

## Coaching Youth Middle Distance Runners

Wikibooks Contributors

[en.wikibooks.org](http://en.wikibooks.org)

### Author Note

This is a printed version of an English wikibook, a work that anyone can edit. Its primary author is Brandon Cooper (User:Runfellow). It is released under a Creative Commons Attribution-ShareAlike 3.0 Unported License. It is current as of November 29, 2016. The most recent version of this work is available at: <http://en.wikibooks.org/>

### Abstract

This work is a supplementary text for coaches who train athletes aged between 6 and 18 years old to participate in running events between 800 and 5,000 m. It is intended to function as a review of available research in the field and as a set of guidelines on how to apply that research. Topics discussed include nutritional concerns, psychological considerations, effective training methods, and competition strategies. Special attention is given to potential differences between genders. An appendix includes selections for further reading.

*Keywords:* middle distance running, youth coaching, track and field athletics

### Coaching Youth Middle Distance Runners

In their book *Practical Track and Field Athletics*, University of Wisconsin-Madison track and field coach John Graham and Olympic champion Ellery Clark (1904) issue practical advice to novice middle distance running coaches:

With the change from the quarter to the half mile run, speed becomes of much less importance and endurance becomes an absolute necessity. Of course a first-class half-miler, a man who can beat two minutes, must be possessed of a fair amount of speed, but endurance must be cultivated at all hazards. Some cross country running during the winter, combined with gymnasium work for the upper part of the body, is the best preparation for the running season. (p. 35)

The information they offer is mostly correct, but it is also incomplete; the chapters regarding the middle distance events make up only one tenth of the book's length. Although much has changed in the scientific and athletic communities in the last century, coaching has in many ways remained a static field dominated by inadequate and outdated methodologies. Coaches may understand the basic concepts mentioned by Graham and Clark, but knowing what makes a good runner is not the same as knowing how to coach one.

#### **Purpose**

Though the benefits of rigorous exercise for young people are numerous and well documented, mere participation is not enough:

Youth do not necessarily acquire the health and health-related fitness benefits that many parents and other adults assume will be achieved through participating in youth sports without deliberate efforts to ensure that the amount of moderate to vigorous exercise is sufficiently maintained for each young person. (Bergeron, 2007, p. 37)

Coaches, then, serve an important function: They must guide athletes in such a way as to help them find a balance between athletic success and overall wellness. Though a majority of surveyed

coaches claim that “learning by doing” is the most common way they acquire knowledge about their sport, many have expressed a desire to learn more through guided education (Erickson, Bruner, MacDonald, & Côté, 2008). Both developmental and top-level middle distance coaches have called for more dissemination of the scientific knowledge in the field (Wiersma & Sherman, 2005; Williams & Kendall, 2007). While it is true that coaches can sometimes fail to implement the proven methods they are taught even after completing coaching education programs (Judge et al., 2013), and research on this subject is still relatively limited (Midgley, McNaughton, & Jones, 2007), there clearly exists a need to bridge the gap between researcher and coach. Therefore, this work is designed to supplement—but not replace—conventional texts with information related to coaching middle distance runners between the ages of 6 and 18.

### **Concerns**

As with all physical activity, great care should be taken to consider individual circumstances before athletes can dedicate themselves to any training program. Coaches should also be concerned with the early detection of injuries, which can differ from those suffered by adult athletes due to growth-related issues (Krabak, Snitily, & Milani, 2016). This work will address how to correct some common contributing factors to injuries. Some concerns have also been raised regarding the age appropriateness of middle distance running for younger athletes, but a careful review of the available literature finds most of these unwarranted (Jenny & Armstrong, 2013). Most young athletes can safely race at distances even beyond 5,000 m if trained responsibly (Roberts, 2007). According to the American Academy of Pediatrics (1990), “if children enjoy the activity and are asymptomatic, there is no reason to preclude them from training for and participating in [endurance running events]” (p. 800). More important than race distance is the type and volume of training, which coaches should manage carefully so as to avoid overuse injuries or burnout (Brenner, 2007). Researchers have also raised a number of important questions regarding the nutritional, physiological, and psychological aspects of training female runners (Lynch & Hoch, 2010; Prather & Hunt, 2005). To address these, this work includes

several sections related to specific gender differences that may arise while training young male and female athletes.

## Style

Wherever possible, this work follows the style guidelines set forth in the *Publication Manual of the American Psychological Association*, 6th Edition. As much effort as possible has been made to create a faithful print-friendly version of this work; however, some media, templates, and markup used in the online version may not render correctly in a printed version. To see the most recent online version of this work, visit: <http://en.wikibooks.org/>

## Nutrition

Proper nutritional practices alone cannot generate elite performances, but they can significantly affect athletes' performance in competition and overall wellness (Petrie, Stover, & Horswill, 2004). Maintaining a healthy energy balance, practicing effective hydration habits, and understanding the various aspects of supplementation practices can help athletes improve their performance and increase their enjoyment of the sport. Bingham, Borkan, and Quatromoni (2015) provide this practical advice for young athletes:

- Eat fresh, minimally processed foods.
- Ingest enough calories to remain healthy and competitive.
- Eat after exercising to recover.
- Consume enough fluids to maintain proper hydration levels.
- Plan meals ahead of time.
- Vary the content of meals to ensure they include a variety of nutrients.
- Seek help from a professional to address signs of disordered eating behavior.

### **Caloric Intake**

Many elite runners maintain high carbohydrate, low-fat nutritional programs (Schröder et al., 2008). One study by Achten et al. (2004) indicates that significantly higher carbohydrate intake can improve running performance and mood. Couto et al. (2015) found that a diet high in carbohydrates correlated with a faster sprint speed in the final 400 m of a distance race. That said, children and adolescents have smaller glycogen stores, meaning that they are more likely to process fat during exercise (Jeukendrup & Cronin, 2011), and a higher fat content diet does not inhibit endurance or anaerobic activities in runners (Horvath, Eagen, Fisher, Leddy, & Pendergast, 2000). The quantity of calories ingested should depend on the individual athlete and the current training phase; higher volume and intensity should necessitate greater caloric intake (Stellingwerff, Boit, & Res, 2007). Obese children and adolescents often lower their caloric intake while participating in a structured physical activity (Schwartz, King, Perreira, Blundell, & Thivel, 2016).

### **Hydration**

Athletes should understand that dehydration is unhealthy and detrimental to performance. There is little doubt that “(a) dehydration is a major and common problem within children exercising in the heat; and (b) children do not have the capacity to translate hydration awareness to successful hydration strategies” (Kavouras and Arnaoutis, 2012, p. S11). Stearns et al. (2009) found that improper hydration habits can even affect a runner’s pacing ability. Education programs for athletes, such as a short group lecture on the importance of hydration, are an effective tool for improving young athletes’ endurance performance (Kavouras et al., 2012). Although adolescent runners can effectively gauge the amount of fluid they consume during exercise (Wilk, Timmons, & Bar-Or, 2010), even experienced runners tend to underestimate the amount of fluids they lose through sweat (O’Neal et al., 2012), and they sometimes struggle to manage their hydration needs by ingesting fluids *ad libitum*—that is, “at one’s pleasure” (Passe, Horn, Stofan, Horswill, & Murray, 2007). Therefore, coaches should carefully monitor athletes’

fluid intake during training and competition to avoid dehydration:

The athlete should consume approximately 500 to 600 ml (17 to 20 US fl oz) of water or a sports drink 2 to 3 hours before exercise and 300 to 360 ml (10 to 12 US fl oz) of water or a sports drink 0 to 10 minutes before exercise (Casa, 2004, p. 7).

