

B. ABSTRACT

I requested funds for professional enhancement, which I participated and presented my research entitled, “Young Tennis Athletes’ Self-Talk and Sport Motivation” in a poster session of an international meeting of the Society for Research in Child Development in April 2017.

C. PURPOSE/OBJECTIVES

My research on self-talk and motivation in youth sports was presented at the Society for Research in Child Development 2017 Biennial Meeting is being held on April 5 to 9th in Austin, Texas. I presented a poster about my project work, and I received feedback from colleagues in the field. This poster then became a paper, which was later published in the *Psychology of Sport and Exercise* (Thibodeaux & Winsler, 2018). Students at Arkansas Tech have benefited from the discussion of this project since receiving funding to present this research.

My attending this conference had a twofold purpose. The second purpose was professional development. My activities at the conference included a teaching of developmental psychology pre-conference. The pre-conference met my goal of enhancing the teaching of my specialty in developmental and sport psychology. During the conference, I attended research and informational sessions all serving the purpose of continuing education and interacting with professionals in the field. Taken together, the conference activities helped me to become a more effective faculty member at Tech.

D. CONCLUSIONS

In conclusion, presenting my work was of high importance to the furthering of scholarship in the field and of my own professional development as a teacher-scholar. This conference met my needs in equipping me with the professional tools as an early career researcher, and I am appreciative of the funds I received from Tech to fulfill this aspiration.

PRELIMINARY PROGRAM

2017 SRCD Developmental Science Teaching Institute

Wednesday, April 5, 2017

- 8:00 AM - 8:30 AM** Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Continental Breakfast
- 8:30 AM - 9:45 AM** Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Opening Remarks
Tara L. Kuther, Western Connecticut State University, SRCD Teaching Committee Chair and Teaching Institute Program Co-Chair
Judith B. Bryant, University of South Florida, Teaching Institute Program Co-Chair
- Plenary Address 1**
David Daniel, James Madison University
Title TBA
David B. Daniel is an award-winning teacher with over 25 years of classroom experience. Currently a Professor of Psychology at James Madison University, he focuses on developing evidence-demonstrated, useable knowledge for educational practice and policy.
- 10 AM - 10:45 AM** Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Technology Swap: Presenters will repeat brief demonstrations or descriptions of instructional technology and websites while participants rotate among the tables every 6-7 minutes.

Carla Abad & Rosalie Odean, Florida International University	Kahoot: A free tool to increase classroom engagement
Rachel Albert, Lebanon Valley College	Swivl: A video recording tool for flipping the classroom, improving student presentations, and enhancing video data collection
Linda Cote & Jo-Ann Amadeo, Marymount University	Using the "My virtual child" program to enhance student learning in developmental psychology
Amanda Joyce, Murray State University, & Randall Joyce, West Kentucky Community and Technical College	Use the link in my email signature: How YouCanBookMe can improve the frequency and quality of student meetings
Dhara Meghani, University of San Francisco	Checks and balances: Incorporating the Canvas peer-review tool to enhance graduate students' writing and professional development
Brooke Spangler, Miami University	Real-time polling: Using technology in class in ways that actually relate to learning

10:45 AM - 11:00 AM Salon D/E (Governors Ballroom), 4th Floor Hilton Austin
Networking Break

11:00 AM - 12:00 PM Concurrent Workshop Session 1

Room 408, 4 th Floor of Hilton Austin	Heather Hill & Jillian Pierucci, St. Mary's University	Teaching the Developmental Sciences Through Hands-On Learning Experiences: The Power of Observation and Reflection
Room 410, 4 th Floor of Hilton Austin	Tara Kuther, Western Connecticut State University	Writing in the developmental science course: Survey, advanced, and capstone-level options

Room 412, 4 th Floor of Hilton Austin	Katharine Blackwell, Salem College, & Lauren J. Myers, Lafayette College	Teaching to engaged ears rather than unprepared ones: Strategies and assignments that encourage students to prepare for class
--	--	---

