



LEEDS
BECKETT
UNIVERSITY

Citation:

Till, K (2019) RAMPAGE: A Framework for enhancing long-term athletic development. In: Carnegie Applied Rugby Research (CARR) Conference 2019, 05 April 2019 - 06 April 2019, Weetwood Hall, Leeds.

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/6235/>

Document Version:

Conference or Workshop Item (Presentation)

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.



RAMPAGE

A Framework for Enhancing Long-Term Athletic Development

Prof. Kevin Till



@KTConditioning

#CARR19



UKSCA

Session Objectives



@KTConditioning
#CARR19

By the end of this session, delegates should be able to...

1. Develop an informed view of Long-Term Athletic Development (LTAD) within their coaching context
2. Use the RAMPAGE Framework to Plan a Training Session
3. Consider the integration of Technical-Tactical-Physical-Psycho-Social characteristics within their LTAD planning



RAMPAGE

**A Framework for
Enhancing Long-Term
Athletic Development**



UKSCA



Introduce Yourself



@KTConditioning
#CARR19

On your tables, introduce yourselves and discuss...

1. Who do you Coach (or work with)
2. What is Long-Term Athletic Development (LTAD)?
3. How do you implement LTAD in your practice?



UKSCA



The Goal is Clear...



INTERNATIONAL
OLYMPIC
COMMITTEE

‘Develop healthy, capable and resilient young athletes, while attaining widespread, inclusive, sustainable and enjoyable participation and success for all levels of individual athletic achievement.’

Bergeron et al. (2015) IOC consensus statement on youth athletic development. *Br J Sports Med*, 49, 843-851



UKSCA



Long-Term Athletic Development

International Olympic Committee consensus statement on youth athletic development

Michael F Bergeron,^{1,2} Margo Mountjoy,^{3,4} Neil Armstrong,⁵ Michael Chia,⁶ Jean Côté,⁷ Carolyn A Emery,⁸ Avery Faigenbaum,⁹ Gary Hall Jr,¹⁰ Susi Kriemler,¹¹ Michel Léglise,¹² Robert M Malina,^{13,14} Anne Marte Pensgaard,¹⁵ Alex Sanchez,¹⁶ Torbjørn Soligard,¹⁷ Jorunn Sundgot-Borgen,¹⁸ Willem van Mechelen,^{19,20,21} Juanita R Weissensteiner,²² Lars Engebretsen^{17,23}

BRIEF REVIEW

LONG-TERM ATHLETIC DEVELOPMENT- PART 1: A PATHWAY FOR ALL YOUTH

RHODRI S. LLOYD,¹ JON L. OLIVER,¹ AVERY D. FAIGENBAUM,² RICK HOWARD,³ MARK B. A. DE STE CROIX,⁴ CRAIG A. WILLIAMS,⁵ THOMAS M. BEST,⁶ BRENT A. ALVAR,⁷ LYLE J. MICHELL,^{8,9,10} D. PHILLIP THOMAS,¹¹ DISA L. HATFIELD,¹² JOHN B. CRONIN,^{13,14} AND GREGORY D. MYER^{10,15,16,17}

OFFICIAL POSITION STAND OF THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION

NATIONAL STRENGTH AND CONDITIONING ASSOCIATION POSITION STATEMENT ON LONG-TERM ATHLETIC DEVELOPMENT

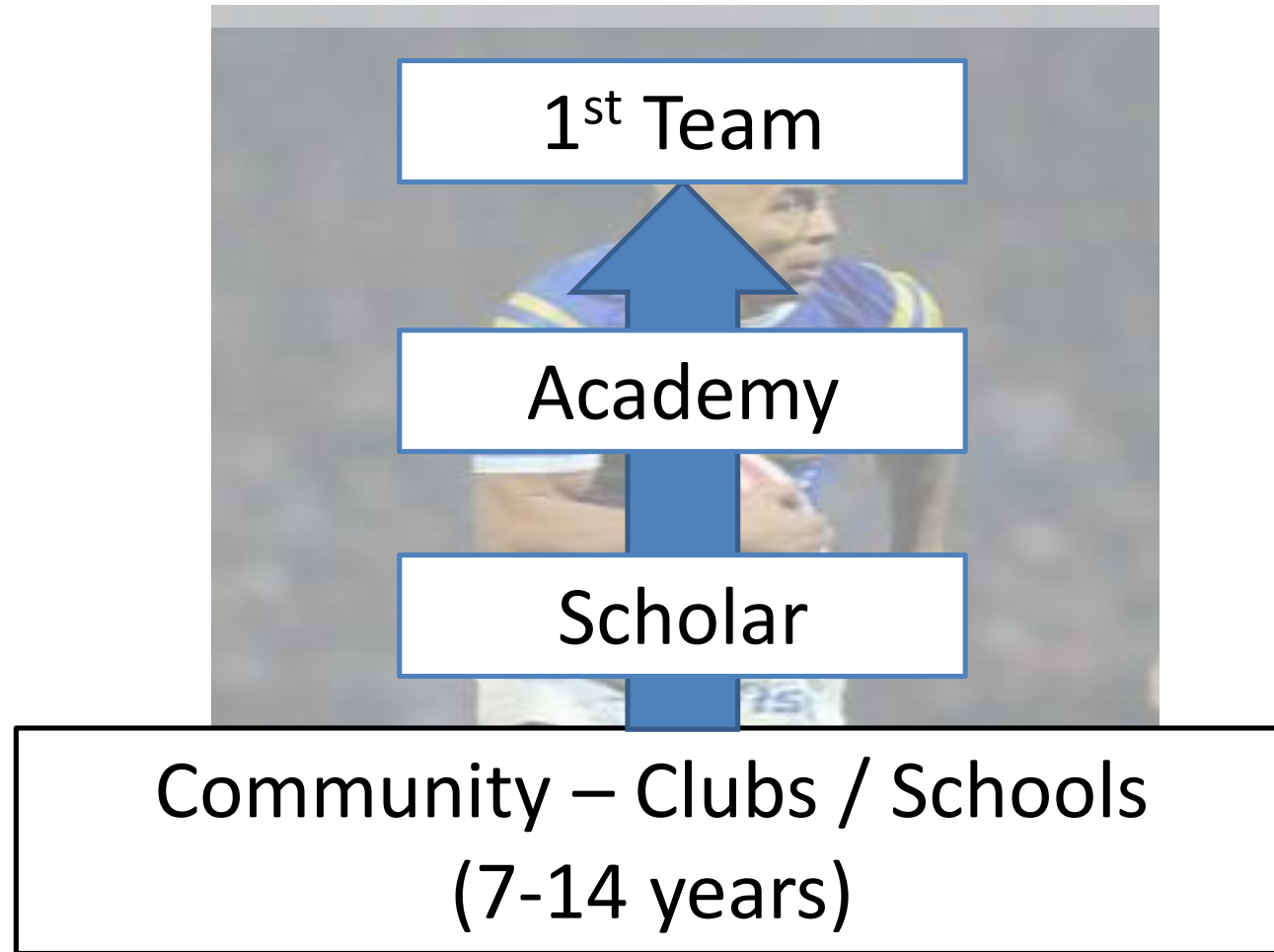
RHODRI S. LLOYD,^{1,2} JOHN B. CRONIN,^{3,3} AVERY D. FAIGENBAUM,⁴ G. GREGORY HAFF,³ RICK HOWARD,⁵ WILLIAM J. KRAEMER,⁶ LYLE J. MICHELL,^{7,8,9} GREGORY D. MYER,^{9,10,11,12} AND JON L. OLIVER^{1,2}



UKSCA



Long Term Athletic Development



UKSCA



Long Term Athletic Development

1st Team

Academy

Scholar

Community – Clubs / Schools
ATHLETICISM
(7-14 years)