**Sports Drinks.** So long as the athlete has ingested an adequate meal approximately three hours before exercise, carbohydrate-based sports beverages such as Gatorade provide no physiological or psychological advantages over other drinks (Rollo & Williams, 2010). They can also lead to a higher rate of gastrointestinal complaints than water alone (van Nieuwenhoven, Brouns, & Kovacs, 2005). Medical groups, such as the American Academy of Pediatrics, caution against the overreliance on such drinks, and they strongly oppose the use of energy drinks containing stimulants (Schneider & Benjamin, 2011). A possible alternative—aside from water—is tart cherry juice, which has been shown to reduce runners' pain levels and aid recovery after a strenuous race (Howatson et al., 2010; Kuehl, Perrier, Elliot, & Chesnutt, 2010). In warmer temperatures, ingesting a “slurry” of crushed ice prior to a workout can improve athletes' endurance capabilities (Siegel et al., 2010; Siegel, Maté, Watson, Nosaka, & Laursen, 2012). Ingested immediately post-exercise, low-fat chocolate milk has been shown to be a more effective recovery drink than water or carbohydrate-only drinks (Lunn et al., 2011; Pritchett & Pritchett, 2012).

### **Supplementation**

Nutritional supplements are widely used among national-level youth track and field athletes (Nieper, 2005; Petróczi et al., 2008), but with very few exceptions, conventional supplements do not improve middle distance runners' performance (Burke, Millet, & Tarnopolsky, 2007; Schubert & Astorino, 2013, 6). For some athletes, especially females, iron or calcium supplementation may be beneficial (Nickerson et al., 1989; Rowland, Black, & Kelleher, 1987; Winters-Stone & Snow, 2004). That said, even though many athletes report that their coach exerts the most influence on their supplementation practices (Nieper, 2005), this is not an appropriate

role for a youth coach; rather, “an appropriate dietary intake rather than use of supplements (except when clinically indicated) is recommended to ensure young athletes participate fully and safely in athletics” (Meyer, O’Connor, and Shirreffs, 2007, S73).

### **Gender Differences**

There are sex-specific factors that play a role in the bone health - which is closely tied to nutrition - of adolescent runners (Tenforde, Fredericson, Sayres, Cutti, & Sainani, 2015). Most notably, the female athlete triad of disordered eating, amenorrhea, and osteoporosis makes athletes more susceptible to long-term injuries, such as stress fractures. While it should be noted that “participation in distance running at an elite level does not in itself predispose to an eating disorder” (Hulley, Currie, Njenga, and Hill, 2007, p. 521) and mere participation in competitive athletics has no negative effect on bone mass levels in young females (Lucas et al., 2003), coaches should be well aware of the signs and symptoms of these conditions and be willing to address them.

One of the primary factors affecting these conditions is inadequate caloric intake (Gabel, 2006). Female runners are less likely than their male counterparts to meet the caloric intake requirements of an active young athlete (Barrack, Nichols, Rauh, & Van Loan, 2014; Hawley, Dennis, Lindsay, & Noakes, 1995). Female runners who exercise dietary restraint are more likely to have low bone mineral density (Barrack, Rauh, Barkai, & Nichols, 2008), and those who are “careful about their weight” are eight times more likely to sustain a stress fracture than those who are not (Bennell et al., 1995). Nieves et al. (2010) also found that “in young female runners, higher intakes of calcium, skim milk, and dairy products were associated with lower rates of stress fracture” (p. 146). Female runners often lack essential knowledge in this area (Wiita & Stombaugh, 1996; Zawila, Steib, & Hoogenboom, 2003), so coaches must be prepared to educate others involved in the process:

Such efforts may include educating athletes, coaches, and parents about overtraining, the importance of rest and recovery, sports nutrition, and signs and symptoms of



disordered eating as well as the female athlete triad. Education should also include discussion of the myths associated with endurance sports training, including the misperception that more training and lighter weight is always associated with performance improvements. (Voelker, 2013, p. 172)

One such education program for high school athletes improved students' nutritional knowledge by 32%. All of the participants claimed to have made changes to their food intake as a result of the program (Sarkisian, 2016).

### **Psychology**

Since at least the late 19th century, scholars have analyzed the correlations between psychological attributes and athletic success (as cited in Raglin & Wilson, 2008, p. 211). As Kruger, Pienaar, Du Plessis, and van Rensburg (2012) concluded, it is "important to consider psychological skill development in young long distance athletes to enhance their athletic performance" (p. 413). Focusing on the overall well-being of athletes, including their mental states, can also foster positive overall development (Henriksen, Stambulova, & Roessler, 2010). A one-size-fits-all approach to this field is not advisable (G. Jones & Spooner, 2006). An athlete's motivation can be affected by his or her gender, age group, and locality (Chin, Khoo, & Low, 2012), so coaches should approach each athlete from an individual perspective. Coaches can often misjudge the psychological skills of their athletes, even if they feel confident in their assessment (Leslie-Toogood & Martin, 2003), and can threaten the athletes' psychological well-being by treating them disrespectfully (Gervis & Dunn, 2004). Therefore, they should use the research in this field, not just their intuition and experiences, to guide their actions.

### **Motivation**

A middle distance coach's role as a psychological motivator is important during competition, but it is perhaps even more important during training (Goose & Winter, 2012). While dedicated, deliberate practice is generally not considered enjoyable in most sports (Ericsson,

Krampe, & Tesch-Römer, 1993), there is some evidence that middle distance runners perceive their most difficult and relevant activities as their most enjoyable (Young & Salmela, 2002), making a coach's job that much easier. Coaches should focus on creating specific task-oriented goals in an effort to improve athletes' intrinsic motivation (Barić, Cecić-Erpič, & Babić, 2002; Ferrer-Caja & Weiss, 2000). Goudas, Biddle, Fox, and Underwood (1995) found that one way to engender this kind of motivation among young track athletes was to give them some control over their own workout. This kind of perceived autonomy has been shown to have significant positive and long-lasting effects on retention (Almagro, Sáenz-López, & Moreno, 2010; Jõesaar, Hein, & Hagger, 2012). Care should be taken, however, to ensure that highly motivated runners do not endanger their health by running to the point of collapse (St Clair Gibson et al., 2013). Perhaps most importantly, coaches must instill a feeling of long-term hope in their athletes; Curry, Snyder, Cook, Ruby, and Rehm (1997) found that cross country and track athletes with a higher sense of personal hope were more likely to excel in both academics and athletics.

### **Retention**

Keeping young athletes engaged and excited about running can be a difficult task. Over a span of 25 years, Enoksen (2011) analyzed survey results of track and field athletes who had left the sport and found that the average "drop out" age was 17. There are many reasons a young athlete might leave an athletic program, including injuries and conflicts with work or school, but coaches can encourage retention by fostering a sense of competency in his or her athletes. In general, athletes who are task-driven with a higher sense of competency are more likely to remain in an athletics program (Konttinen, Toskala, Laakso, & Konttinen, 2013; Xiang, McBride, & Bruene, 2004, 2006). Conversely, young runners with a high ego orientation—that is, those who are primarily motivated by a desire to best others—and/or a low perception of their own abilities are more likely to drop out (Cervelló, Escartí, & Guzmán, 2007; Whitehead, Andrée, & Lee, 2004). Cashmore (2008) described this type of runner as someone who "may return a poor time in a 1,500-meter race, but, as long as she finishes in front of the field, it counts as more of a success

than if she had run a personal record but finished second.” (p.142) Setting performance goals based on time, rather than place, can help to avoid this mode of thinking (Lane & Karageorghis, 1997). G. M. Hill (2000) also listed a number of ways to encourage young runners to stay in their programs, including

- using imagery, such as having an athlete imitate the form of an elite runner;
- encouraging social interaction between athletes, such as positive feedback from peers or group-related running activities; and
- allowing self-pacing, rather than explicitly prescribing distances and times.