12:15 PM - 1:30 PM

**Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin
Concurrent Roundtables over Lunch**

1. Gwynn Morris, Meredith College; Cynthia Edwards, Meredith College; Benjamin Brown, Georgia Gwinnett College	Scaffolding effective use of scientific evidence (Journal of Anecdotal Evidence, Opinion & Irrelevant Fact, 2017)
2. Brianne Friberg & Carrie Wilmouth, Liberty University	Teaching students to communicate research in real world scenarios
3. Tasha Howe, Humboldt State University	Teaching developmental science internationally: Addressing challenges using integrative writing assignments and best practices
4. Elisa Klein, University of Maryland, College Park	Bridging gaps between developmental science knowledge and application to instructional strategies in teacher preparation programs
5. Rika Meyer & Deepti Karkhanis, Bellevue College	Lifespan psychology: Experiential and collaborative classroom activities
6. Jenny Richmond, University of New South Wales	Learning together how to write like a psychologist: How can we help students benefit from peer feedback?
7. Carolyn Schult, Indiana University South Bend	Incorporating active learning techniques in developmental classrooms
8. Hui Chu, Purdue University Northwest	Common obstacles and best practices for teaching and implementing diversity and inclusion in the classroom
9. Aletha Harven, California State University, Stanislaus	Using online tools to increase 21st century skills and student engagement
10. Jennifer Gonyea, University of Georgia	Video logs as integrative writing assignments: Encouraging critical thinking through effective use of technology
11. Darcey Powell & Laura Mills-Smith, Roanoke College	Memes and movie posters: Producing creative visuals from scholarly writing
12. Meredith Henry, University of Alabama Birmingham	Developing a teaching portfolio
13. Shannon Michelle Oram Wittig, University of Alabama Birmingham	Teaching as research: Tips and tricks
14. Stephanie Madsen, McDaniel College	Teaching writing in psychology
15. Alisa Beyer, Northern Arizona University	Tips for effective online discussion
16. Laurie Kramer, Northeastern University	Leveraging experiential learning and other high impact practices in the developmental sciences
17. Lina Darwich, Lewis & Clark, & Maryam Dalkiliç, University of British Columbia	Child/Adolescent development courses and teacher education programs

1:45 PM - 2:45 PM

Concurrent Workshop Session 2

Room 408, 4 th Floor of Hilton Austin	Liz Gershoff, University of Texas	Answering the “so what?” question with applied examples from intervention and policy
Room 410, 4 th Floor of Hilton Austin	Kathleen Galotti, Carleton College	Beyond the typical term paper: Teaching undergraduates to

		use developmental journal articles to think theoretically and analyze arguments
Room 412, 4 th Floor of Hilton Austin	Jennifer Petersen, University of Wisconsin - Whitewater	Tips and tricks for facilitating online discussion boards

2:45 PM - 3:00 PM **Salon D/E (Governors Ballroom), 4th Floor Hilton Austin**
Networking Break

3:00 PM - 4:00 PM **Concurrent Workshop Session 3**

Room 408, 4 th Floor of Hilton Austin	Kyle Chambers, Gustavus Adolphus College	Helping our communities and transforming our students by incorporating community-engaged projects
Room 410, 4 th Floor of Hilton Austin	Rona McCall & Finnuella Carey, Regis University	Incorporating social justice into the developmental classroom
Room 412, 4 th Floor of Hilton Austin	Meredith A. Henry, University of Alabama at Birmingham; Jordan Booker, Emory University; Larissa Gaias, Arizona State University; Dawn England, Hult International Business School; [representing the SRCD Student and Early Career Council]	Notable quotables: Creating teaching resources from the SRCD Oral History Project

4:10 PM - 5:15 PM **Salon D/E (Governors Ballroom), 4th Floor of Hilton Austin**
Brief remarks by Tara Kuther and Judy Bryant

Plenary Address 2

Diane Ehrensaft, University of California San Francisco

Re-learning gender: Teaching gender identity development in the age of gender Diversity

Diane Ehrensaft is a developmental and clinical psychologist in the Department of Pediatrics, University of California San Francisco. Her research and writing focus on the areas of child development, gender, gender-nonconforming and transgender children and youth, parenting, parent-child relationships, LGBTQI families, and psychological issues for families using assisted reproductive technology.