Lifelong Physical Activity

Health, Fitness, Phys Activity

Participation

BRIEF REVIEW
LONG-TERM ATHLETIC DEVELOPMENT- PART 1: A
PATHWAY FOR ALL YOUNG ATHLETES
RHODRI S. LLOYD,¹ JON L. OLIVER,¹ ...
MARK B. A. DE STE CROIX,⁴ CRAIG ...
LYLE J. MICHELL,^{8,9,10} D. PHILLIP THOMAS,¹¹ ...
OFFICIAL P
NATIONAL STRENGTH & CONDITIONING
ASSOCIATION POSITION STATEMENT ON LONG-TERM
ATHLETIC I
RHODRI S. LLOYD,^{1,2}
RICK HOWARD,⁵ WILL
JON L. OLIVER^{1,2}
GREGORY HAFF,³
D. MYER,^{9,10,11,12} AND



What is athleticism?

'The ability to repeatedly perform a range of movements with precision and confidence in a variety of environments, which require competent levels of motor skills, strength, power, speed, agility, balance, coordination, and endurance'

(Lloyd et al, 2016)

Current Issues for Enhancing Athleticism

1. A lack of value of health and skill related components of physical fitness in youths
2. Youth training focuses upon sports specific practice and competition, rather than general preparation work
3. Limited integrative neuromuscular training (S&C and FMS training) delivered within youths training
4. Athletic development work is only delivered at certain time points during the season (i.e., Pre-season)

(Lloyd et al., 2015a; 2015b; 2016)



UKSCA



Composite Youth Development Model (Lloyd et al., 2015)

COMPOSITE YOUTH DEVELOPMENT (CYD) MODEL FOR MALES																									
CHRONOLOGICAL AGE (YEARS)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+					
AGE PERIODS	EARLY CHILDHOOD			MIDDLE CHILDHOOD						ADOLESCENCE						ADULTHOOD									
MATURATIONAL STATUS	YEARS PRE-PHV ←										PHV		→ YEARS POST-PHV												
TALENT DEVELOPMENT	Investment Years			Sampling Years						Recreation Years											Specializing Years				
PSYCHO-SOCIAL DEVELOPMENT	Exploration and social interaction			Peer relationships, empowerment, self-esteem						Self-worth, self confidence															
										Sport-specific psychological skills															
← Motivation for lifetime engagement in sports and physical activity →																									
PHYSICAL DEVELOPMENT	FMS			FMS						FMS						FMS									
	SSS			SSS						SSS						SSS									
	Mobility			Mobility						Mobility						Mobility									
	Agility			Agility						Agility						Agility									
	Speed			Speed						Speed						Speed									
	Power			Power						Power						Power									
	Strength			Strength						Strength						Strength									
	Hypertrophy			Hypertrophy						Hypertrophy						Hypertrophy									
	Endurance & MC			Endurance & MC						Endurance & MC						Endurance & MC									



UKSCA



MENTAL MODEL & PERFORMANCE MODEL

What are the fundamental demands of the sport/setting?
What do successful athletes (participants) look like?

OUTPUT

Age/Phase/Stage

Sen.	Advanced
21	
20	
19	
18	
17	Intermediate
16	
15	
14	
13	
12	Beginner
11	
10	
9	
8	