### **Feedback**

Offering advice, criticism, and praise is an integral function of the coach-athlete relationship. As Stein, Bloom, and Sabiston (2012) concluded, “it is important that coaches realize the significance of giving feedback following good performances, and attempt to incorporate positive and informational feedback into their interactions with their athletes” (p. 488). Stoate, Wulf, and Lewthwaite (2012) found that runners who were given positive feedback about their form (in this case, fabricated) were more likely to improve over time than those who were given no feedback. Parents should also focus positive verbal feedback on their child’s effort, rather than an outcome like finishing place.

It is also important to consider the focus of the advice given to an athlete. Though a less experienced runner may react to a coach’s external cues—such as “pass that runner!”—positively, higher-level runners consistently report more internally-based thought processes—such as monitoring breathing and maintaining proper form—during competition (Nietfeld, 2003), and their coaches often focus much of their verbal feedback on promoting those internal processes (Porter, Wu, & Partridge, 2010, 3–4). That said, Schücker, Anheier, Hagemann, Strauss, and Völker (2013) found that there were physiological benefits to maintaining an external focus during high intensity exercise. If nothing else, a simple confirmation of the distance remaining can be better

than no feedback at all (Faulkner, Arnold, & Eston, 2011; Neumann & Piercy, 2013). Children will also find it easier to respond to cues related to distance than to time (Chinnasamy, St Clair Gibson, & Micklewright, 2013).

### **Gender Differences**

In general, male and female athletes “want a coach who (a) implements instructional practices, (b) can perform the skills required of the sport, and (c) provide opportunities for the athletes to compete and achieve their goals” (S. B. Martin, Dale, and Jackson, 2001, p. 208). That said, preferred communication style may differ between genders: Male runners and coaches may prefer to focus the conversation between coach and athlete on competition and athleticism, while female runners may prefer to address a broader array of topics (Childs, 2010). Sources of motivation may also differ significantly. According to a study by Sirard, Pfeiffer, and Pate (2006), “boys are more attracted to the competitive aspects of sports whereas girls are more motivated by the social opportunities that sports provide” (p. 696). Gneezy and Rustichini (2004) found that “when children ran alone, there was no difference in performance. In competition boys, but not girls, improved their performance” (p. 377), although Dreber, von Essen, and Ranehill (2011) found no such effect in their similar study. A focus on competition, however, is not necessarily a stronger long-term motivational force: Young women may feel more motivated by the unity of their team (Smith & Ogle, 2006). In fact, Feltz, Lirgg, and Albrecht (1992) found that the young female runners in their five-year longitudinal study were more dedicated than the males.

### **Training**

Among the works written about the subject of training young middle distance runners, Loprinzi, Greenwood, and Cornwell (2012) summarize the subject well. From their conclusions:

We suggest that, when feasible, coaches individualize and employ periodization into their runner’s training regimen. Additionally, it may be beneficial to limit the intensity and frequency of training in the off-season and, to assess for overtraining,

evaluate the runner's motivation and mood levels, as well as morning heart rate. To reduce the likelihood of injury, coaches should employ a systematic training regimen and runners are encouraged to develop their core strength and wear appropriate running shoes. (p. 35)

Most important among these tenets is the principle of individuality: "Training should be directed and tailored to the individual, taking into account the strengths and weaknesses and how these weaknesses can be addressed as development proceeds" (Kennedy, Knowles, Dolan, and Bohne, 2005, p. 42). Coaches should also be aware of the different responses to training that younger runners may have compared to more mature athletes (Bar-Or, 2012). While children are trainable, they may not develop as an adult would in similar training conditions (Bar-Or, 2012; Lemura, von Duvillard, & Carolinas, 1999). Additionally, their bodies do not adjust to warmer temperatures as well as those of adults, and thus may need more time to acclimatize (Armstrong et al., 1996).

### **Intensity and Volume**

A strong debate exists between the proponents of various training philosophies advocating either high-intensity, low-volume or high-volume, low-intensity training programs (Enoksen, Shalfawi, & Tønnessen, 2011; Helgerud et al., 2007; Seiler & Tønnessen, 2009). In their review of the literature in this area, Nielsen, Buist, Sørensen, Lind, and Rasmussen (2012) found no definite correlation between running-related injuries and the volume, duration, intensity, and frequency of training. More training—either through increased intensity or volume—is not necessarily better. A study from Garcin, Fleury, and Billat (2002) found that highly trained athletes' physiological characteristics did not improve after adopting a more difficult interval training regimen, and their rating of perceived exertion (RPE) for equivalent work loads actually increased over that time. Nor is long, slow distance necessarily advisable: "in order to prevent overloading of the metatarsals in adolescent runners, excessive mileage at jogging pace should be avoided" (Fourchet et al., 2012, p. 685). Coaches often strive to achieve a balance between these approaches (Laursen, 2010), but the primary purpose of this work is to provide practical advice

for coaches for the administration of young athletes' training programs, not to advocate specific training philosophies.

**Tapering.** Tapering is the process by which an athlete reduces his or her training load for a period of time prior to an important competition in order to improve performance. A taper that reduces volume—but not intensity—is an effective tool for improving race performance (Mujika, 2010; Mujika & Padilla, 2003). In a meta-analysis of the literature regarding the tapering process for athletes, Bosquet, Montpetit, Arvisais, and Mujika (2007) concluded that “a two-week taper during which training volume is exponentially reduced by 41–60% seems to be the most efficient strategy to maximize performance gains” (p. 1364). Even a three-week reduction in training has been shown to have no negative effect on endurance training adaptations (Houmard et al., 1990).

### **Warm-up**

Although almost every coach mandates that his or her athletes perform a warm-up routine prior to practices and competition, few understand the scientific basis for such an activity. Warming up may help to avoid next-day soreness (Law & Herbert, 2007), but the literature regarding warm-ups and stretching does not indicate that they lead to a reduction in injuries (Thacker, Gilchrist, Stroup, & Kimsey Jr, 2004; van Mechelen, Hlobil, Kemper, Voorn, & de Jongh, 1993). Static stretching, i.e. reaching down to touch the toes, is not an effective warm-up technique. In fact, static stretching prior to a race may actually increase the energy cost of running and thus hurt performance (Wilson et al., 2010). Although performing dynamic stretches, i.e. high knees, may not improve elite runners' race performance (Wunderlich, 2012; Zourdos et al., 2012), they are a much more effective warm-up protocol than static stretching for young athletes (Faigenbaum, Bellucci, Bernieri, Bakker, & Hoorens, 2005) and distance runners in general (Leon, Oh, & Rana, 2012). Regarding stride-outs, i.e. short runs of increasing speed and intensity, performed as part of a warm-up routine Ingham, Fudge, Pringle, and Jones (2013) showed that running two 50 m stride-outs followed by a 200 m run at race pace as a warm-up improved 800 m time trial performance more than running six 50 m stride-outs.

## Equipment

Middle distance running is a relatively inexpensive sport; however, there are many misconceptions regarding the few pieces of equipment required to participate. Products can be purchased as needed, but most will have little or no real impact on performance. Athletes may feel that they prefer a product even when it provides no real benefits. In a study comparing conventional socks to the fitted socks often sold at running specialty stores, Purvis and Tunstall (2004) found that the subjects preferred the specialty socks; however, they produced no physiological advantage and the runners still described the conventional sock as comfortable. Ali, Creasy, and Edge (2010) found a similar “comfort only” effect with compression socks, made popular by professional athletes like Paula Radcliffe, although Kemmler et al. (2009) did find that they significantly improved running performance. Lower body compression garments may improve some physiological measurements, but have not been shown to improve performance (Dascombe, Hoare, Sear, Reaburn, & Scanlan, 2011). Manufacturers often advertise clothing made of synthetic material as some kind of aid for sweat evaporation, but there is no evidence to suggest that these garments aid thermoregulation or comfort during exercise (Gavin, 2003). Treadmills should only be used as a last resort for training. In their study, LaCaille, Masters, and Heath (2004) found that

the treadmill setting was rated as least satisfying, while resulting in the highest RPE and slowest performance time. Alternately, the outdoor route resulted in the highest levels of positive engagement, revitalization, tranquillity, and course satisfaction, while also yielding the lowest levels of physical exhaustion and RPE. (p. 461)

