



FROM THE HUDDLE

Survey Manual



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What are From the Huddle surveys?

A growing body of research suggests an underlying reciprocal relationship between physical activity and social and emotional development. Physical activity requires core social, emotional, and cognitive competencies, and in turn, physical activity serves as an important context in which to build and promote social and emotional skills (Kahn , Bailey & Jones, 2019). Coaches are responsible for helping athletes improve at their sport, but they also play an essential role in helping athletes build social and emotional skills. From the Huddle surveys are a set of measurement tools that allow schools and sports organizations to collect information from coaches, athletes, and parents about how often and how consistently their coach(es) perform certain actions that incorporate building these skills as part of their coaching practice. The surveys are aligned to the Aspen Institute Project Play's [Calls for Coaches](#) initiative, which are a set of strategies and best practices that coaches can use to name, model, and create environments for youth athletes to develop and practice social and emotional skill-building. The survey items measure the frequency and consistency of these positive coach behaviors associated with developing these skills.



What are the Calls for Coaches?

The Calls for Coaches are a set of guidelines for coaches that integrate social, emotional, and cognitive skills into sports. These standards were created through a partnership between Aspen Institute Sports and Society Program and the National Commission on Social, Emotional, and Academic Development and translate the research on [Coaching Social and Emotional Skills in Youth Sports](#) into actionable calls for coaches to implement in after-school and community-based sports leagues.

The goals as outlined by these organizations are to:

1. Help coaches understand why youth sports is a great venue for developing social, emotional, and cognitive skills
2. Provide strategies and best practices for coaches to name, model, and create environments for youth athletes to develop and practice these skills.

Seven Calls for Coaches:

1. Know every athlete's story
2. Establish a supportive team culture
3. Celebrate effort
4. Focus on the skills that matter
5. Be a role model
6. Be coachable
7. Join forces



What are the Social, Emotional, and Cognitive Skills outlined in the Calls for Coaches?

The Calls for Coaches are based on developing cognitive regulation, emotional competencies, and social and interpersonal skills. According to Aspen (2019), these are defined as:

Cognitive regulation can be thought of as the basic skills required to direct behavior toward setting and reaching goals. This set of skills includes working memory, attention control and flexible thinking, as well as beliefs and attitudes that guide one's sense of self and learning style.

- **Why does this matter?** Children use cognitive regulation skills whenever faced with tasks that require concentration, planning (including carrying out intentional physical movement), problem solving, coordination, decision-making or overriding a strong internal or external desire.

Emotional competencies are a set of skills and understandings that help children recognize, express and regulate their emotions. This set of skills includes sympathy, empathy and perspective-taking.

- **Why does this matter?** Emotional skills allow children to manage their own emotions and cope with different situations in constructive ways. These skills are fundamental to positive social interactions and critical to building relationships with peers and adults, which exist at the core of individual and team sports.

Social and interpersonal skills help youth accurately interpret the behavior of others. This set of skills includes interacting positively with peers and adults and effectively navigating social situations. Social and interpersonal skills build on emotional competencies.

- **Why does this matter?** Children must be able to use these skills effectively in order to contribute to a team, resolve disagreements and coexist peacefully with others.



From the Huddle surveys

From the Huddle surveys measure the perceptions of coaches, athletes, and parents about the integration of the social, emotional, and cognitive skill-building into their sport program. These perceptions are measured against the fundamental strategies and best practices for coaches to integrate this skill-building into their coaching practice as outlined by the seven Calls for Coaches. There is a survey for athletes (to answer about their coach), for parents (to answer about their child's coach), and for coaches (to answer about their own practice).

How Can I Use From the Huddle surveys?

Sports organizations or school athletic programs can utilize the surveys in order to:

1. Identify overall levels of social, emotional, and cognitive skill development within a sports organization
2. Identify particular programs or teams that are more or less effective in developing social, emotional, and cognitive skills
3. Identify individual coaches that are in need of particular support in implementing social, emotional, and cognitive skills
4. Gather feedback from athletes and parents about the practices coaches utilize to build social, emotional, and cognitive skills within their teams
5. Identify particular programs or teams that are more likely to have low athlete retention based on having lower levels of effective coaching practices
6. Identify individual coaches that are in need of particular support in implementing effective coaching practices
7. Gather feedback from athletes and parents about the effectiveness of the practices of their coaches

From the Huddle is designed to inform a strategy for improvement. When there is a known issue, the results from the surveys can identify the source and scope of the issue as well as provide the critical information needed to address the issue.



