

Registrar Info

Registration = the business of the Association

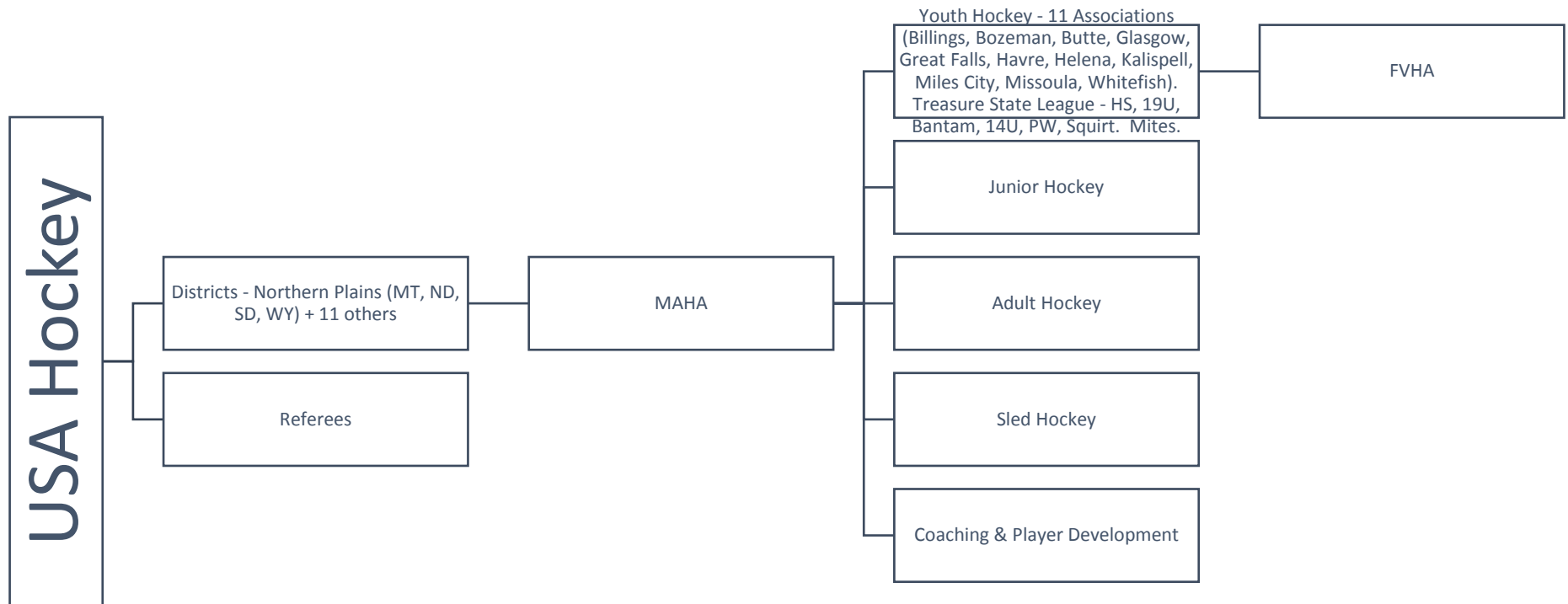
Registrar = the connection of FVHA to USA Hockey, management of FVHA's USA Hockey Registry

USA Hockey

Development of ADM and Hockey for Life – started by USA Hockey 2009, years in the making, eventual partnership with USOC 2014, other sports now adopting. Long-term athletic development, positive experiences at every level.

Youth Sports front-runner for prevention of abuse – SafeSport

Structure:



State level – MAHA

- Leagues & State Tournaments

- Grants/Association Support

- Travel to Canada – permission

District level – Northern Plains District

- Tournament sanctioning

National level - USA Hockey

- Policies & Procedures

 - Rulebook

 - Rostering/Membership

 - Age classification

 - Coaching credentials

- Insurance – players, coaches, referees, association

- Agreement with Hockey Canada

Association Registrar

Answers to State Registrar (Todd Porter, volunteer for MT, also District Registrar)

Manages the FVHA USA Hockey Registry

- USA Hockey numbers collected at registration – enter into Registry

 - Age/Citizenship Verification (to Todd – mail or fax only, no digital)

 - Coaching Credentials (in system, Background approved by Todd)

 - Official rosters – gospel of who's eligible to be on ice/bench

 - Limits!

 - Players cannot be added without age/citizenship verification

 - Coaches cannot be added without credentials

 - URL – up to date, sharable

Rostering Rules

- Cannot put overage players on a roster

 - Different schools of thought on play-downs. USA Hockey says no.

