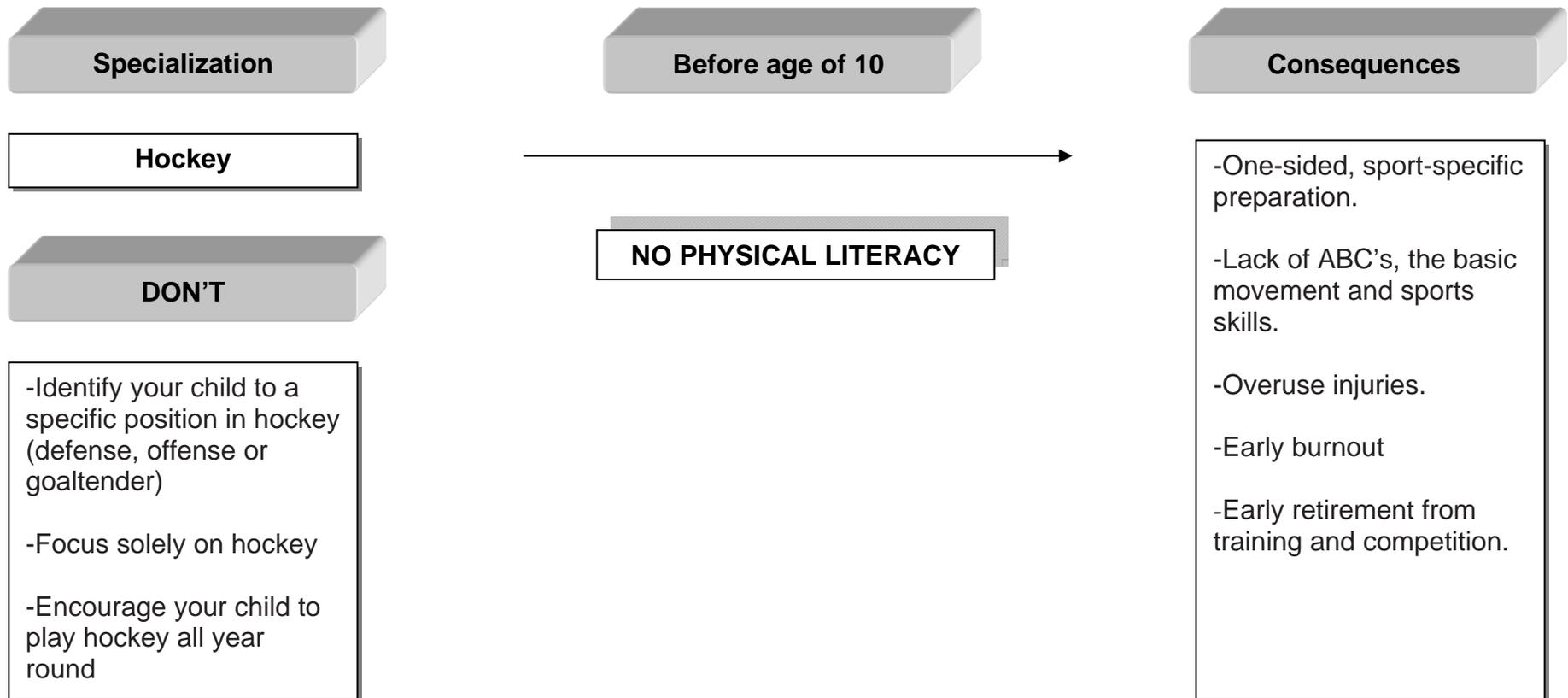


Late Specialization – Hockey

Specializing before the age of 10 in late specialization sports like hockey can be detrimental to your child:



CHAPTER 2

Planning and Implementation

To implement LTPD, the following actions need to be completed:

- Develop a general Canadian LTAD to enhance the understanding and acceptance of LTAD to help change the culture of Canadian sport.
- Implement sport-specific LTAD models in each sport. Where appropriate, include LTAD for athletes with a disability.
- Review coach education in each sport and overall, based on LTAD factors and objectives.
- Review competition structures and schedules in each sport and overall, based on LTAD factors and goals.
- Promote the development by all sports of the full range of motor and sport skills at the FUNdamentals and Learning to Train stages.
- Develop information on the Active Start and FUNdamentals stages for use across all sports in all communities.
- Incorporate FUNdamental activities into sport-specific sessions for younger children, especially during warm-up and fun activities.
- Promote greater co-operation between sport organizations, coaches, and teachers in the scheduling of sessions and competitions.
- Formulate a cross-sport declaration on the implementation of LTAD that is supported by multisport and sport-specific organizations.