5:15 PM - 6:30 PM **Salon C (Governors Ballroom), 4th Floor Hilton Austin**
Reception & Poster Session

1	Rachel Boit, University of North Carolina at Greensboro	Writing children’s picture books: Stories of pre-service teachers immersed in a semester-long writing experience
2	Kim Brenneman, Eastern Mennonite University, & Janet Gates, LaRoche College	Nurturing a growth mindset in university students
3	Tsu-Ming Chiang & Jenq-Foung Yao, Georgia College & State University	Bringing face-to-face classroom benefits to online learning
4	Janet Gates, LaRoche College	Can mindfulness improve exam performance in child development?
5	Juan Giraldo-Huertas, Universidad de la Sabana, & Graham Schafer, University of Reading	Caregiving routines and home opportunities for exploring and learning in children under risk of not reaching developmental potential
6	Jennifer Henk & Larra Rucker, University of	The role of beliefs in mentor teacher practice:

	Arkansas	Influences that shape the preparation of an effective birth-to-three workforce
7	Deepti Karkhanis & Rika Meyer, Bellevue College	Lifespan psychology final project: Behavior observation and interview poster
8	Elana McDermott, Tufts University	Reading between the world and Mm: Literature as a guide for understanding race, development, and bioecological theory
9	Rosalie Odean & Carla Abad, Florida International University	Designing pamphlets: A class activity
10	Kathy Ritchie, Indiana University South Bend	Students as independent learners: Effect of a self-reflective task on writing papers about the Virtual Child
11	Jeremy Sawyer, Rita Obeid, Dennis Bublitz, Anna Schwartz, & Patricia Brooks, CUNY Graduate Center, & Aaron Richmond, Metropolitan State University of Denver	Which forms of active learning are best? A comparison of cooperative learning and writing-to-learn across modalities
12	April Schwarzmuller, Eckerd College	Student learning outcomes of an activity to teach about teen magazines as socialization agents
13	April Schwarzmuller, Eckerd College	An activity to teach about the effects of video games on adolescents
14	Melissa Scott Kozak & Jennifer George, University of Georgia	Opting out by leaning In: Bringing authentic assessment into applied science
15	Madelynn Shell, University of Virginia's College at Wise	Bring your baby to class day: Hands-on research experience in child development
16	Mary Shuttlesworth & Brittany Mazur, Mount Aloysius College, Katherine Shannon, Michigan State University, & Laura Rose, University of Maryland, Baltimore County	Using case studies to support student learning in developmental psychology
17	Ruvimbo Tsokodayi, Christine E. Kaestle, & Michelle M. Murray, Virginia Tech	Let's talk about sex! (in a Child Development classroom??) How novice instructors address sex and sexual identity development
18	Nanci Weinberger, Bryant University	Incorporating team-based learning practices into the research project of upper-level child development courses
19	Ellen Wright, Brandeis University	I heard it through the grapevine: Using the internet to teach critical thinking, interpersonal connections and better pedagogy
20	Linda Cote, Marymount University	Comparison of online and traditional paper-and-pencil testing in a general education lifespan development survey course

Background

- ❖ Self-talk and motivation support young athletes,
 - ❖ In most sports, athletes report using positive self-talk (Hardy et al., 2005).
 - ❖ Tennis encourages overt (aloud) self-talk (Van Raalte et al., 1994).
 - ❖ Mastery orientation raises tennis self-talk (Van de Pol & Kavassanu, 2012).
- ❖ Self-talk can be supported by coaches and the coach motivational climate.
 - ❖ Tennis coaches report encouraging self-talk (Weinberg et al., 1992)
 - ❖ Perceived mastery climate predicts mastery orientation (Smith et al., 2007).
 - ❖ When athletes use self-talk for motivation, do they factor in the climate?

Hypotheses

- ❖ Positive reported and observed self-talk will relate positively to both personal mastery orientation and perceived coach motivational climate.
- ❖ Relations between self-talk and goal-orientation will depend on the perceived coach motivational climate.

Participants

- ❖ 28 tennis players, male and female, 9-17 years old (Mean age = 12.67 years)
- ❖ Tennis camp used to pursue higher competition (5 years avg. experience).
- ❖ 38% White, 30% Asian, 30% Hispanic, and 2% Other

Procedure

- ❖ Players were observed (video taped with lapel microphone) during practice drills for an hour and match play for one set. They also reported their motivation, perception of their coach, and their self-talk use.

