



**THE ROLE OF PROFESSIONAL
DEVELOPMENT IN CREATING EFFECTIVE
AND SUSTAINABLE PROGRAMS THAT
PROMOTE POSITIVE YOUTH DEVELOPMENT**

**Conférence proposée par le
CRIFPE-Sherbrooke**

**Jeudi 17 mars 2016
12h à 14h**

**Agora de l'Université de Sherbrooke
Local B1-2002**



Paul Wright, Ph.D.
**Department of Kinesiology
and Physical Education**

Northern Illinois University
pwright@niu.edu

Dr. Paul Wright holds the Lane/Zimmerman Endowed Professorship in Kinesiology and Physical Education at Northern Illinois University (NIU) where he also directs the Physical Activity and Life Skills (PALS) Group. Before coming to NIU, he was on faculty at the University of Memphis for nine years. Dr. Wright earned a master's degree in Kinesiology and a Ph.D. in Curriculum Design at the University of Illinois at Chicago. His primary line of research relates to the design, implementation and evaluation of physical activity programs that promote positive youth development and teach life skills. He is regarded internationally as a leading scholar on the Teaching Personal and Social Responsibility (TPSR) model. For his work in this area and related work on obesity prevention, Paul has received a Fulbright Research Award as well as grants from the Robert Wood Johnson Foundation and the US Department of State.

There has been an expansion of programming designed to promote positive youth development through sport. However, the academic literature indicates professional development in such programs is often insufficient and limits program effectiveness. This presentation will describe the Belizean Youth Sport Coalition, a three-year training project designed to promote youth development and social change through sport in a small Central American nation. The emphasis has been systematic and intentional training for adults to implement an empowerment-based pedagogical model called Teaching Personal and Social Responsibility (TPSR; Hellison, 2011). Teachers, coaches and youth workers have been trained to integrate TPSR into their youth sport programs. Specific TPSR strategies, operationalized in the Tool for Assessing Responsibility-based Education (TARE; Wright & Craig, 2011), represent the core content of the training and provide a framework for giving feedback, prompting reflection, and assessing implementation. Evaluation data indicate this systematic and intentional approach to professional development has been effective in helping participants to learn the training material, develop their confidence in applying it, and translate it into practice. The application of TPSR in varied learning contexts and with different subject matters will be discussed as well as training principles that can be generalized to other professional development initiatives.

