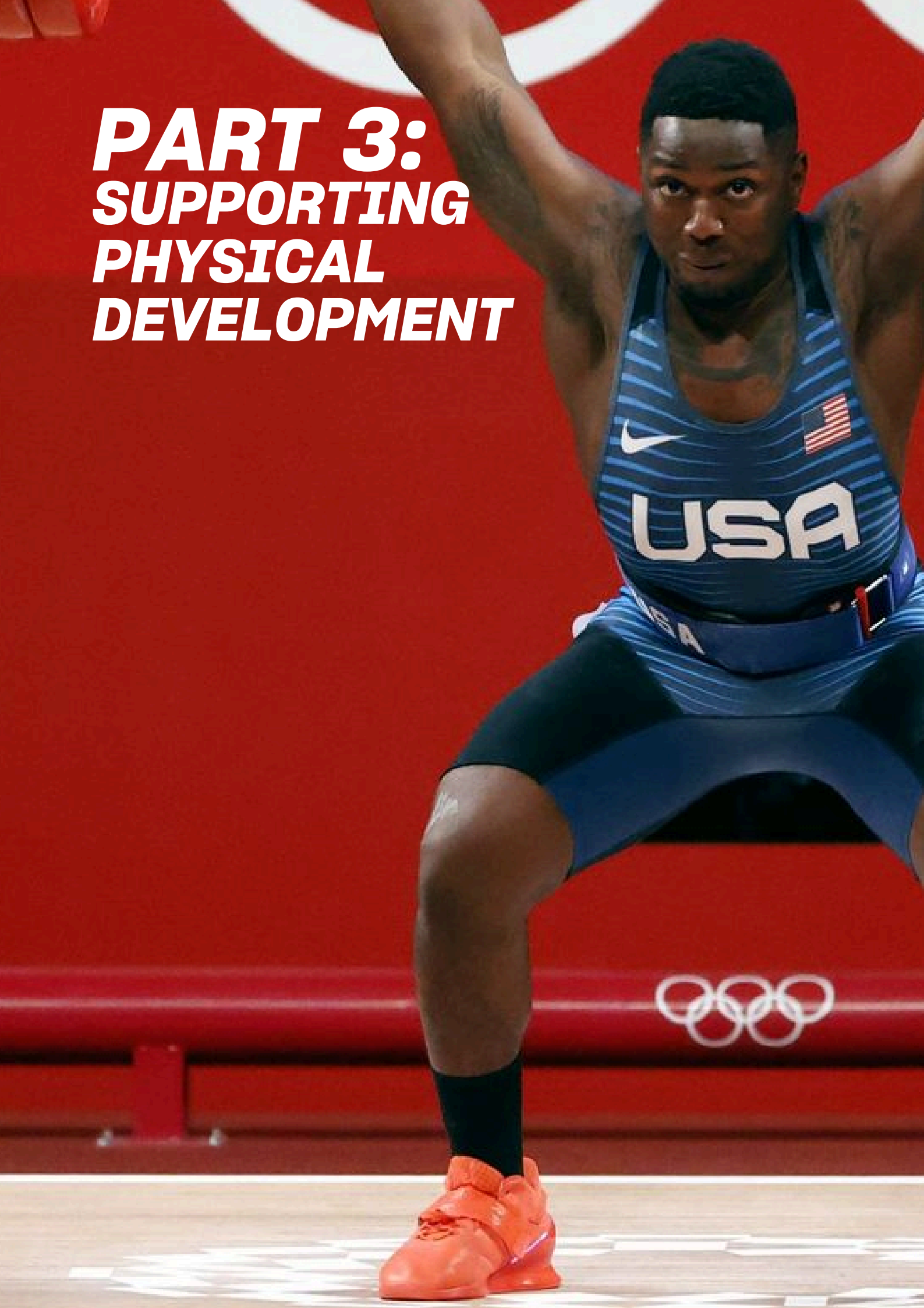
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GOAL SETTING

Use this space to write down some goals or an action plan for your involvement as a coach related to the questions you just answered in Part 2. Use this space as a 'whiteboard' for drawings, sketches, or doodles as well as your writing.