From the Huddle - Survey Structure

Who should take the survey?

Coaches can take the FREE Coach Self-Assessment at any time.

For the 360-degree surveys, sports organizations or schools can survey 1 audience (e.g., just parents), 2 audiences (athletes and coaches) or all 3 audiences together (parents, athletes, and coaches). A multi-audience, 360-degree survey administration provides a more comprehensive picture of stakeholder perception and can potentially highlight discrepancies among audiences.

The surveys are organized so that respondent groups are only presented with items related to the Calls for Coaches most relevant to them. See the seven calls for coaches listed below.

- **Coaches** answer items related to all seven calls
- **Parents** answer items related to six of the seven calls
 - The call “Be coachable” is omitted from the parent survey
- **Athletes** answer items related to the first five calls
 - The call “Join forces” is omitted from the athlete survey

Seven Calls for Coaches:

1. Know every athlete’s story
2. Establish a supportive team culture
3. Celebrate effort
4. Focus on the skills that matter
5. Be a role model
6. Be coachable
7. Join forces

Respondents may be asked to answer a set of optional demographic questions, at the end of the survey, related to race/ethnicity, gender, grade level, and sport involvement.



From the Huddle - Survey Structure

Figure 1. *Calls and Items per Respondent Group*

Call	Description	Number of Items on Athlete Survey	Number of Items on Parent Survey	Number of Items on Coach Survey
Know Every Athletes Story	Building positive adult-youth relationships by taking the time to understand each player's background	6	1	6
Establish a Supportive Team Culture	Establishing a positive team culture characterized by support, safety, belonging, and respect	12	7	17
Celebrate Effort	Rewarding individual growth as well as team improvement - not just celebrating wins	4	1	4
Focus on the Skills that Matter	Identifying and communicating the physical, social, emotional, and cognitive skills coaches aim to develop in youth athletes	6	2	9
Be a Role Model	Modeling positive behavior in interactions with adults, youth athletes, and opponents	3	1	5
Be Coachable	Committing to continuous improvement in developing one's own social and emotional states	2	0	6
Join Forces	Engaging with families, schools, and other community organizations	0	3	4
TOTAL		33	15	51



From the Huddle - Survey Structure

Item Development

First, the Resonant Education Team created items corresponding with all seven calls for each respondent group. Then, Resonant Education presented these items to a sample set of athletes, parents, and coaches via cognitive interviews and focus groups. Through these validation processes, respondent groups interpreted and critiqued the original From the Huddle items allowing Resonant Education to revise or remove items from each survey that proved to be confusing or redundant. For more information on survey validation, please email fthsupport@resonanteducation.com.

Sometimes this resulted in the elimination of all items related to a specific call. Hence why certain calls were omitted from the parent and athlete surveys.

Item & Answer Choice Composition

Items on the survey are formatted as declarative statements and the answer choices following these declarative statements are presented as likert, frequency, or yes/no scales.



Operationalizing From the Huddle Surveys

When should I Administer the Survey?

From the Huddle surveys can be administered at any point in the sport season, provided that athletes and parents have spent some time interacting with the coach in the sport environment so that they have experience upon which to base their answers.

How Long Should the Survey be Open?

It is recommended to leave the survey open for two weeks, to give respondents ample time to complete the survey.

How do I Access the Survey?

From the Huddle surveys are administered as anonymous, reusable links to athletes and parents, in order to protect the identity of the respondents. The coach is provided with a single link to their self-reflection tool.

Who are the results about?

The results depend on how the survey was administered and which survey was used. Coach Self-Assessment results are just for the coach - these are sent via email directly to the coach.

The results for team surveys will be reported at the individual team level as well as provide insight at the organization level.

Results for surveys that were given to the entire organizations without separating out by team / coach (e.g., the entire Tennis Club), schools (e.g. all spring sports teams), or any other grouping of several teams will have aggregated results for the entire organization but not specific results for any teams.



