

KEY READINGS

Ongoing Learning for Elite Sport Leaders

THE READING

Smith, S.L. & Ward, P. (2006). Behavioral Interventions to Improve Performance in Collegiate Football. *Journal of Applied Behavior Analysis*, 39 (3), 385 – 391.

WHAT IS THE POINT?

Evaluating the differential effects of publicly posted plus verbal feedback, goal setting plus verbal feedback, and publicly posted feedback, verbal feedback, and goal setting together on the performance of three collegiate football players in practice scrimmages. Researchers assessed whether the changes in practice behavior generalized to games.

HOW WAS THE INFORMATION OBTAINED?

The participants in this study were 3 Division II wide receivers from a liberal four year school in the Midwest. Correct blocks, percentage of correct routes run correctly, and percentage of correct releases from the line of scrimmage were observed and recorded. For the most part, both coaches and players were given questionnaires as well.

WHY IS IT RELEVANT?

- Public posting with verbal feedback, goal setting, and public posting with verbal feedback and goal setting were effective in improving player performance to a 90% criterion level during practice, and these changes generalized to game performance.
- Findings support the use of goal setting and public posting with verbal feedback in sport. Players reported that individual goal setting was the least preferred intervention because of the absence of visual feedback.