***PART 3:
SUPPORTING
PHYSICAL
DEVELOPMENT***



PART 3: SUPPORTING PHYSICAL DEVELOPMENT

Physical development in sport begins at a very young age and parents should consider athletes' physical development from toddlerhood through young adulthood. Physical change is not always linear, fits and spurts in growth, learning, and performance are common and can stem from accommodation to new and ongoing training programs.

"LONG-TERM ATHLETE DEVELOPMENT"

When supporting young athletes' physical development, it is important to consider both growth and maturation. Growth is defined as an increase in body size, whereas maturation refers to the timing of and progress toward a physically mature body.

On average, females reach their greatest tempo of growth at 12 and males at 14.

SUPPORTING PHYSICAL DEVELOPMENT

There are three main areas of knowledge related to physical development that parents need to be aware of to best support their children.

1

Foundational motor skill development is important.

2

Parents don't have to answer the 'sport sampling' versus 'sport specialization' debate.

3

Training load patterns and progressions should be implemented strategically.

FOUNDATIONAL MOTOR SKILL DEVELOPMENT

The key to athletic development is the acquisition of foundational motor skills. These include:

WALKING

SKIPPING

THROWING

BALANCING

KICKING

CATCHING

RUNNING

JUMPING

LANDING

***"PHYSICAL LITERACY
IS COMPETENCE,
KNOWLEDGE,
CONFIDENCE, AND
MOTIVATION TO BE
ACTIVE THROUGHOUT
LIFE."***

FOUNDATIONAL MOTOR SKILL DEVELOPMENT REFLECTION

As children develop, parents should strive to enhance physical literacy by fostering a strong sense of physical self and confidence in their children's physical movements by offering appropriate challenges.

How can I help coaches educate athletes and parents on motor development and how to build foundational skills?

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How might this help the athletes in both the short term and the long term?

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SPORT SAMPLING VERSUS SPORT SPECIALIZATION

In the past 20 years, research has shown that sampling a wide range of sports during childhood is more likely to result in elite sport performance than early specialization in a single sport.

Participating in multiple sports, positions, or events results in well-rounded motor skills which can transfer across sports when athletes are given adequate rest and recovery.

***EARLY
SPECIALIZATION IS
LINKED TO INJURY,
BURNOUT, AND
DROPOUT FROM SPORT***

Decisions about specialization may vary across sport types. For example, some 'early entry' sports such as gymnastics, diving, golf, figure skating, and skiing, may necessitate specialization prior to physical maturity.

How could I facilitate the bringing up and engagement in discussions around sampling and specialization with athletes, parents, and coaches?

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What are the demands of your organization's sport physically, socially, and psychologically and how might this impact specialization?

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TRAINING LOAD

As athletes develop, they may be asked to increase their participation.

TRAINING
COMPETITION



1

Athletes should not exceed the "age vs. hours rule." Athletes who are not competing at the national level or higher should not participate in more hours per week than their current age.

2

An athletes' acute workload (hours per week) should be between 0.8 and 1.2 times the athletes' chronic workload (the average hours per week over the last four weeks).

3

Prior to becoming 'elite,' athletes must be given time and space to discover, learn, play, develop, train, compete, and perform and succeed.

TRAINING LOAD REFLECTION

Athletes' opportunities for physical development in sport begins at a very young age and are shaped by the experiences that parents afford them.

How do I, and others in my organization, manage training load? Is it suitable for athletes' developmental stage, both acute and chronic?

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Do the coaches in my organization give athletes time and opportunities to learn, discover, play, train, etc? How could we provide more opportunities for those developmental activities?

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GOAL SETTING

Use this space to write down some goals for your involvement in your child's physical development related to the questions you just answered in Part 3. Use this space as a 'whiteboard' for drawings, sketches, or doodles as well as your writing.

**PART 4:
SUPPORTING
SOCIOEMOTIONAL
DEVELOPMENT**



PART 4: SUPPORTING SOCIOEMOTIONAL DEVELOPMENT

There are a range of socioemotional benefits that have the potential to be realized when organized sport participation is designed and delivered in a purposeful way. Parents have the potential to influence this development in four main ways:

1

There are pros and cons to participation in organized sport.