Operationalizing From the Huddle Surveys

Addressing Variations in Sport Terminology:

Within the From the Huddle surveys, coaches, athletes and parents are provided with the guidance at the beginning of their survey to instruct them on how to deal with several common scenarios. The athlete text is shared directly below to give a sense of these instructions.

- **Teams with Multiple Coaches** - *In these questions, we ask about your Coach. Coach can also mean an instructor, teacher, guide or other leader of your activity. If there is more than one coach on your team, please answer the questions about the coach that you spend most of your time with.*
- **The use of the word “competition”** - *In these questions, the word Competition means any event where you play your sport against another team. Different sports use different words for these events, like game, meet, match, or tournament. In this survey, we refer to all of these events as Competitions.*
- **The use of the word “Team”** - *In these questions, the word Team means the people who play the sport on the same team with you. You might play all together at the same time (for example, soccer) or you might play at different times (for example, tennis). In both of these cases, we are thinking about everyone that is on your team.*

Response Validation - After respondents submit their survey, the Resonant Education system automatically examines submissions to ensure that all responses are valid. Individual survey responses are considered invalid and removed from the data set if:

1. The survey is submitted in under two minutes
2. Fewer than 75% of questions have responses.



Scoring

Individual items are scored as the average of the corresponding numeric values selected by the respondent.

Frequency Items: These items collect data on how often expected events or behaviors occur. Items are phrased such that a higher frequency aligns with a more positive response - the more a coach or team does the activity, the more they are demonstrating effective skill-building.

- Always = 5
- Almost Always = 4
- Often = 3
- Sometimes = 2
- Never = 1

Likert Items: These items are meant to gather data on how respondents feel about their experiences. Items are phrased such that a higher agreement with the statement aligns with a more positive response - the more a respondent agrees with a statement about their coach or team, the greater the demonstration of effective skill-building.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

Yes/No: These items collect data on whether or not a one-time even occurred. Items are phrased such that a Yes response is the desired response.

- Yes = 5
- No = 1



Scoring

Items with N/A: several items include an “N/A - does not apply to me” response option when asking about situations that may not be experienced by all respondents. For these questions, selecting this response means that the response will not be scored. It will not be factored into the calculated average for that item.



Reporting

Report Access

To access reports, administrators can log on to the Resonant Education platform to see all reports affiliated with their level.

Institutional Reports (School or Organization level)

Institutional reports do not display individual team or coach scores. Instead, institutions receive an aggregated report of respondent data that summarizes:

- Response Summaries
- Item averages for each respondent group surveyed
- Response option distribution for each item
- Ability to disaggregate by demographics (if these questions are included on the survey), including filtering by and comparing across demographic selections, provided that the sample size for each subgroup is large enough
- % Positive Analysis - for each item, the percentage of each respondent group that responded positively (values of 4 or 5), compared to the percent positive for all other organizations
- Game Planning - shows the Top 3 and the Bottom 3 item scores across all participants from the Athlete and Parent surveys, respectively
- Resonance Score - highlights the top survey items where ATHLETES and COACHES are not aligned in their responses, as well as the top items where PARENTS and COACHES are not aligned across all participants.



Reporting

Individual Team Reports for a Coach

Coaches will be provided with their team's specific results.

- Response Summaries
- Item averages for each respondent group surveyed
- Response option distribution for each item
- Ability to disaggregate by demographics (if these questions are included on the survey), including filtering by and comparing across demographic selections, provided that the sample size for each subgroup is large enough
- % Positive Analysis - for each item, the percentage of each respondent group that responded positively (values of 4 or 5) for that team, compared to the percent positive for all teams within that organization
- Game Planning - shows the Top 3 and the Bottom 3 item scores from the Athlete and Parent surveys for that team, respectively
- Resonance Score - highlights the top survey items where ATHLETES and COACHES are not aligned in their responses, as well as the top items where PARENTS and COACHES are not aligned for that team.



References

Aspen Institute. Calls for Coaches. Coaching Social and Emotional Skills in Youth Sports. Retrieved from <https://www.aspeninstitute.org/publications/calls-for-coaches/>

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Khan, J., Bailey, R., & Jones, S. (2019). Coaching Social & Emotional Skills in Youth Sports. Aspen Institute.