**How to scaffold this
journey?**



UNDERSTANDING OF CHILDREN & YOUNG PEOPLE

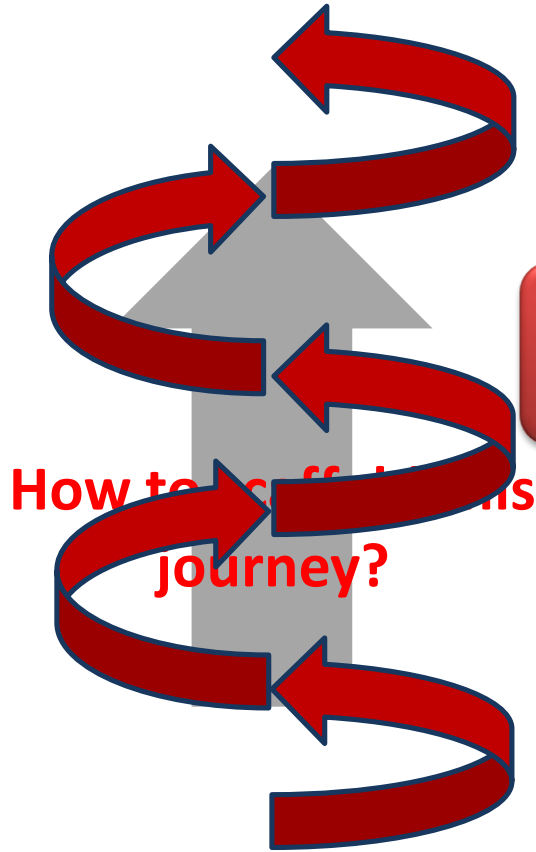
What are children like as they enter your programme?
(bio-psycho-social development)

INPUT

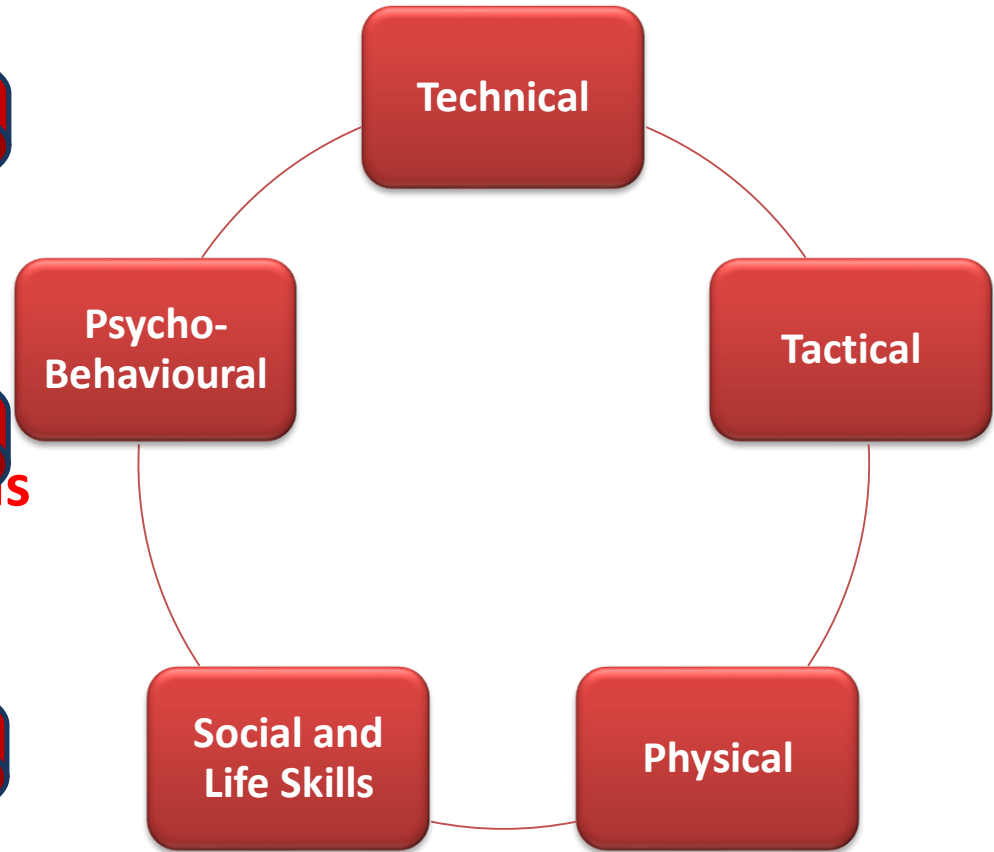
MENTAL MODEL & PERFORMANCE MODEL
 What are the fundamental demands of the sport/setting?
 What do successful athletes (participants) look like?