Developmental Age

Growth, Maturation, Chronological Age – What Does it All Mean?



The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to observable step-by-step changes in quantity and measurable changes in body size such as height, weight, and fat percentage. Maturation refers to qualitative system changes, both structural and functional, in the body’s progress toward maturity such as the change of cartilage to bone in the skeleton.

Development refers to “the interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, intellectual, and motor realms of the child.”

Chronological age refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.

Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated.

Long term player development requires the identification of early, average, and late maturers in order to help to design appropriate training and competition programs in relation to optimal trainability and readiness. The beginning of the growth spurt and the peak of the growth spurt are very significant in LTPD applications to training and competition design. Specific disabilities may dramatically change the timing and sequence of childhood and adolescent

Training age refers to the age where players begin planned, regular, serious involvement in training. The tempo of a child’s growth has significant implications for athletic training because children who mature at an early age have a major advantage during the Training to Train stage compared to average or late maturers. However, after all players have gone through their growth spurt, it is often later maturers who have greater potential to become top players provided they experience quality coaching throughout that period.



Trainability

What should we be doing when?



The goal of a practice in hockey is to improve. This improvement could be in diverse areas such as the speed of skating for a player in a breakaway, the skill needed to perform an accurate wrist shot, or the strength of a player trying to get puck control behind the goal. Trainability makes the link between the drills and activities completed during practice the improvements in performances in areas such as skills, stamina, speed, strength and suppleness that are needed to be successful during games.

Trainability varies between different players. For example, a drill during a practice that has the goal of improving skating speed will increase the speed of some of the players but not all of them. The ones who do not respond as well may, in a few more speed drills, catch up in speed or even surpass the faster learning and improving players.

Naturally, this is problematic for coaches as they have to now decide how to address these differences between players. The coaches can move at the pace

set by the 'fast trainers' and have the slow trainers become discouraged or move at the pace of the slow trainers and have the rest become bored during practice.

The differences in trainability are due to a number of factors. Genetics, developmental age (age with respect to Growth Spurt), diet and types of activities all change the trainability of an individual.



Genetics plays one of the biggest roles. Just like genetics tells our bodies how tall we will grow and how long it will take to get there, it also tells our bodies about how to respond to exercise. Some of the most obvious examples can be seen in the weight room. Some people can do very little work and put on a great amount of muscle mass. Others have to work much longer and harder to get the same amount of improvement. It is important to remember that the slower responding player may actually get to the same strength level as the faster responding player. It may just take longer. A different set of genes dictate maximum level (for example, max bench press strength). This principle applies to skill, stamina, speed and suppleness as well.

Developmental age also plays a large role in differences between the trainability of different players. One of the keys within the LTPD is to encourage parents and coaches to use developmental age to maximize the trainability of players. For example, skills are best introduced and refined prior to the growth spurt. Delaying this will mean much more work further down the road when the player is attempting to play at higher levels. Trainability is highest during this period in a player's development. Skills can include things like puck handling, shooting and passing, checking and most importantly skating. In addition, speed, which in this case means how fast a player can move their arms or legs, can also be considered a skill. Speed in terms of, say, skating speed will increase with the growth in size and muscle mass which occurs normally during and following the growth spurt.



The 5 Basic S's of Training and Performance

Stamina (Endurance), Strength, Speed, Skill, and Suppleness (Flexibility). (Dick, 1985)



Stamina (Endurance)

The optimal window of trainability occurs at the onset of PHV. Aerobic capacity training is recommended before players reach PHV. Aerobic power should be introduced progressively after growth rate decelerates.