2

It is imperative to create a mastery-oriented motivational climate.

3

There is great value in engaging in parent education and training.

4

Parents should contribute positively to the coach-parent relationship.

PROS AND CONS

While sport participation is generally assumed to be beneficial for young people, there are potential negative outcomes. Incidents of bullying and maltreatment, declines in moral development, and increased experiences of stress and burnout have been documented.

"THOSE WHO SURROUND YOUNG ATHLETES HAVE THE ABILITY TO PRIORITIZE POSITIVE DEVELOPMENT"

One of the underlying issues is the increase in the popularity of 'elite' sport specialization. Most important is the shift from athlete-oriented, holistic, enjoyment focused, and skill development approach to a more professional image for youth sport. This has resulted in a greater emphasis on the development of the most talented athletes.

PROS AND CONS REFLECTION

Those close to the athlete, specifically parents and coaches, have the potential to be able to positively influence the youth sport experience by focusing on enjoyment, development, and fun.

How can I help athletes have a positive experience in youth sport by prioritizing fun and enjoyment?

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Are there any times that I have emphasized performance over enjoyment and development? How? How can I reframe questions or objectives like 'did you win?', to 'did you have fun?' more often?

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MASTERY-ORIENTED MOTIVATIONAL CLIMATE

Designing and delivering a mastery-oriented climate can be challenging. Parents can often judge their success as parents by how successful their children are in domains such as sport.

***"SUCCESS CAN BE
DEFINED IN MULTIPLE
WAYS"***

It is important for parents to keep a holistic definition of success and development and focus on how their child is improving rather than how they compare to other children.

This can be difficult to do with the rising costs of youth sports where parents can begin to pressure their children to 'perform.'

MASTERY-ORIENTED MOTIVATIONAL CLIMATE REFLECTION

When interacting with athletes, coaches, and parents, how do I define success? Do I compare athletes to their past self and focus on growth, or compare them to the ability of other children?

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What can I do to avoid putting pressure on athletes to 'perform'? Is there things that I can do to let coaches and parents know that fun and enjoyment are more important than winning early on?

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PARENT EDUCATION AND TRAINING

Research has shown that parent education can have significant effects on the positive experiences youth athletes may have in sport.

Parents who engage in active sport education often report having better knowledge and skills related to sport-parenting which results in their child perceiving higher parental support, and lower levels of sport-related stress.

***"PARENTS SHOULD BE
ENCOURAGED TO
SELECT
DEVELOPMENTALLY
APPROPRIATE SPORT
SETTINGS"***

PARENT EDUCATION AND TRAINING REFLECTION

Think about the athletes in your organization. What other activities do they participate in? Other sports? Arts? How might this impact how you approach their sport participation, needs, and goals for this sport?

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What could I do to begin to learn more about your athletes' sport participation and become more informed?

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What resources could I use to provide parents with more information on your sport? How might this understanding help them, their child, their coach, and my organization?

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THE COACH-PARENT RELATIONSHIP

Parents should take it upon themselves to positively contribute to the coach-athlete relationship. Parents, as an integral part of the youth sport system, find themselves in a key role to influence their child's sport relationships.

"PARENTS AND COACHES PLAY DIFFERENT ROLES IN SPORT"

Parents can enhance their relationship with coaches, and therefore the coach-athlete relationship, by establishing and respecting roles and the demands of each party involved.

THE COACH-PARENT RELATIONSHIP REFLECTION

Take some time to reflect on your relationship with your child's sport coaches. Which are good? Which are bad? What happened to make that the case?

What roles do you play as a sport administrator? How are they different to the roles that athletes' parents or coaches play? What can I do to ensure that they don't overlap and respect those boundaries?

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What can I do to enhance athletes' relationships with their parents and coaches? How could you influence their relationship for the better?

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GOAL SETTING

Use this space to write down some goals for your involvement in your athletes' socioemotional development related to the questions you just answered in Part 4. Use this space as a 'whiteboard' for drawings, sketches, or doodles as well as your writing.