**Footwear.** Training shoes can significantly alter adolescent runners’ biomechanics (Mullen & Toby, 2013), but athletes are often confused by marketing approaches. Running shoes are often sold as a way to either increase comfort or avoid injury, yet there is no valid evidence to justify manufacturers’ practice of focusing on pronation control or amount of cushioning (Richards, Magin, & Callister, 2009). Enke, Laskowski, and Thomsen (2009) found that almost

three fourths of the adolescent cross country runners they surveyed claimed that arch type was most important factor when buying running shoes, but only a little more than one half knew their own arch type; this lack of self-knowledge holds true for recreational runners in general (Hohmann, Reaburn, & Imhoff, 2012). Athletes should wear what feels comfortable for them, not what costs more. Clinghan, Arnold, Drew, Cochrane, and Abboud (2008) found that “low- and medium-cost running shoes in each of the three brands tested provided the same (if not better) cushioning of plantar pressure as high-cost running shoes” (p. 189). One notable exception to this rule may apply if similar styles are available as models for both children and adults. Forrest, Dufek, and Mercer (2012) found that these versions differed sharply in their composition and kinematic effects, even among the same size. They recommend using the adult version when available.

Although significantly different from true barefoot running (Bonacci et al., 2013), the use of so-called “minimalist” running shoes has attracted attention from some researchers, primarily because runners who prefer such footwear may be more likely to use a forefoot strike pattern—that is, they hit the ground with the ball of the foot first, followed by the heel (Goss & Gross, 2012). Some researchers have associated this pattern with a reduced risk of overuse injury (Daoud et al., 2012), but the use of minimalist footwear has not yet been shown to have a corrective effect on habitual rearfoot strikers (TenBroek, Rodrigues, Frederick, & Hamill, 2013, 1), and can pose a risk for bone injury (Ridge et al., 2013, 7). According to a review of the literature by Goble, Wegler, and Forest (2013), “current evidence is insufficient to indicate that barefoot runners are faster, perform better, or are any less prone to injury than shod runners who prefer a heel-striking gait” (p. 53). As suggested by Nigg and Enders (2013), “the important aspects of performance and/or injuries are more related to (a) individual preference and (b) individual running style, independent on whether the athlete runs in shoes or barefoot” (p. 6). In some cases, customized shoe orthoses may improve the comfort levels of athletes with chronic injuries (Hirschmüller et al., 2011).



### **Supplementary and Alternative Training**

Specificity is an important part of a training program: Cross-training programs involving activities such as biking or swimming, for example, are not as effective at improving performance as a specific running program (Foster et al., 1995). Middle distance runners may still benefit from other forms of training, however:

- Well-designed, sport-specific resistance and strength training such as plyometric exercise can improve anaerobic performance without any significant negative effects on aerobic performance (Mikkola, Rusko, Nummela, Pollari, & Hakkinen, 2007; Sedano, Marín, Cuadrado, & Redondo, 2013, 9; Yamamoto et al., 2008).
- The use of a periodized core training program can also benefit runners (Fredericson & Moore, 2005).
- Balance training programs can significantly reduce the incidence of ankle sprains, a common running injury (McGuine & Keene, 2006).

### **Gender Differences**

As with all other aspects of the sport, differences exist between genders on the approach to and the effects of middle distance training. For example, females' kinematic responses to competition footwear, such as racing flats or spikes, differs significantly from males' (Logan, Hunter, Feland, Hopkins, & Parcell, 2007). Most notably, younger female runners are at a higher risk of overuse injury than males (Rauh, Margherita, Rice, Koepsell, & Rivara, 2000). In terms of acute injuries, boys are more likely to suffer from pelvic issues, while girls are more likely to sustain ankle injuries (Reid, Nelson, Roberts, & McKenzie, 2012). Stress fractures, one of the most common chronic issues affecting runners, are influenced by different factors for male and female runners:

Multivariate regression identified four independent risk factors for stress fractures in girls: prior fracture, BMI [Body Mass Index] <19, late menarche (age menarche  $\geq$  15

years), and previous participation in gymnastics or dance. For boys, prior fracture and increased number of seasons were associated with an increased rate of stress fractures, whereas prior participation in basketball was associated with a decreased risk of stress fractures. (Tenforde, Sayres, McCurdy, Sainani, and Fredericson, 2013, p. 1843)

It is also important to note that “intensive endurance training during childhood and adolescence does not influence size attained and rate of growth in stature and body mass” (Eisenmann and Malina, 2002, p. 168); importantly, this holds true for female runners as well (Baxter-Jones, Thompson, & Malina, 2002). Some female runners may perceive strength training in a negative light as a physique-changing activity—they want to avoid the “ripped” look—but it is important to note that

implementing a vigorous strength training program in previously untrained (strength) female distance runners may yield positive results in running economy. Upper and lower body strength improvements are evident and expected in a program of this type. Also, this improved strength is not associated with significant changes in body composition. The improvement in running economy would be significant for a competitive distance runner. It could shave vital seconds off her time and it is these seconds that determine a runner’s placement in a race. (Johnson, Quinn, Kertzer, and Vroman, 1997, p. 228)

### **Competition**

To some extent, “the differences in variability of race times between types of race, ability groups, age groups, and sexes probably arise from differences in competitive experience and attitude toward competing” (Hopkins and Hewson, 2001, p. 1588). In other words, experience and competitiveness will affect an athlete’s race time more than most factors. There can also be no doubt that environmental factors, such as altitude and climate, can significantly affect competition performance (Hollings, Hopkins, & Hume, 2012). Among athletes with similar experience levels

and competitiveness, however, oftentimes it is not the fastest runner who wins a championship middle distance race but rather the athlete with the best tactics (Thiel, Foster, Banzer, & De Koning, 2012). Coaches, then, should stress the importance of effective racing strategies.

### **Scheduling**

When deciding appropriate events for individual runners, it is important to understand that the label “middle distance” includes a wide range of competitions requiring distinct skills and tactics. Different races utilize various energy systems: The longer the race, the more aerobic energy is required; conversely, the shorter the race, the more the athlete’s body relies on anaerobic power (Brandon, 1995; D. Hill, 1999). Athletes who participate in middle distance races can come from a variety of backgrounds; therefore, not all athletes who are suited for one race may be suited for the other. Additionally, the traditional schedule for many athletics competitions is structured for the organizers’ convenience, not the athletes’. Coaches should be aware of the time required to recover between races, especially during meets held in warmer temperatures: “Youth athletes are capable of tolerating the heat and performing reasonably well and safely in a range of hot environments if they prepare well, manage hydration sufficiently, and are provided the opportunity to recover adequately between contests” (Bergeron, 2009, p. 513). Runners who compete in multiple events may prefer to adopt a more conservative race strategy (Brown, 2005).

### **Drafting**

Although minimizing distance is an important factor in successful middle distance running (A. M. Jones & Whipp, 2002), runners can position themselves slightly off the outside shoulder of other athletes during competition to draft off of them. For their master’s theses, Corvalán-Grössling (1995), Arnett (2002) and Bailey (2011) measured the psychological and physiological effects of drafting off of other runners at various angles. All three found distinct advantages to the tactic. Not only did it reduce the oxygen need for the following runner, but running at a slight angle on the outside shoulder decreased his or her RPE, even though that method produced no physiological benefit over following directly behind. Even if the drafting

runner is clearly better than the person he or she is following, it still makes sense to draft, since it takes away the possibility of the weaker athlete using the same drafting strategy (Pitcher, 2009).