Strength

The optimal window of trainability for girls is immediately after PHV or at the onset of the menarche, while for boys it is 12 to 18 months after PHV.



Speed

For boys, the first speed training window occurs between the ages of 7 and 9 years and the second window occurs between the ages of 13 and 16. For girls, the first speed training window occurs between the ages of 6 and 8 years and the second window occurs between the ages of 11 and 13 years.

Skill

The window for optimal skill training for boys takes place between the ages of 9 and 12 and between the ages of 8 and 11 for girls.



Suppleness (Flexibility)

The optimal window of trainability for suppleness for both genders occurs between the ages of 6 and 10. Special attention should be paid to flexibility during PHV.



3 Stages of Training Objectives

In developing the skills of young players there are three stages of training objectives. These three stages correspond with a player's "readiness" to acquire and develop the skill to a higher level. These stages are introduction, development and consolidation or refinement.

INTRODUCE: (acquire, learn)

It involves presenting players a new element in an artificial or easy and constant, stable, predictable conditions.

- Dominant: comprehension and good execution of the task.
- Characteristics: performed well under maximum speed.
- Requirements: require players to be rested and concentrated.

DEVELOP

It means to pursue learning in conditions controlled by the coach without opponents or in the presence of and with the cooperation of opponents.

- Dominant: Success rate (resulting from the action), objective: 7 / 10.
- Characteristic: block of repetitions of the directive given by the Coach and isolated from reality of competition where the speed of execution is gradually augmented.
- Requirements: requires rested and concentrated players

REFINE

It means to stabilise elements in conditions controlled by the Coach, semi-controlled conditions and random conditions. This requires an opposition by opponents.

- Dominant: decision taken by the player according to the current situation and the level of success.
- Characteristics: Execution at maximum speed.
- Requirements: requires that players be no more than lightly to mildly tired.

CHAPTER 3

Coach Education

1) National Coach Certification Program

2) National Coach Mentorship Program



1) National Coach Certification Program

Hockey Canada's National Coach Certification Program (NCCP) is a competency-based program. The program enables coaches to build their coaching tools and knowledge of the game, so they can work effectively with their players.

Coaches enter into a 'stream' of coaching by taking part in clinics that are relative to the athletes that they are working with.

Coach Stream

- work with community and recreational teams, i.e. Novice, Atom

Developmental Stream

- work with provincial and regional teams, i.e. Peewee rep, Junior B

High Performance Stream

- work with national and international teams, i.e. Midget AAA, university

Within the Hockey Canada structure the Coach Stream and Development Stream are delivered at the provincial level. The High Performance stream is delivered at the National Level.

Coach Stream		Developmental Stream	High Performance Stream
Core Programming		Core Programming	Core Programming
Coach 1 - COACH ENTRY POINT	Intro Coach For coaches working with 5-6 year olds COACH ENTRY POINT	Development 1 - COACH ENTRY POINT	High Performance 1 - COACH ENTRY POINT
Clinic Pretask		Clinic (16 hours)	Clinic Pretask
Clinic (8 hours)			Clinic 6 Day Practical
Clinic Post-task (Throughout season)		Clinic Post Task (Throughout season)	Clinic Post Task Throughout Season
Supplementary Programming		Development 2 (*Professional Development)	High Performance 2
		Clinic Pretask (Part of Development 1 Post Task)	Clinic Pretask
		Clinic (16 hours)	Clinic 6 Day Practical
		Clinic Post Task (2 hours)	Clinic Post Task Throughout Season
		Supplementary Programming	Supplementary Programming



2) National Coach Mentorship Program

A series of specialty clinics have been developed to offer coaches a practical session on teaching various skills, tactics and systems. This proactive approach will also open the doors of communication and provide a non-threatening environment for coaches to further pursue a mentor.