Observed Self-Talk

- ❖ *Match Play Self-Talk*
 - Self-Talk and Gestures Rating Scale (STAGRS, Van Raalte et al., 1994).
- ❖ *Practice Self-Talk*
 - Positive – used to congratulate or affirm one self (e.g., “Yes!”)
 - Negative – used in frustration or derogation (e.g., “Oh God” “I suck!”).
 - Instructional – used for specific tennis skills (e.g., “Move your feet”)
 - Motivational – confidence, self-efficacy, psyching up (e.g., “You got this”)

Self-Reported Self-Talk

- ❖ *Self-Talk Use Questionnaire* (STUQ, Hardy et al., 2005)
 - How much do you talk to yourself in general? (*Never to All the Time*)
 - What % of self-talk is aloud, whispered/muttered, or inside your head?
- ❖ *STAGRS post-match questionnaire*
 - Players provide their own positive and negative self-talk examples.
- ❖ *Automatic Self-Talk Questionnaire for Sport* (ASTQS, Zourbanos et al., 2009)
 - Players report self-talk phrases on 5-point scale (*Never to Very Often*)
 - Positive self-talk (psych-up, confidence, instruction, anxiety control)
 - Negative self-talk (disengagement, somatic, worry)

Athlete Goal Orientation and Perception of Coach Climate

- ❖ 5-point scale (*Not at all true – Very true*)
- ❖ *Achievement Goal Orientation for Youth Sport* (AGSYS, Cumming et al., 2008)
 - Mastery orientation (e.g., “learn new things and get as good as possible.”)
 - Ego orientation (e.g., “to be the best athlete/better than others.”)
- ❖ *Motivational Climate for Youth Sport* (MCSYS, Smith et al., 2007)
 - Mastery climate (Emphasizes cooperation, learning, and process).
 - Ego climate (Emphasizes team rivalry, winning, and punishment)

Is reported self-talk related to sport motivation and motivational climate? (Table 1)

- ❖ Covert (muttering and whispering) speech related to higher ego climate.
- ❖ Positive self-talk related to strong player mastery and mastery climate.

Table 1 Relations of **reported** self-talk to coach climate and player motivation

Reported Self-Talk	Motivational Climate		Sport Motivation	
	Mastery	Ego	Mastery	Ego
STUQ Overt %	.01	-.16	.15	.03
STUQ Covert %	-.15	.45*	-.25	.25
STUQ Inner %	.23	-.10	.11	-.13
Post-match Positive examples	.40*	.27	-.09	-.30
Post-match Negative examples	.02	.14	-.09	.13
ASTQS Negative endorsements	.03	.05	-.15	-.21
ASTQS Positive endorsements	.44*	-.05	.62**	.17

* $p < .05$, ** $p < .01$

Is observed self-talk related to sport motivation and motivational climate? (Table 2)

- ❖ Observed private self-talk in match play unrelated to motivation or climate.
- ❖ More positive and motivational self-talk in practice related to ego climate.

Table 2 Relations of **observed** self-talk to coach climate and player motivation

Observed Self-Talk	Motivational Climate		Sport Motivation	
	Mastery	Ego	Mastery	Ego
Observed STAGRS Match				
Negative Self-Talk	.04	.09	.13	.01
Positive Self-Talk	-.04	.01	.04	-.15
Instructional Self-Talk	-.08	.06	.02	.01
Observed Practice Self-Talk				
Negative Self-Talk	-.12	.34	.04	.34*
Positive Self-Talk	.10	.38*	.01	.23
Instructional Self-Talk	-.17	.29	.02	.20
Motivational Self-Talk	-.11	.41*	.10	.24