 - System has changed since last year – to create a roster in the level above to accommodate and overage player, coaches would have to have the credentials for the roster level.

- Special rosters can be created for specific events

Rules apply to ALL FVHA programs and events

Treasure State League (MAHA)

Tournaments/Jamborees are internationally sanctioned events

Flex (House/Rec) – entirely within an association

At the June, 2016 Annual Congress, the USA Hockey Board of Directors approved the following changes to current Rules and Regulations:

Programs and Philosophies of USA Hockey: a new category – Flex Hockey -- This program is designed to provide opportunities to play for enjoyment, fitness, relaxation and fellowship. The focus is on creating a fun, safe environment where participants can be active in the sport of hockey with flexible participation commitment and varied playing formats and varied playing rules. Flex Hockey programs would be no-check, ages can be mixed and rosters optional.

GHA is a separate association, games with Whitefish constitute travel, not house-rec.

Mites

House/Rec – rosters and age verification not necessary

Games with Whitefish and Tournament/Jamboree requires rosters

Breaking rules can result in

Angry/sad people

Forfeit

Nullification of insurance of everyone on the ice (players both teams, coaches, ref's)

From Shawn Baker, MAHA Girls Commissioner 12/2017: MAHA has instructed the league commissioners to generally not approve these waivers. There were a lot of complaints in the past two years. It was suggested as a possibility if all opponents agreed and the team might forfeit their eligibility to win the state tournament...which are fairly big deterrents to age waiver requests.

From AHAI [Amateur Hockey Association of Illinois]

<http://www.ahai.org/page/show/223673-american-development-model-adm-> (2012)

USA HOCKEY & AHAI AMERICAN DEVELOPMENT MODEL

USA Hockey, along with AHAI, has introduced the American Developmental Model (ADM). The Program was implemented after an extensive international study by USAH of educators, child development experts, coaches (*from many different sports*), physiologists and National Sports Federations. The ADM goal is to provide a very defined systematic (*building block*) approach to developing athletes starting from the earliest stages of participation, thus increasing the athlete's skill, enjoyment and proficiency.

The USA Hockey ADM is an all inclusive program starting from the U8, Learn to Play (*LTP*) levels all the way to elite athletes competing at the Professional level. The ADM also addresses improved coaching techniques and Referee development. This program includes on-ice, off-ice, in-season and off-season curriculum for producing a well balanced complete athlete. It defines what is to be emphasized at what age to ensure proper skill development for each age level. The ADM also defines how much and what kind of competition is needed at each level.

In keeping with the USA Hockey ADM, AHAI has put forth two programs for the 2012/ 2013 season to help kick off the implementation of the ADM here in Illinois.

From University of Tennessee at Martin/US Youth Soccer

See following page – information listed about ADM describes the progression of ADM from development to other sports now adopting it.

From USA Hockey

See last page – the summary of the American Development Model, Hockey for Life

Purpose of the Presentation

- Education theme for the 2016 US Youth Soccer Workshop: American Developmental Model (Snow, 2015)
- Introduce youth soccer coaches to the American Developmental Model (ADM, 2014)
- Identify ADM key principles and stages to help coaches develop and deliver best practices for long-term player development

Introduction



- USA Hockey (2009) introduced the American Developmental Model (ADM) as a nationwide youth skill development and long-term athlete development program (USA Hockey, 2015)
- In 2014 the United States Olympic Committee (USOC) partnered with USA Hockey to reach out to 48 USOC sports, including US Soccer, with the purpose of disseminating long-term athlete development concepts (United States Olympic Committee, 2015)
- A goal of the American Developmental Model (ADM) is to "help Americans realize their full athletic potential and utilize sport as a path toward an active and healthy lifestyle." (United States Olympic Committee, 2015)
- The ADM is influenced by the Long-Term Athlete Developmental Model (Balyi, 2001)
- "The ultimate goal is to create positive experiences for American athletes at every level." (United States Olympic Committee, 2015)

State of the Nation

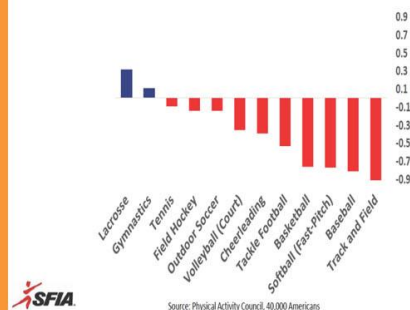
- Research indicates a rise in physical inactivity
- Contributing factors of the physical inactivity pandemic include:
 - Sport specialization
 - Sports can be classified as either early specialization or late specialization (Balyi & Hamilton, 1999)
 - Early specialization sports include diving, figure skating, table tennis, & gymnastics
 - Soccer is a late specialization sport (US Youth Soccer, 2012)