The NCMP specialty clinics were designed with the following messages in mind:

- Keep them moving – whether it's a practice, clinic or camp, ice sessions should be designed to engage every participant consistently
- Emphasize the fundamentals – build a foundation that will never crack
- Incorporate a progression of skill development for every participant

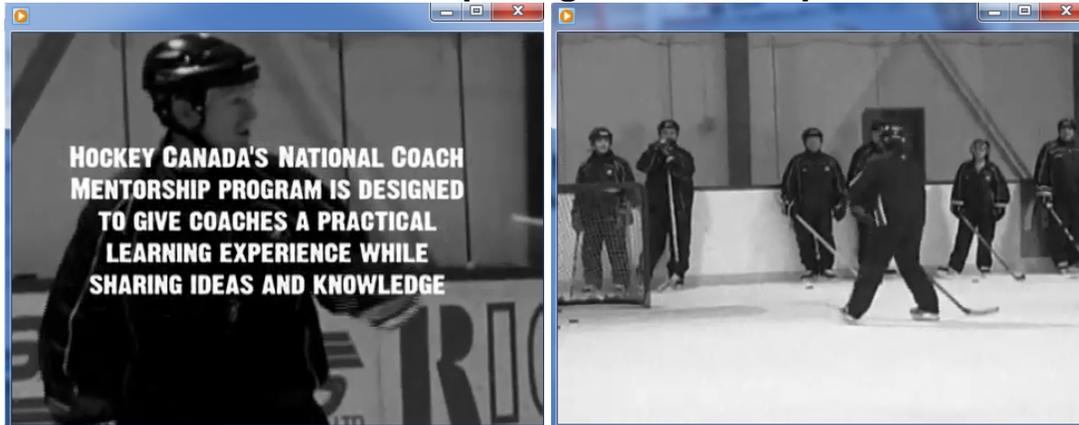
The specialty clinic modules include:

1. Skating
2. Puck control
3. Shooting and scoring
4. Checking
5. Creating offense
6. Creative thinking
7. Goaltending
8. Special teams
9. Small-area games
10. Developing defenseman



Specialty Clinic Modules – Resources

National Coach Mentorship Program – Video presentation

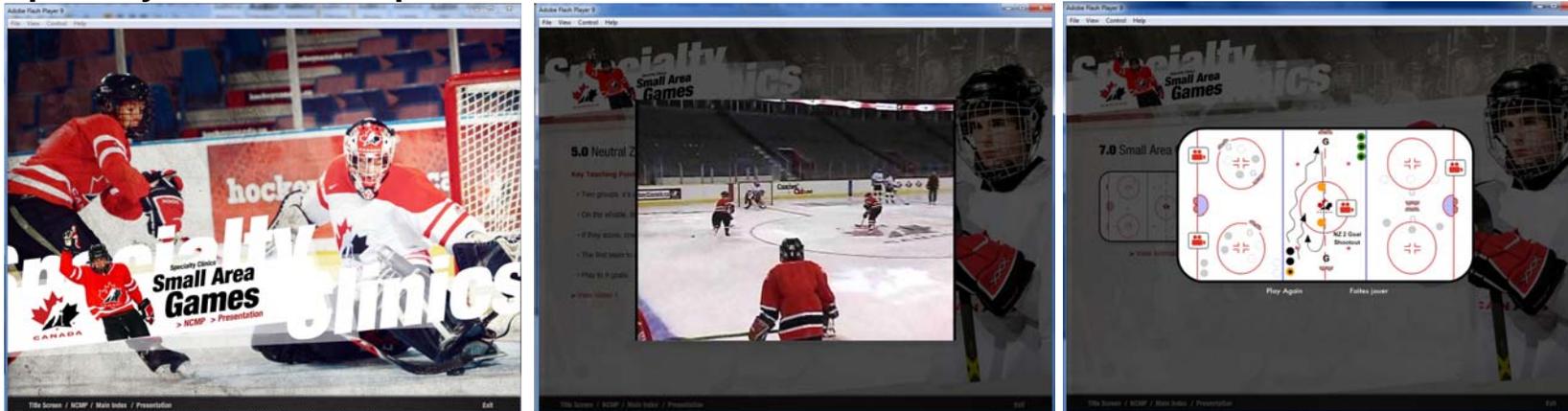


1 hour classroom session

Followed by:

1 hour ice session

Specialty Clinics - Sample



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PLAYER DEVELOPMENT
Développement des joueurs



CHAPTER 4

SEASONAL STRUCTURE

The following pages describe the various stages of LTPD within the Hockey Canada structure. Everything from age category descriptors, to sample seasonal plans conforming to LTPD can be found.