+ $p < .10$, * $p < .05$, ** $p < .01$

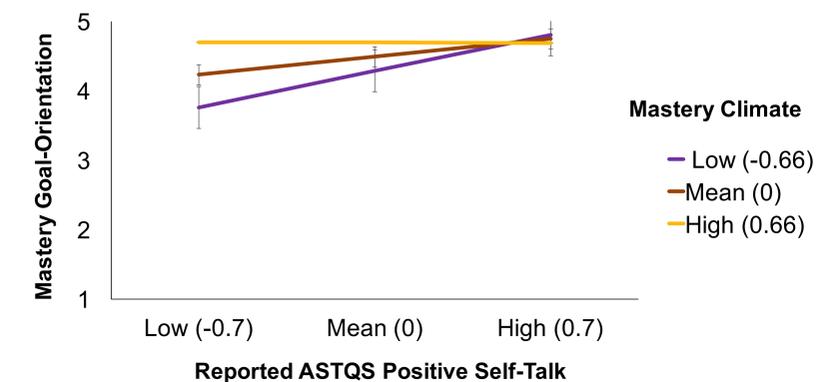
- ❖ Reporting positive self-talk coincides with high mastery orientation.
- ❖ Using self-talk overtly may coincide with feeling the climate is ego-oriented.
- ❖ Self-talk does not indicate level of ego orientation in athlete.
- ❖ Athletes were generally mastery-oriented ($M = 4.41$) and perceived a mastery climate ($M = 4.29$).

Is the relation between self-talk and goal orientation moderated by coach motivational climate? (Table 3)

- ❖ Moderated regression tested using PROCESS (Hayes, 2013).
- ❖ ASQS Positive ST = IV, Mastery Goals = DV, Mastery Climate = M
- ❖ As positive ST changes from low (-1 SD) to high (+1 SD) ...
 - ❖ Mastery orientation remains high in a high mastery climate.
 - ❖ Mastery orientation increases in average and low mastery climates.
- ❖ Self-talk raises motivation when player feels coach is low in mastery.

Table 3 Mastery climate moderation of self-talk and motivation

Effect	Beta	SE	Test
ASTQS Positive ST → Mastery Orientation	0.37	0.09	$t = 3.90 p = .001$
Mastery Climate → Mastery Orientation	0.31	0.10	$t = 2.90 p = .008$
ST x Climate → Mastery Orientation	-0.57	0.18	$t = -3.13 p = .005$
ST x High Mastery Climate	0.00	0.13	$t < 1$
ST x Mean Mastery Climate	0.37	0.09	$t = 3.90 p = .007$
ST x Low Mastery Climate	0.75	0.17	$t = 4.39 p = .000$
Model Fit $F(1, 23) = 17.25, R^2 = .69$			



Discussion and Application

- ❖ Young athletes need positive self-talk and a strong mastery climate.
- ❖ Athletes perceiving a strong ego/weak mastery climate likely talk to themselves more to self-regulate motivation.
- ❖ The effect of self-talk on motivation could depend on how self-talk is used (overt or inner speech), and on climate perception.
- ❖ Coaches can encourage positive self-talk when athletes experience a negative climate.

References

- Cumming, S. P., Smith, R. E., Smoll, F. L., Standage, M., & Grossbard, J. R. (2008). Development and validation of the Achievement Goal Scale for Youth Sports. *Psychology of Sport and Exercise, 9*, 686–703.
- Smith, R. E., Cumming, S. P., & Smoll, F. L. (2007). Development and validation of the Motivational Climate for Youth Sports. *Journal of Applied Sport Psychology, 20*, 116–136.
- Van de Pol, P. K. C., & Kavassanu, M. (2011). Achievement goals and motivational responses in tennis: Does the context matter? *Psychology of Sport and Exercise, 12*, 176–183.
- Van Raalte, J. L., Brewer, B. W., Rivera, P. M., & Petitpas, A. J. (1994). The relationship between observable self-talk and competitive junior tennis players' match performances. *Journal of Sport & Exercise Psychology, 16*(4), 400–415.
- Weinberg, R., Grove, R., & Jackson, A. (1992). Strategies for building self-efficacy in tennis players: A comparative analysis of Australian and American coaches. *The Sport Psychologist, 6*(1), 3–13.
- Zourbanos, N., Hatzigeorgiadis, A., Chroni, S., Theodorakis, Y., & Papaioannou, A. (2009). Automatic Self-Talk Questionnaire for Sports (ASTQS): Development and preliminary validation of a measure identifying the structure of athletes' self-talk. *The Sport Psychologist, 23*, 233–251.
- Zourbanos, N., Haznadar, A., Papaioannou, A., Tzioumakis, Krommidas, C., & Hatzigeorgiadis, A. (2015). The relationships between athlete's perceptions of coach-created motivational climate, self-talk, and self-efficacy in youth soccer. *Journal of Applied Sport Psychology, 28*, 97–112.