***PART 5:
SIX CONTEXTS OF
SPORT PARENT
INVOLVEMENT***



PART 5: SIX CONTEXTS OF SPORT PARENT INVOLVEMENT

1 Parenting

2 Communicating

3 Volunteering

4 Learning at Home

5 Decision-Making

6 Collaborating

PARENTING

Parenting involves the actions and principles that set the context for athletes' sport participation. Below are 13 key indicators of quality parent involvement in sport.

1

Provide early exposure to many sports.

2

Cover the cost of registration, equipment, and travel.

3

Ensure athletes are benefitting from a safe sport environment.

4

Attend competitions but leave the coaching up to the coach.

5

Show interest in the athletes' talent and progress.

6

Set clear standards and expectations of athlete conduct.

PARENTING

- 7** Be purposeful about athlete development.
- 8** Allow athletes to solve their own problems when facing a challenge.
- 9** Avoid coercion and punishment, do not use bribery as a motivator.
- 10** Focus on effort and personal improvement.
- 11** Provide emotional support in times of stress.
- 12** Shift from leading early experiences to a supporter role.
- 13** Avoid viewing sport involvement as an 'investment' in the future.

PARENTING REFLECTION

Spend some time thinking about the 13 points made on the previous two pages. Take a moment to write down which 3 you do the best, and which 3 you could improve on the most.

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How can you help the parents of your athletes succeed in performing these well?

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How could you create an organizational environment where these actions and behaviors are the 'norm'?

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COMMUNICATING

Communicating involves the clarification of expectations, provision of feedback, discussion of sport performance, and reinforcement of actions. Below are 9 tips to improve parent-child communication in sport - and outside of sport.

1

Avoid unsolicited sport-specific feedback.

2

Provide positive reinforcement and encouragement related to participation.

3

Foster a culture where athletes feel comfortable talking about their sport participation.

4

Communicate and problem-solve with athletes facing challenging situations.

COMMUNICATING

5

Create realistic expectations that align with athletes' skill and motivation.

6

Approach conversations calmly and non-judgementally.

7

Communicate with sport organizers and coaches about the value of life skills and values.

8

Keep emotions in check; avoid communicating negatively towards referees, coaches, athletes, or parents.

9

Foster common values and a sense of community.

COMMUNICATING REFLECTION

Take a few minutes to think about how you have seen parents communicate. Write about a situation where they could have communicated better with one of those groups.

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Now think about a time where you saw a parent communicate well with one of those groups. Write about what happened.

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As an administrator, how could you prioritize communication between yourself, parents, coaches, and athletes to create a more open communication pathway?

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VOLUNTEERING

Volunteering is another way parents are engaged in youth sport. Volunteering enables parents to support organizational activities by contributing to management, administration, operations, coaching, and fundraising.

In doing so, parents interact with others to contribute to a broader sense of community and positive team climate.

Below are four key indicators of quality involvement in the context of volunteering.

1

Volunteer as time and resources permit to support the overall system.

2

Help coaches, administrators, and other parents with logistics, travel, and fundraising.

3

Participate in telephone trees, parent patrols, and other operations.

4

Recruit and nurture the involvement of other parents.

VOLUNTEERING REFLECTION

Write down some ways in which parents have volunteered in your sport activities in the past year.

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How did this help the overall experience? Your athletes' experience? Other parents' experiences? Other children's experiences? Your coaches experience?

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How can you make volunteering in your sport a priority in the next 12 months? What can you do to help get more parents involved?

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LEARNING AT HOME

Learning at home is a tangible way that parents can support athletes' development. Parents may engage in free play opportunities or in more formal skill development with their athletes. Parents can be instrumental in supporting their athletes' at-home learning with in-home learning opportunities. Next are 9 key indicators of quality parent involvement in at-home learning opportunities for their child athletes.

1

Support athletes' sport practice by encouraging involvement, participating with them, and setting aside time dedicated to development.

2

Assist with athletes' goal setting

3

Understand what athletes are learning and help motivate and reinforce that learning.

4

Foster interactions with multiple social agents to facilitate motivation.

LEARNING AT HOME

5

Seek out climates that encourage sport and physical activity by watching sport and being active.

6

Reinforce 'teachable moments' and acknowledge when athletes demonstrate skills learned in sport outside of the sport context.