Age/Phase/Stage

Sen.	Advanced
21	
20	
19	
18	
17	Intermediate
16	
15	
14	
13	Beginner
12	
11	
10	
9	
8	



OUTPUT



UNDERSTANDING OF CHILDREN & YOUNG PEOPLE
 What are children like as they enter your programme?
 (bio-psycho-social development)

INPUT

Task 2



@KTConditioning
#CARR19

What are your Physical – Technical – Tactical – Psycho–Social Objectives or Curriculum?

Technical	Tactical	Physical	Psycho-Social



UKSCA



Task 2



@KTConditioning
#CARR19

What are your Physical – Technical – Tactical – Psycho–Social Objectives or Curriculum?

Technical	Tactical	Physical	Psycho-Social
Catch & Pass	Decision-Making	Technique	Attitude
Grip / Carry	Defence	Speed	Motivation
Tackle / Combat	Attack	Strength	Resilience
Hand-Eye (Cognitive)	Game Awareness / Role Clarity	Power	Confidence
		Agility	Control
		Fitness	Communication



UKSCA



Physical: In Detail

		Locomotor	Stability	Mobility	Strength	Agility	Speed	Power	Endurance
Locomotor	Run	X					X		X
	Skip	X							
	Bound	X					X	X	
	Jump	X						X	
	Hop	X						X	
Changing Speed	Acceleration	X			X		X		
	Deceleration	X			X		X		
	Reacceleration	X			X		X		
Multi-Directional Movement	Lateral	X				X	X		
	Backwards	X				X	X		
	Combinations	X				X	X		
Agility	COD - Cuts	X				X	X		
	COD - Turns	X				X	X		
	Evasion / Dodging	X				X	X		
	Reaction	X				X			
Lower Body	Squat		X	X	X				
	Lunge		X	X	X				
	Step Up		X	X	X				
	Hinge		X	X	X				
	Single Leg		X	X	X				
	Jump & Land		X		X			X	
	Hop & Land		X		X			X	
Trunk	Front		X	X					
	Side		X	X					
	Back		X	X					
	Rotation		X	X	X				
Upper Body	Push - H / V		X	X	X				
	Pull - H / V		X	X	X				
	Throw			X	X			X	
Mobility	Ankle			X					
	Hip			X					
	Thoracic			X					
	Shoulder			X					



UKSCA



Physical: In Detail

		Locomotor	Stability	Mobility	Strength	Agility	Speed	Power	Endurance
Locomotor	Run	X					X		X
	Skip	X							
	Bound	X					X	X	
	Jump	X						X	
	Hop	X						X	
Changing Speed	Acceleration	X			X		X		
	Deceleration	X			X		X		
	Reacceleration	X			X		X		
Multi-Directional Movement	Lateral	X				X	X		
	Backwards	X				X	X		
	Combinations	X				X	X		
Agility	COD - Cuts	X				X	X		
	COD - Turns	X				X	X		
	Evasion / Dodging	X				X	X		
	Reaction	X				X			
Lower Body	Squat		X	X	X				
	Lunge		X	X	X				
	Step Up		X	X	X				
	Hinge		X	X	X				
	Single Leg		X	X	X				
	Jump & Land		X		X			X	
	Hop & Land		X		X			X	
Trunk	Front		X	X					
	Side		X	X					
	Back		X	X					
	Rotation		X	X	X				
Upper Body	Push - H / V		X	X	X				
	Pull - H / V		X	X	X				
	Throw			X	X			X	
Mobility	Ankle			X					
	Hip			X					
	Thoracic			X					
	Shoulder			X					