## **Pacing**

Pacing strategies for elite performances in middle distance running events differ markedly between events, with shorter races requiring faster starts and longer races necessitating more careful control of pace (Tucker, Lambert, & Noakes, 2006). While it is theoretically possible to achieve one's best performance with a simple "all-out" strategy in a middle distance race (Morton, 2009), this is often not the case in practice, and consistent and deliberate pacing is essential for young runners. Runners with an excellent recall and recognition of their own pace fare better in terms of timed performance (Takai, 1998). As athletes gain experience, they develop an internal clock that allows them to accurately gauge their speed and predictably run prescribed splits (Green, Sapp, Pritchett, & Bishop, 2010). Even well trained runners tend to slow their pace somewhat in the later stages of a race (Abbiss & Laursen, 2008). Starting with a more conservative pace will allow the athlete to run faster near the middle-to-late portions, when other runners tend to tire and slow down (Muehlbauer, Schindler, & Panzer, 2010).

If a runner is struggling with the physical task of shifting his or her running pace during a race, try to focus on form as a means of changing pace. For runners between the ages of five and 12 years old, increased stride length is more closely correlated to faster times than increased stride frequency (Cox & Beller, 2011, April). Above a certain speed, however, frequency ultimately becomes more important than length (Dorn, Schache, & Pandy, 2012). Runners are more likely to achieve this increased frequency by focusing on moving the recovery leg back to active position, rather than trying to "push off" the ground with more force (Kadono, Ae, Suzuki, & Shibayama, 2011).

**800 m.** Physiologically, the 800 m is more similar to the 400 m dash than other middle distance races (Brandon & Boileau, 1992; Hanon & Thomas, 2011), and it requires significant anaerobic capabilities (Deason, Powers, Lawler, Ayers, & Stuart, 1991). In theory, 800 m runners

often attempt to run their second lap as fast as their first, but in practice, this usually is not the case; thus, most models of this race prescribe a slightly faster first lap than second (Prendergast, 2002; Reardon, 2013). Even so, runners should be well aware of the physical demands for this event, and pace themselves accordingly.

**1,500 m-Mile.** The 1,500 m, 1,600 m, or full mile run is typically held near the conclusion of a meet. Runners must find a balance during the start: It must be fast, to maximize oxygen intake at early in the race, but not too fast, as to prevent them from being able to surge at around the 1,200 m mark (Hanon, Levêque, Thomas, & Vivier, 2008; Hanon, Levêque, Vivier, & Thomas, 2007). Almost inevitably, the third lap will be the slowest (Noakes, Lambert, & Hauman, 2009), but runners should be able to anticipate and plan for that portion of the race.

**3,000-5,000 m.** While experienced runners in shorter races like the 800 m almost always run their second lap slower than the first, the body's need for homeostasis during longer races will require a more thoughtful pacing strategy (Tucker et al., 2006). Though Gosztyla, Edwards, Quinn, and Kenefick (2006) suggested that runners in races 3,000 m and above should hypothetically begin their race at a slightly faster pace than their anticipated race pace, younger athletes are likely to do this anyway, given their inexperience.

### **Gender Differences**

Most of the competition strategies mentioned here should apply to male and female athletes. Indeed, a number of the studies cited in this section regard experiments specifically conducted on female subjects. That said, as athletes reach adolescence and males develop more rapidly, the performance gap between genders increases (Malina et al., 2010). In their study on the performance developments of track and field athletes, Tønnessen, Svendsen, Olsen, Guttormsen, and Haugen (2015) found that “the 800 m performance sex difference evolves from 4.8% at the age of 11 to 15.7% at the age of 18” (p. 5). The authors recommend that coaches consider these differences when planning performance goals for athletes.

## References

- Abbiss, C. R. & Laursen, P. B. (2008). Describing and understanding pacing strategies during athletic competition. *Sports Medicine*, 38(3), 239–252.  
doi:10.2165/00007256-200838030-00004
- Achten, J., Halson, S. L., Moseley, L., Rayson, M. P., Casey, A., & Jeukendrup, A. E. (2004). Higher dietary carbohydrate content during intensified running training results in better maintenance of performance and mood state. *Journal of Applied Physiology*, 96(4), 1331–1340. doi:10.1152/jappphysiol.00973.2003
- Ali, A., Creasy, R. H., & Edge, J. A. (2010). Physiological effects of wearing graduated compression stockings during running. *European Journal of Applied Physiology*, 109(6), 1017–1025. doi:10.1007/s00421-010-1447-1
- Almagro, B. J., Sáenz-López, P., & Moreno, J. A. (2010). Prediction of sport adherence through the influence of autonomy-supportive coaching among Spanish adolescent athletes. *Journal of Sports Science & Medicine*, 9(1), 8–14. Retrieved from <http://www.jssm.org>
- American Academy of Pediatrics. (1990). Risks in distance running for children. *Pediatrics*, 86(5), 799–800. Retrieved from <http://pediatrics.aappublications.org>
- Armstrong, L. E., Epstein, Y., Greenleaf, J. E., Haymes, E. M., Hubbard, R. W., Roberts, W. O., & Thompson, P. D. (1996). Heat and cold illnesses during distance running. *Medicine & Science in Sports & Exercise*, 28, R1–10. doi:10.1.1.495.7745
- Arnett, M. S. (2002). *The physiological effects of drafting in runners* (Master's thesis, University of Wisconsin–La Crosse). Retrieved from <http://minds.wisconsin.edu/>
- Bailey, S. (2011). *The effects of drafting distances on heart rate responses, oxygen consumption, and perceived exertion for a group of female cross-country runners* (Master's thesis, State University of New York College, Cortland, NY). Retrieved from <http://dspace.sunyconnect.suny.edu/>

- Barić, R., Cecić-Erpič, S., & Babić, V. (2002). Intrinsic motivation and goal orientation in track-and-field children. *Kinesiology*, *34*(1), 50–60. Retrieved from <http://bib.irb.hr/prikazi-rad?rad=76779>
- Bar-Or, O. (2012). Developing the prepubertal athlete: Physiological principles. In A. Troupe, D. Hollander, S. W. Strasse, J. M. Trappe, T. A. Cappert, & Trap (Eds.), *Biomechanics and Medicine in Swimming VII* (pp. 135–140). London, England: Taylor & Francis.
- Barrack, M. T., Nichols, J., Rauh, M., & Van Loan, M. (2014). Evidence of energy deficiency, using doubly-labeled water, among adolescent endurance runners. *The FASEB Journal*, *28*(1 Supplement), LB316. doi:10.1096/fj.1530-6860
- Barrack, M. T., Rauh, M. J., Barkai, H.-S., & Nichols, J. F. (2008). Dietary restraint and low bone mass in female adolescent endurance runners. *The American Journal of Clinical Nutrition*, *87*(1), 36–43. Retrieved from <http://ajcn.nutrition.org/content/87/1/36.full>
- Baxter-Jones, A. D., Thompson, A. M., & Malina, R. M. (2002). Growth and maturation in elite young female athletes. *Sports Medicine and Arthroscopy Review*, *10*(1), 42–49. doi:10.1097/00132585-200210010-00007
- Bennell, K. L., Malcolm, S. A., Thomas, S. A., Ebeling, P. R., McCrory, P. R., Wark, J. D., & Brukner, P. D. (1995). Risk factors for stress fractures in female track-and-field athletes: A retrospective analysis. *Clinical Journal of Sports Medicine*, *5*(4). doi:10.1097/00042752-199510000-00004
- Bergeron, M. F. (2007). Improving health through youth sports: Is participation enough? *New Directions for Youth Development*, *2007*(115), 27–41. doi:10.1002/yd.221
- Bergeron, M. F. (2009). Youth sports in the heat. *Sports Medicine*, *39*(7), 513–522. doi:10.2165/00007256-200939070-00001
- Bingham, M. E., Borkan, M. E., & Quatromoni, P. A. (2015). Sports nutrition advice for adolescent athletes: A time to focus on food. *American Journal of Lifestyle Medicine*, *20*(10), 398–402. doi:10.1177/1559827615598530