State of the Nation

- Specialization before age ten is not recommended, contributes to early burnout, dropout and retirement from training and competition (Harsanyi, 1985)
- Early specialization is not an essential component of elite development (Baker, 2003; Baker et al., 2009; Cote et al., 2007)
- Coaches, the most powerful influence to specialize in a single sport (Hill & Simmons, 1989)
- Taking fun and enjoyment out of sports
- Rising costs to play or participate (Sports and Fitness Industry Association, 2015)

10 of 12 Youth Sports Are Declining In Participation

"Core" Participants 6-17 Years Old – 5 Year Change (Millions)



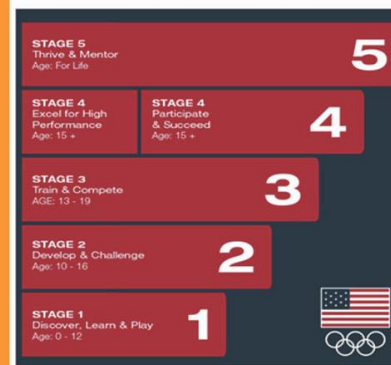
ADM 5 Key Principals (USOC, 2014)

- Universal access that allows everyone an opportunity to participate in sport and increases physical activity levels
- Understanding individual developmental levels with an emphasis on motor and foundational skill development
- Encourage multi-sport participation to develop skills that can transfer between sports
- Create an environment that is fun, engaging and challenging where spontaneous play is encouraged
- Quality coaching at all levels is vital for athlete success. Coaches value education and view themselves as lifelong learners

Stages of the ADM (USOC, 2014)

5 STAGES TO A BETTER SPORT EXPERIENCE

The American Developmental Model is meant to explain an athlete's advancement through a pathway supporting a healthy sport experience based on their physical, mental and emotional level and potential for growth.



Stage I: Discover, Learn and Play (ages 0-12)

- Play multiple sports
- Encourage deliberate play (DPY) unstructured, street soccer, influences intrinsic motivation (Cote & Hay, 2002)
- Fundamental motor skills that transfer between sports, skilled soccer players and hockey players recognized attacking game play across respective sport (Smeeton et al., 2004)
- Have fun

Stage II: Develop and Challenge (ages 10-16)

- Participate in fun and structured training program
- Continue to participate in multi-sports for continued motor and physical development
- Emphasize practice and skill development over competition
- Understand maturation rates and the impact on performance
- Develop physical, psychological, social, technical, and tactical skills

Stages of the ADM (USOC, 2014)

Stage III: Train and Compete (ages 13-19)

- Athletes begin to train and compete in particular sports of interest
- Multiple sport play for cross sport development
- Increase sport specific training
- Emphasize competition skills
- Improve skills at the local, regional and/or national levels

Stage IV: Excel for High Performance or Participate and Succeed (ages 15+)

- Full development and commitment to sport
- Dedicated to maximizing athletic potential
- Single sport focus while in season, multi sport out of season
- Competitions commensurate with athlete skill level

Stage V: Mentor and Thrive (Active for Life)

- Giving back to sport having finished competing
- Transition from participant to sport leader
- Coaching, mentoring, and officiating are natural next steps
- Pursue opportunities to remain in sport
- Maintain a physically active lifestyle

Application

- ADM is a visual guide for National Governing Bodies and consumers, identifies expectations and stages of development
- How the US Youth Soccer Player Development Model (2012) and the ADM align:
 - Disseminate research-based best practices to build and deliver quality programs and experiences
 - Targets youth coaches, administrators, and parents
 - Influenced by Balyi and the Long-Term Athlete Developmental Model
 - Early stages of development focuses on play, fun, and enjoyment
 - Emphasis on developing physically literate athletes, physical, psychological, social, technical, and tactical skills
 - Advocates for a multi-sport experience for long-term development

References

- Balyi, I. (2001). Sport system building and long-term athlete development in British Columbia. *Coaches Report*, 8(1), 22-28.
- United States Olympic Committee. (2015). Retrieved from <http://www.teamusa.org>
- US Youth Soccer. (2012). Retrieved from <http://www.usyouthsoccer.org>