UKSCA



Physical: In Detail

		Locomotor	Stability	Mobility	Strength	Agility	Speed	Power	Endurance
Locomotor	Run	X					X		X
	Skip	X							
	Bound	X					X	X	
	Jump	X						X	
	Hop	X						X	
Changing Speed	Acceleration	X			X		X		
	Deceleration	X			X		X		
	Reacceleration	X			X		X		
Multi-Directional Movement	Lateral	X				X	X		
	Backwards	X				X	X		
	Combinations	X				X	X		
Agility	COD - Cuts	X				X	X		
	COD - Turns	X				X	X		
	Evasion / Dodging	X				X	X		
	Reaction	X				X			
Lower Body	Squat		X	X	X				
	Lunge		X	X	X				
	Step Up		X	X	X				
	Hinge		X	X	X				
	Single Leg		X	X	X				
	Jump & Land		X		X			X	
	Hop & Land		X		X			X	
Trunk	Front		X	X					
	Side		X	X					
	Back		X	X					
	Rotation		X	X	X				
Upper Body	Push - H / V		X	X	X				
	Pull - H / V		X	X	X				
	Throw			X	X			X	
Mobility	Ankle			X					
	Hip			X					
	Thoracic			X					
	Shoulder			X					



UKSCA



How do you Deliver your Curriculum?

Age/Phase/Stage

Sen.	
21	
20	Advanced
19	
18	
17	
16	
15	Intermediate
14	
13	
12	
11	Beginner
10	
9	
8	

MENTAL MODEL & PERFORMANCE MODEL
What are the fundamental demands of the sport/setting?
What do successful athletes (participants) look like?

UNDERSTANDING OF CHILDREN & YOUNG PEOPLE
What are children like as they enter your programme?
(bio-psycho-social development)

OUTPUT

Technical

Psychosocial

Tactical

Social and Life Skills

Physical

INPUT

How to support this journey?



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section	Description	Physical Qualities	Tech-Tact	Psy-Soc
R				
A				
M				
P				
A				
G				
E				



UKSCA



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section		Description	Physical Qualities	Tech-Tact	Psy-Soc
R	Raise	Raise body temperature	Locomotor Skills	***	
A					
M					
P					
A					
G					
E					



UKSCA



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section		Description	Physical Qualities	Tech-Tact	Psy-Soc
R	Raise	Raise body temperature	Locomotor Skills	***	
A	Activate	Activate muscles and mobilise the joints	Stability, Mobility & Strength	*	
M	Mobilise				
P					
A					
G					
E					



UKSCA



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section		Description	Physical Qualities	Tech-Tact	Psy-Soc
R	Raise	Raise body temperature	Locomotor Skills	***	
A	Activate	Activate muscles and mobilise the joints	Stability, Mobility & Strength	*	
M	Mobilise				
P	Potentiate	Increase the intensity of the activity	Speed, Agility, Power	**	
A					
G					
E					



UKSCA



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section		Description	Physical Qualities	Tech-Tact	Psy-Soc
R	Raise	Raise body temperature	Locomotor Skills	***	
A	Activate	Activate muscles and mobilise the joints	Stability, Mobility & Strength	*	
M	Mobilise				
P	Potentiate	Increase the intensity of the activity	Speed, Agility, Power	**	
A	Activity	Main Technical / Tactical activity		*****	
G					
E					



UKSCA



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section		Description	Physical Qualities	Tech-Tact	Psy-Soc
R	Raise	Raise body temperature	Locomotor Skills	***	
A	Activate	Activate muscles and mobilise the joints	Stability, Mobility & Strength	*	
M	Mobilise				
P	Potentiate	Increase the intensity of the activity	Speed, Agility, Power	**	
A	Activity	Main Technical / Tactical activity		*****	
G	Games	Focus for implementation of the skill activity within game based situation	Metabolic Conditioning	****	
E					



UKSCA



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section		Description	Physical Qualities	Tech-Tact	Psy-Soc
R	Raise	Raise body temperature	Locomotor Skills	***	
A	Activate	Activate muscles and mobilise the joints	Stability, Mobility & Strength	*	
M	Mobilise				
P	Potentiate	Increase the intensity of the activity	Speed, Agility, Power	**	
A	Activity	Main Technical / Tactical activity		*****	
G	Games	Focus for implementation of the skill activity within game based situation	Metabolic Conditioning	****	
E	Evaluate	Evaluate the session during a cool down	Flexibility, Landing Mechanics	**	