- Bonacci, J., Saunders, P. U., Hicks, A., Rantalainen, T., Vicenzino, B. G. T., & Spratford, W. (2013). Running in a minimalist and lightweight shoe is not the same as running barefoot: A biomechanical study. *British Journal of Sports Medicine*, *47*(6), 387–392. doi:10.1136/bjsports-2012-091837
- Bosquet, L., Montpetit, J., Arvisais, D., & Mujika, I. (2007). Effects of tapering on performance: A meta-analysis. *Medicine & Science in Sports & Exercise*, *39*(8), 1358–1365. doi:10.1249/mss.0b013e31806010e0
- Brandon, L. J. (1995). Physiological factors associated with middle distance running performance. *Sports Medicine*, *19*(4), 268–277. doi:10.2165/00007256-199519040-00004
- Brandon, L. J. & Boileau, R. A. (1992). Influence of metabolic, mechanical and physique variables on middle distance running. *The Journal of Sports Medicine and Physical Fitness*, *32*(1), 1–9. Retrieved from <http://europepmc.org/>
- Brenner, J. S. (2007). Overuse injuries, overtraining, and burnout in child and adolescent athletes. *Pediatrics*, *119*(6), 1242–1245. doi:10.1542/peds.2007-0887
- Brown, E. (2005). Running strategy of female middle distance runners attempting the 800 m and 1,500 m ‘double’ at a major championship: A performance analysis and qualitative investigation. *International Journal of Performance Analysis in Sport*, *5*(3), 73–88. Retrieved from <http://www.researchgate.net>
- Burke, L. M., Millet, G., & Tarnopolsky, M. A. (2007). Nutrition for distance events. *Journal of Sports Sciences*, *25*(S1), 29–38. doi:10.1080/02640410701607239
- Casa, D. J. (2004). Proper hydration for distance running: Identifying individual fluid needs. *Track Coach*, *167*, 5321–5328. Retrieved from <http://www.usatf.org/groups/Coaches/library/>
- Cashmore, E. (2008). *Sport and exercise psychology: The key concepts*. Abingdon, Oxon, England: Routledge.
- Cervelló, E. M., Escartí, A., & Guzmán, J. F. (2007). Youth sport dropout from the achievement goal theory. *Psicothema*, *19*(1), 65–71. Retrieved from <http://www.ncbi.nlm.nih.gov>



- Childs, M. L. (2010). *Perceived and preferred coach communication behaviors of cross-country athletes according to gender* (Master's thesis, Oregon State University, Corvallis, OR). Retrieved from <http://ir.library.oregonstate.edu/>
- Chin, N.-S., Khoo, S., & Low, W.-Y. (2012). Self-determination and goal orientation in track and field. *Journal of Human Kinetics, 33*, 151–161. doi:10.2478/v10078-012-0054-0
- Chinnasamy, C., St Clair Gibson, A., & Micklewright. (2013). Effect of spatial and temporal cues on athletic pacing in schoolchildren. *Medicine & Science in Sports & Exercise, 45*(2), 395–402. doi:10.1249/MSS.0b013e318271edfb
- Clinghan, R., Arnold, G. P., Drew, T. S., Cochrane, L. A., & Abboud, R. J. (2008). Do you get value for money when you buy an expensive pair of running shoes? *British Journal of Sports Medicine, 42*(3), 189–193. doi:10.1136/bjism.2007.038844
- Corvalán-Grössling, V. (1995). *The physiological and perceived effects of drafting on a group of highly trained distance runners* (Master's thesis, University of British Columbia). Retrieved from <http://open.library.ubc.ca>
- Couto, P. G., Bertuzzi, R., de Souza, C. C., Lima, H. M., Kiss, M. A., de-Oliveira, F. R., & Lima-Silva, A. E. (2015). High carbohydrate diet induces faster final sprint and overall 10,000 m times of young runners. *Pediatric Exercise Science, 27*(3), 355–363. doi:10.1123/pes.2014-0211
- Cox, E. & Beller, J. M. (2011, April). Running gait stabilization in children ages 5 to 12 years. In *2011 AAHPERD national convention and exposition*. San Diego, CA. Retrieved from <http://aahperd.confex.com/aahperd/2011/webprogram/Paper16229.html>
- Curry, L. A., Snyder, C., Cook, D. L., Ruby, B. C., & Rehm, M. (1997). Role of hope in academic and sport achievement. *Journal of Personality and Social Psychology, 73*(6), 1257. doi:10.1037/0022-3514.73.6.1257
- Daoud, A. I., Geissler, G. J., Wang, F., Saretsky, J., Daoud, Y. A., & Lieberman, D. E. (2012). Foot strike and injury rates in endurance runners: A retrospective study. *Medicine & Science in Sports & Exercise, 44*(7), 1325–34. doi:10.1249/MSS.0b013e3182465115

- Dascombe, B. J., Hoare, T. K., Sear, J. A., Reaburn, P. R., & Scanlan, A. T. (2011). The effects of wearing undersized lower-body compression garments on endurance running performance. *International Journal of Sports Physiology and Performance*, 6(2), 160–173. Retrieved from <http://www.ncbi.nlm.nih.gov/>
- Deason, J., Powers, S., Lawler, J., Ayers, D., & Stuart, M. (1991). Physiological correlates to 800 meter running performance. *The Journal of Sports Medicine and Physical Fitness*, 31(4), 499–504. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Dorn, T. W., Schache, A. G., & Pandy, M. G. (2012). Muscular strategy shift in human running: Dependence of running speed on hip and ankle muscle performance. *The Journal of Experimental Biology*, 215(11), 1944–1956. doi:10.1242/jeb.064527
- Dreber, A., von Essen, E., & Ranehill, E. (2011). Outrunning the gender gap: Boys and girls compete equally. *Experimental Economics*, 14(4), 567–582. doi:10.1007/s10683-011-9282-8
- Eisenmann, J. & Malina, R. M. (2002). Growth status and estimated growth rate of young distance runners. *International Journal of Sports Medicine*, 23(3), 168–173. doi:10.1055/s-2002-23174
- Enke, R. C., Laskowski, E. R., & Thomsen, K. M. (2009). Running shoe selection criteria among adolescent cross-country runners. *PM&R*, 1(9), 816–819. doi:10.1016/j.pmrj.2009.07.011
- Enoksen, E. (2011). Drop-out rate and drop-out reasons among promising Norwegian track and field athletes: A 25 year study. (Vol. 2, pp. 19–43). Scandinavian Sport Studies Forum. Retrieved from <http://brage.bibsys.no/xmlui/>
- Enoksen, E., Shalfawi, S. A., & Tønnessen, E. (2011). The effect of high-vs. low-intensity training on aerobic capacity in well-trained male middle-distance runners. *The Journal of Strength & Conditioning Research*, 25(3), 812–818. doi:10.1519/JSC.0b013e3181cc2291
- Erickson, K., Bruner, M. W., MacDonald, D. J., & Côté, J. (2008). Gaining insight into actual and preferred sources of coaching knowledge. *International Journal of Sports Science & Coaching*, 3(4), 527–538. doi:10.1260/174795408787186468

- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, *100*(3), 363–406.  
doi:10.1037/0033-295X.100.3.363
- Faigenbaum, A. D., Bellucci, M., Bernieri, A., Bakker, B., & Hoorens, K. (2005). Acute effects of different warm-up protocols on fitness performance in children. *The Journal of Strength & Conditioning Research*, *19*(2), 376–81. doi:10.1519/R-15344.1
- Faulkner, J., Arnold, T., & Eston, R. (2011). Effect of accurate and inaccurate distance feedback on performance markers and pacing strategies during running. *Scandinavian Journal of Medicine & Science in Sports*, *21*(6), e176–e183. doi:10.1111/j.1600-0838.2010.01233.x
- Feltz, D., Lirgg, C., & Albrecht, R. (1992). Psychological implications of competitive running in elite young distance runners: A longitudinal analysis. *The Sport Psychologist*, *6*(2), 128–138.
- Ferrer-Caja, E. & Weiss, M. R. (2000). Predictors of intrinsic motivation among adolescent students in physical education. *Research Quarterly for Exercise and Sport*, *71*(3), 267–279.  
doi:10.1080/02701367.2000.10608907
- Forrest, D., Dufek, J. S., & Mercer, J. A. (2012). Impact characteristics of female children running in adult vs. youth shoes of the same size. *Journal of Applied Biomechanics*, *28*(5).  
doi:http://www.ncbi.nlm.nih.gov
- Foster, C., Hector, L. L., Welsh, R., Schragger, M., Green, M. A., & Snyder, A. C. (1995). Effects of specific versus cross-training on running performance. *European Journal of Applied Physiology and Occupational Physiology*, *70*(4), 367–372. doi:10.1007/BF00865035
- Fourchet, F., Kelly, L., Horobeanu, C., Loepelt, H., Taiar, R., & Millet, G. P. (2012). Comparison of plantar pressure distribution in adolescent runners at low vs. high running velocity. *Gait & Posture*, *35*(4), 685–687. doi:10.1016/j.gaitpost.2011.12.004
- Fredericson, M. & Moore, T. (2005). Muscular balance, core stability, and injury prevention for middle-and long-distance runners. *Physical Medicine and Rehabilitation Clinics of North America*, *16*(3), 669–89. doi:10.1016/j.pmr.2005.03.001

- Gabel, K. A. (2006). Special nutritional concerns for the female athlete. *Current Sports Medicine Reports*, 5(4), 187–191. doi:10.1007/s11932-006-0045-9
- Garcin, M., Fleury, M., & Billat, V. (2002). The ratio HLa: RPE as a tool to appreciate overreaching in young high-level middle-distance runners. *International Journal of Sports Medicine*, 23, 16–21. doi:10.1055/s-2002-19275
- Gavin, T. P. (2003). Clothing and thermoregulation during exercise. *Sports Medicine*, 33(13), 941–947. doi:10.2165/00007256-200333130-00001
- Gervis, M. & Dunn, N. (2004). The emotional abuse of elite child athletes by their coaches. *Child Abuse Review*, 13(3), 215–223. doi:10.1002/car.843
- Gneezy, U. & Rustichini, A. (2004). Gender and competition at a young age. *American Economic Review*, 377–381. doi:10.1257/0002828041301821
- Goble, C., Wegler, J., & Forest, C. P. (2013). The potential hazards of barefoot running: Proceed with caution. *Journal of the American Academy of Physician Assistants*, 26(3), 49–53. doi:10.1097/01720610-201303000-00010
- Goose, M. & Winter, S. (2012). The coach's impact on long distance runners' training and competition motivation. *International Journal of Sports Science & Coaching*, 7(2), 383–398. doi:10.1260/1747-9541.7.2.383
- Goss, D. L. & Gross, M. T. (2012). Relationships among self-reported shoe type, footstrike pattern, and injury incidence. *US Army Medical Department Journal*, 25–30. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Gosztyla, A. E., Edwards, D. G., Quinn, T. J., & Kenefick, R. W. (2006). The impact of different pacing strategies on five-kilometer running time trial performance. *The Journal of Strength & Conditioning Research*, 20(4), 882–886. doi:10.1519/R-19275.1
- Goudas, M., Biddle, S., Fox, K., & Underwood, M. (1995). It ain't what you do, it's the way that you do it! Teaching style affects children's motivation in track and field lessons. *Sport Psychologist*, 9(3), 254–254. Retrieved from <http://psycnet.apa.org/>

- Graham, J. & Clark, E. H. (1904). *Practical track and field athletics*. Abingdon, Oxon, England: Fox, Duffield & Company.
- Green, J. M., Sapp, A. L., Pritchett, R. C., & Bishop, P. A. (2010). Pacing accuracy in collegiate and recreational runners. *European Journal of Applied Physiology*, *108*(3), 567–572. doi:10.1007/s00421-009-1257-5
- Hanon, C., Levêque, J., Thomas, C., & Vivier, L. (2008). Pacing strategy and  $\dot{V}O_2$  kinetics during a 1500-m race. *International Journal of Sports Medicine*, *29*(3), 206–211. doi:10.1055/s-2007-965109
- Hanon, C., Levêque, J., Vivier, L., & Thomas, C. (2007). Oxygen uptake in the 1500 metres. *New Studies in Athletics*, *22*(1), 15–22.
- Hanon, C. & Thomas, C. (2011). Effects of optimal pacing strategies for 400-, 800-, and 1500-m races on the  $\dot{V}O_2$  response. *Journal of Sports Sciences*, *29*(9), 905–912. doi:10.1080/02640414.2011.562232
- Hawley, J. A., Dennis, S. C., Lindsay, F. H., & Noakes, T. D. (1995). Nutritional practices of athletes: Are they sub-optimal? *Journal of Sports Sciences*, *13*(S1), 75–81. doi:10.1080/02640419508732280
- Helgerud, J., Hoydal, K., Wang, E., Karlsen, T., Berg, P., Bjerkaas, M., . . . Bach, R. (2007). Aerobic high-intensity intervals improve  $\dot{V}O_2$  max more than moderate training. *Medicine & Science in Sports & Exercise*, *39*(4), 665–671. doi:10.1249/mss.0b013e3180304570
- Henriksen, K., Stambulova, N., & Roessler, K. K. (2010). Successful talent development in track and field: Considering the role of environment. *Scandinavian Journal of Medicine & Science in Sports*, *20*, 122–132. doi:10.1111/j.1600-0838.2010.01187.x
- Hill, D. (1999). Energy system contributions in middle-distance running events. *Journal of Sports Sciences*, *17*(6), 477–483. doi:10.1080/026404199365786
- Hill, G. M. (2000). Ten ways to get kids excited about running. *Journal of Physical Education, Recreation & Dance*, *71*(4), 25–28. doi:10.1080/07303084.2000.10605125

- Hirschmüller, A., Baur, H., Müller, S., Helwig, P., Dickhuth, H.-H., & Mayer, F. (2011). Clinical effectiveness of customised sport shoe orthoses for overuse injuries in runners: A randomised controlled study. *British Journal of Sports Medicine*, *45*(12), 959–965. doi:10.1136/bjsm.2008.055830
- Hohmann, E., Reaburn, P., & Imhoff, A. (2012). Runner's knowledge of their foot type: Do they really know? *The Foot*, *22*(3), 205–210. doi:10.1016/j.foot.2012.04.008
- Hollings, S. C., Hopkins, W. G., & Hume, P. A. (2012). Environmental and venue-related factors affecting the performance of elite male track athletes. *European Journal of Sport Science*, *12*(3), 201–206. doi:10.1080/17461391.2011.552640
- Hopkins, W. G. & Hewson, D. J. (2001). Variability of competitive performance of distance runners. *Medicine & Science in Sports & Exercise*, *33*(9), 1588–1592. doi:10.1097/00005768-200109000-00023
- Horvath, P. J., Eagen, C. K., Fisher, N. M., Leddy, J. J., & Pendergast, D. R. (2000). The effects of varying dietary fat on performance and metabolism in trained male and female runners. *Journal of the American College of Nutrition*, *19*(1), 52–60. doi:10.1080/07315724.2000.10718914
- Houmard, J., Costill, D., Mitchell, J., Park, S., Hickner, R., & Roemmich, J. (1990). Reduced training maintains performance in distance runners. *International Journal of Sports Medicine*, *11*(1), 46–52. doi:10.1055/s-2007-1024761
- Howatson, G., McHugh, M., Hill, J., Brouner, J., Jewell, A., van Someren, K. A., . . . Howatson, S. (2010). Influence of tart cherry juice on indices of recovery following marathon running. *Scandinavian Journal of Medicine & Science in Sports*, *20*(6), 843–852. doi:10.1111/j.1600-0838.2009.01005.x
- Hulley, A., Currie, A., Njenga, F., & Hill, A. (2007). Eating disorders in elite female distance runners: Effects of nationality and running environment. *Psychology of Sport and Exercise*, *8*(4), 521–533. doi:10.1016/j.psychsport.2006.07.001