7

Ensure athletes have a healthy diet and begin to internalize healthy nutritional principles.

8

Discuss the value of teamwork, character development, respect for authority, and enjoyment.

9

Ensure sufficient rest and recovery as well as time away from sport.

LEARNING AT HOME REFLECTION

Write down some ways in which your organization has helped athletes' develop in sport at home in the past.

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In what ways have parents of your athletes helped their children learn at home in the past?

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How did this help? Did it harm or hinder? Was it helpful? How could you communicate this to parents, athletes, and coaches?? How could you ensure that home learning was beneficial?

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DECISION-MAKING

Decision-making is a primary form of parent engagement during the early years of sport participation. During this time period, parents are instrumental in enrolling their children and in supporting their continued involvement. There are 10 main indicators of quality parent decision-making in sport.

1

Allow for athletes' increased ownership as they enter adolescence.

2

Engage with athletes in relation to setting goals for their sport involvement.

3

Assist with athletes adopting time management strategies.

4

Monitor progress regularly to support learning and motivation.

5

Provide informational support in relation to decisions about the athletes' choice of club.

DECISION-MAKING

6

Ensure a balance of parent direction and athlete independence.

7

Allow teachers/coaches to have more influence as the athlete ages and skill develops.

8

Promote a positive culture and focus on holistic development.

9

Demonstrate leadership responsibility in addressing negative interactions with spectators, participants, and coaches.

10

Support continuing education and professional development for coaches and parents in sport.

DECISION-MAKING REFLECTION

What type of decisions have you seen parents make for their children in sport recently?

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Where could you have offered more or less guidance on a decision, depending on an athletes' age or skill level?

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How could you help guide a parent and coach through the process of giving their child athlete more autonomy in their decision making?

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COLLABORATING WITH OTHERS

Collaborating with others promotes positive interactions among a variety of stakeholders, including athletes, parents, siblings, coaches, and peers. There are a number of ways that parents can engage positively with others in organized sport. Below are 9 indicators of quality collaboration between parents and others.

1

Interact respectfully and positively with other parents

2

Encourage and congratulate other athletes on the team.

3

Encourage friendships and positive interactions among teammates.

4

Create opportunities for families to network and connect to foster a positive climate and build a sense of community.

COLLABORATING WITH OTHERS

5

Be mindful of sibling interactions and investments and their impact on the family.

6

Foster positive relationships and friendships with other parents.

7

Work to enhance communication among those engaged in an athletes' life.

8

Realize that the sense of community resulting from positive interactions has an effect on parental satisfaction and athletes' continued involvement.

9

Foster positive parent-to-parent interactions that add value.

COLLABORATING WITH OTHERS REFLECTION

In what ways have you and your organization collaborated with others involved in youth sport?

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How has this changed both your own, and your athletes', parents', and coaches youth sport experiences?

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How could you and your organization collaborate with others more in the future to enhance the sport experience even further?

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GOAL SETTING

Use this space to write down some goals for your involvement in your child's sport related to the questions you just answered in Part 5. Use this space as a 'whiteboard' for drawings, sketches, or doodles as well as your writing.

CONCLUSION



CONCLUSION

The goal of the Quality Parenting Framework is to inform, not prescribe, how parents can most effectively engage with athletes and other stakeholders in organized sport.

The previous six parts focus on core principles related to high-quality sport parent involvement. The USOPC understands that parenting is complex and acknowledges that there is no single pathway to perfect parenting in sport. However, this toolkit provides an opportunity for you to learn and reflect on evidence-based, informed decisions about how key stakeholders should collectively think of, speak about, and enact high-quality parenting across the full range of Team USA sport contexts

The potential for youth to experience positive social, cognitive, emotional, and physical outcomes through sport depends largely on the social and cultural environment in which their experiences occur. Within this broader environment of the youth sport system, parent involvement stands out as an important contributor to athletes' attitudes, beliefs, values, and actions in the sport domain. Key parenting principles that enhance young people's enjoyment of and confidence about their ability in sport are essential to motivating a lifetime of sport and physical activity participation.

NOTES:

Use this space to make notes of anything to remember or implement once you have completed the toolkit.



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