UKSCA



Solution: A RAMPAGE Session



@KTConditioning
#CARR19

Section		Description	Physical Qualities	Tech-Tact	Psy-Soc
R	Raise	Raise body temperature	Locomotor Skills	***	<p>Observe & Use Use Coaching Behaviours linked to Session Objective</p>
A	Activate	Activate muscles and mobilise the joints	Stability, Mobility & Strength	*	
M	Mobilise				
P	Potentiate	Increase the intensity of the activity	Speed, Agility, Power	**	
A	Activity	Main technical / Tactical activity		*****	
G	Games	Focus for implementation of the skill activity within game based situation	Metabolic Conditioning	****	
E	Evaluate	Evaluate the session during a cool down	Flexibility, Landing Mechanics	**	



UKSCA



Psycho-Social Development



Psycho-Social Characteristic	Definition	Example Observable Behaviours	Coaching Interventions
COMMUNICATION	Sending / receiving messages effectively including coach to player and player to player interactions.	Athlete shows positive body language (e.g., head up, eyes on the action, ready to participate)	Asks Questions Encourages Player Communication



UKSCA



Psycho-Social Development



Psycho-Social Characteristic	Definition	Example Observable Behaviours	Coaching Interventions
COMMUNICATION	Sending / receiving messages effectively including coach to player and player to player interactions.	Athlete shows positive body language (e.g., head up, eyes on the action, ready to participate)	Asks Questions Encourages Player Communication
CONTROL	Can regulate own thoughts and emotions	Athlete doesn't let errors affect them	Promotes that mistakes will happen and encourages correct behaviour



UKSCA



Psycho-Social Development



Psycho-Social Characteristic	Definition	Example Observable Behaviours	Coaching Interventions
COMMUNICATION	Sending / receiving messages effectively including coach to player and player to player interactions.	Athlete shows positive body language (e.g., head up, eyes on the action, ready to participate)	Asks Questions Encourages Player Communication
CONTROL	Can regulate own thoughts and emotions	Athlete doesn't let errors affect them	Promotes that mistakes will happen and encourages correct behaviour
CONFIDENCE	Belief that they can execute skills to a desired level for themselves and the team	Athlete wants to attempt new skills	Designs tasks to create success



UKSCA



Psycho-Social Development



Psycho-Social Characteristic	Definition	Example Observable Behaviours	Coaching Interventions
COMMUNICATION	Sending / receiving messages effectively including coach to player and player to player interactions.	Athlete shows positive body language (e.g., head up, eyes on the action, ready to participate)	Asks Questions Encourages Player Communication
CONTROL	Can regulate own thoughts and emotions	Athlete doesn't let errors affect them	Promotes that mistakes will happen and encourages correct behaviour
CONFIDENCE	Belief that they can execute skills to a desired level for themselves and the team	Athlete wants to attempt new skills	Designs tasks to create success
RESILIENCE	Role of mental processes and behaviours in protecting themselves from negative stressors	Athlete sticks at the task with full engagement when finds something challenging	Provides challenge to players



UKSCA



Psycho-Social Development



Psycho-Social Characteristic	Definition	Example Observable Behaviours	Coaching Interventions
COMMUNICATION	Sending / receiving messages effectively including coach to player and player to player interactions.	Athlete shows positive body language (e.g., head up, eyes on the action, ready to participate)	Asks Questions Encourages Player Communication
CONTROL	Can regulate own thoughts and emotions	Athlete doesn't let errors affect them	Promotes that mistakes will happen and encourages correct behaviour
CONFIDENCE	Belief that they can execute skills to a desired level for themselves and the team	Athlete wants to attempt new skills	Designs tasks to create success
RESILIENCE	Role of mental processes and behaviours in protecting themselves from negative stressors	Athlete sticks at the task with full engagement when finds something challenging	Provides challenge to players
COMMITTMENT	Quality and quantity of motivation to get better in training and competition	Athlete is punctual and eager	Rewards effort over performance