Discovery Hockey Skills – 0-4 year olds

DISCOVERY

MALE and FEMALE 0 - 4 COMMUNITY

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through Discovery Hockey programs.



Objectives

This is an important period for acquiring fundamental movement skills (running, gliding, jumping, kicking, catching...) that lay the foundation for more complex movements, thereby preparing children for a physically active lifestyle. Hockey Canada encourages children to begin skating at an early age through can skate or learn to skate programs and outdoor rinks. Provide your infant or child with opportunities to participate in activities regardless of the weather.

Also, keep in mind the fundamental movement skills that lead to physical literacy while providing your child with daily physical activities.

	Locomotion	Object	Body
Ground	Run	Send and Receive – Ball	Agility, Balance & Coordination
Water	Swim	Send and Receive – Ball	Agility, Balance & Coordination
Air	Jump	Send and Receive – Frisbee	Agility, Balance & Coordination
Ice	Skate	Send and Receive – Puck	Agility, Balance & Coordination



FUNdamental Hockey Skills 1– Male and Female 5-6 - Initiation Program

FUNDAMENTALS 1

MALE and FEMALE 5 - 6 COMMUNITY/LOCAL
The focus is on the development of physical literacy. Fundamental movement skills should be mastered and motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment.



Objectives

The focus is on the development of physical literacy. Fundamental movement skills should be mastered, motor development emphasized, and participation in many sports/activities is encouraged. For optimal skill acquisition, the basic hockey skills of skating and puck control are introduced through the Initiation Program. FUN competitions are also introduced in a team environment. Learn all fundamental movement skills and build overall motor skills. Skill development in the FUNdamentals stage should be well-structured, positive, and FUN!

The skill of skating speed can be developed quickly with players this age. Coaching should focus on developing skating speed in repetitions of less than 5 seconds. The ABC's of agility, balance and coordination should be emphasized through the teaching of skills and small games to emphasize the ABC's. Ensure that the skills the player acquires during the FUNdamentals stage will benefit them when they engage in recreational activities, enhancing their quality of life and health. Hockey Canada recommends in the early stages of FUNdamentals that players spend 85% of their time on the introduction and development of technical skills.



Proposed Long Term Player Development (LTPD) Seasonal Chart – Initiation

Initiation	Number of Practices	Start date for Practices	Development Season	Start date for Games	Development & regular Season	Playoff Season	Tournaments	# of Games total
Ideal	35 - 40	Sept 15	12 weeks 20 practices (Limited and modified games)	Dec 15	10 weeks 20 practices 10 games	N / A	2 tournaments 8 games	15 - 20

Coach Development Programs - Coach Certification/Continuing Education Program (CEP)

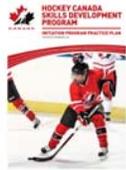
Age	Coach	Description	Clinic	Manual Resource	Video Resource
Initiation	Intro Coach Specialty Clinics	On-Line CEP	Classroom /On Ice Classroom /On Ice	HC Skills Manual – Initiation Specialty Clinic Drill Package	Skills of Gold 1-4

Hockey Canada Development Programs – Initiation

Age Division	Player	Coach	On ice curriculum	Off ice curriculum	Dev	Rec	Promo	In Development
Initiation								
-NCCP (Intro Coach)	X	X	X	X	X			-Skills Camps / Jamborees for Players (IP / Nov Curriculum Development)
-Initiation Jamboree								
-Chevy Safe and Fun	X		X	X			X	-Mentorship for MHA's / Coaches
-Esso Fun Days								
-Specialty Clinics	X	X	X	X	X	X	X	-Coach component with Skills Camp



Development Resource Programs – IP



IP Manual



Off-Ice Manual



Skills of Gold



Checklist



Drill Pack 1



Hockey Canada's Specialty Clinics



Suggested Specialty Clinic Timelines – Initiation

Specialty Clinic	Months
Skating	Sept/Apr
Puck control	Sept/Apr
Small area games	Sept/Apr