UKSCA



Example Session Plan



@KTConditioning
#CARR19

RAMPAGE: Session Plan

DATE	29.03.2019
SQUAD	U13s
DURATION	1 hour
RUGBY SKILLS (Challenge)	Grip & Carry, Push Support Challenge = Low
PHYSICAL	Linear Running, Mobility & Stability, Footwork
PYSCHO-SOCIAL	Communication
SESSION OBJECTIVES	<ol style="list-style-type: none"> 1. Perform two hand carry with push support 2. Perform high intensity ball carries with footwork at line 3. Ball carrier and support have communication on attack

Session Section	ACTIVITY	COACHING BEHAVIOURS
Raise (5 mins)	Grip & Carry Lines <ul style="list-style-type: none"> - Lines of 3 opposite each other - Carry ball and pass on - Perform running, high knees, lateral and backwards 	<ul style="list-style-type: none"> - Technical Cues - 2 handed carry, Grip on ball, Knee drive, tall and forward. Keep hips square, Balls of feet - Actions – Describe Drill, Reiterate 2 handed carry, Get players to talk.
Activate & Mobilise (5 mins)	Body Weight Circuit (30s Each) <ul style="list-style-type: none"> - BW Squats - Lunges - SL Balance - Jump & Land - Plank - Push Up 	Technical Cues: <ul style="list-style-type: none"> - Feet Flat / Back Straight - Shin and body vertical, 90-90 - Stand Tall, foot flat - Explosive, Land softly - Brace core - Chest to floor, full extension Actions – Demonstrate and Cue

Potentiate (10 mins)	Accelerations / Footwork <ul style="list-style-type: none"> - 10m accelerations (no ball) x 4 - 15m accelerations (catch ball at 5m) x 4 - 15 m accelerations (catch ball at 5m, footwork on defender at 10m) 	Technical Cues <ul style="list-style-type: none"> - Drive quickly - Drive quickly, 2 handed catch / carry - Drive quickly, 2 handed catch / carry, late footwork Actions – Praise Effort, Encourage Comms
Activity (15 mins)	3 v 2 v 1 <ul style="list-style-type: none"> - 10m x 20m grid with defenders at 10 & 20 - Attackers aim is to score - Perform from left and right sides - Swap defenders every few repetitions 	<ul style="list-style-type: none"> - Technical Cues - 2 handed ball carry, Attack at pace, Communicate support, Carry / Run ball when available - Actions – Question individuals on outcome of drill (success / failure) based on above
Games (20 mins)	3 x 5 min games (90s rest). All carries from DH pass. Two hand touch. Hit floor and PTB. 6 tackles, no kicks. <ul style="list-style-type: none"> - Game 1 – 2 handed carry - Game 2 – With push support with pass - Game 3 – Communication Penalties for failing above	<ul style="list-style-type: none"> - Technical Cues - 2 handed ball carry, Attack at pace, Communicate support, Carry / Run ball when available - Actions – Referee, Let the game play for 5 mins, discuss, Praise and reward key actions, and question in rest period
Evaluate (5 mins)	Key Questions <ul style="list-style-type: none"> - Why a 2 handed carry? What makes a successful 2 handed carry? - What were the key aspects of the session? Why is communication and support important? Flexibility Stretches	
Coaching Interventions	Praise, Ask questions. Key questions = What worked well / didn't work well? What could you have done better?	



UKSCA



Summary



@KTConditioning
#CARR19

- LTAD focuses on the long-term development of ALL Participants
- Have clear Physical – Technical – Tactical and Psycho-Social objectives for your planning
- Use the RAMPAGE framework for planning, delivering and reflecting upon your training sessions
- Consider how you can integrate Physical, Technical-Tactical and Psycho-Social Development.



RAMPAGE

**A Framework for
Enhancing Long-Term
Athletic Development**



UKSCA





RAMPAGE

A Framework for Enhancing Long-Term Athletic Development

Prof. Kevin Till



@KTConditioning

#CARR19



UKSCA