- Ingham, S., Fudge, B., Pringle, J., & Jones, A. (2013). Improvement of 800 m running performance with prior high-intensity exercise. *International Journal of Sports Physiology and Performance*, 8(1), 77–83. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Jenny, S. & Armstrong, T. (2013). Distance running and the elementary-age child. *Journal of Physical Education, Recreation & Dance*, 84(3), 17–25.  
doi:10.1080/07303084.2013.763709
- Jeukendrup, A. B. & Cronin, L. (2011). Nutrition and elite young athletes. In N. Armstrong & A. M. McManus (Eds.), *Medicine and sport science: Vol. 56. The elite young athlete* (pp. 47–58). doi:10.1159/000320630
- Jõesaar, H., Hein, V., & Hagger, M. S. (2012). Youth athletes' perception of autonomy support from the coach, peer motivational climate and intrinsic motivation in sport setting: One-year effects. *Psychology of Sport and Exercise*, 13(3), 257–262.  
doi:10.1016/j.psychsport.2011.12.001
- Johnson, R. E., Quinn, T. J., Kertzer, R., & Vroman, N. B. (1997). Strength training in female distance runners: Impact on running economy. *The Journal of Strength & Conditioning Research*, 11(4), 224–229. doi:10.1519/00124278-199711000-00004
- Jones, A. M. & Whipp, B. J. (2002). Bioenergetic constraints on tactical decision making in middle distance running. *British Journal of Sports Medicine*, 36(2), 102–104.  
doi:10.1136/bjism.36.2.102
- Jones, G. & Spooner, K. (2006). Coaching high achievers. *Consulting Psychology Journal: Practice and Research*, 58(1), 40–50. doi:10.1037/1065-9293.58.1.40
- Judge, L. W., Petersen, J. C., Bellar, D. M., Craig, B. W., Bodey, K. J., Wanless, E. A., . . . Simon, L. (2013). An examination of pre-activity and post-activity stretching practices of cross country and track and field distance coaches. *The Journal of Strength & Conditioning Research*, 27(9). doi:10.1519/JSC.0b013e318257703c

- Kadono, H., Ae, M., Suzuki, Y., & Shibayama, K. (2011). Effects of fatigue on the leg kinetics in all-out 600 m running. *International Journal of Sport and Health Science*, *11*, 54–61. doi:10.5432/ijshs.201221
- Kavouras, S. A. & Arnaoutis, G. (2012). Hydration status in active youth. *Nutrition Today*, *47*(S4), S11–S13. doi:10.1097/NT.0b013e3182626689
- Kavouras, S. A., Arnaoutis, G., Makrillos, M., Garagouni, C., Nikolaou, E., Chira, O., . . . Sidossis, L. (2012). Educational intervention on water intake improves hydration status and enhances exercise performance in athletic youth. *Scandinavian Journal of Medicine & Science in Sports*. doi:10.1111/j.1600-0838.2011.01296.x
- Kemmler, W., von Stengel, S., Köckritz, C., Mayhew, J., Wassermann, A., & Zapf, J. (2009). Effect of compression stockings on running performance in men runners. *The Journal of Strength & Conditioning Research*, *23*(1), 101–105. doi:10.1519/JSC.0b013e3181818eaf3
- Kennedy, J. G., Knowles, B., Dolan, M., & Bohne, W. (2005). Foot and ankle injuries in the adolescent runner. *Current Opinion in Pediatrics*, *17*(1), 34–42. doi:10.1097/01.mop.0000150921.96790.0b
- Kontinen, N., Toskala, A., Laakso, L., & Kontinen, R. (2013). Predicting sustained participation in competitive sports: A longitudinal study young track and field athletes. *IAAF New Studies in Athletics*, *28*(1/2), 23–32. Retrieved from <http://www.iaaf.org/nsa>
- Krabak, B. J., Snitily, B., & Milani, C. J. (2016). Running injuries during adolescence and childhood. *Physical Medicine and Rehabilitation Clinics of North America*, *27*(1), 179–202. doi:10.1016/j.pmr.2015.08.010
- Kruger, A., Pienaar, A., Du Plessis, E., & van Rensburg, L. J. (2012). The importance of psychological characteristics in potentially talented adolescent long distance runners: Sport psychology. *African Journal for Physical Health Education, Recreation and Dance*. Retrieved from <http://www.ajol.info>



- Kuehl, K., Perrier, E., Elliot, D., & Chesnutt, J. (2010). Efficacy of tart cherry juice in reducing muscle pain during running: A randomized controlled trial. *Journal of the International Society of Sports Nutrition*, 7(1), 17–23. doi:10.1186/1550-2783-7-17
- LaCaille, R. A., Masters, K. S., & Heath, E. M. (2004). Effects of cognitive strategy and exercise setting on running performance, perceived exertion, affect, and satisfaction. *Psychology of Sport and Exercise*, 5(4), 461–476. doi:10.1016/S1469-0292(03)00039-6
- Lane, A. M. & Karageorghis, C. I. (1997). Goal confidence and difficulty as predictors of goal attainment in junior high school cross-country runners. *Perceptual and Motor Skills*, 84(3), 747–752. doi:10.2466/pms.1997.84.3.747
- Laursen, P. B. (2010). Training for intense exercise performance: High-intensity or high-volume training? *Scandinavian Journal of Medicine & Science in Sports*, 20(s2), 1–10. doi:10.1111/j.1600-0838.2010.01184.x
- Law, R. Y. & Herbert, R. D. (2007). Warm-up reduces delayed-onset muscle soreness but cool-down does not: A randomised controlled trial. *Australian Journal of Physiotherapy*, 53(2), 91–95. doi:10.1016/S0004-9514(07)70041-7
- Lemura, L. M., von Duvillard, S., & Carolinas, R. (1999). Can exercise training improve maximal aerobic power  $\dot{V}O_2$  max in children? A meta-analytic review. *Journal of Exercise Physiology*, 2, 1–17. Retrieved from <http://www.asep.org/asep/asep/july99a.html>
- Leon, C., Oh, H.-J., & Rana, S. (2012). A purposeful dynamic stretching routine. *Strategies: A Journal for Physical and Sport Educators*, 25(5), 1–44. doi:10.1080/08924562.2012.10592167
- Leslie-Toogood, A. & Martin, G. L. (2003). Do coaches know the mental skills of their athletes? Assessments from volleyball and track. *Journal of Sport Behavior*, 26(1), 56–68. Retrieved from <http://sirc.ca>
- Logan, S., Hunter, I., Feland, B., Hopkins, T., & Parcell, A. (2007). Ground reaction forces between running shoes, racing flats, and distance spikes in runners. *Journal of Sports Science & Medicine*, 9(1), 147–153. Retrieved from <http://www.jssm.org>

Loprinzi, P. D., Greenwood, T., & Cornwell, R. (2012). Training adolescent distance runners.

*Track & Cross Country Journal*, 1(4), 28–36. Retrieved from <http://www.tccjournal.org/>

Lucas, J. A., Lucas, P. R., Vogel, S., Gamble, G. D., Evans, M. C., & Reid, I. R. (2003). Effect of sub-elite competitive running on bone density, body composition and sexual maturity of adolescent females. *Osteoporosis International*, 14(10), 848–856.

doi:10.1007/s00198-003-1455-7

Lunn, W. R., Pasiakos, S. M., Colletto, M. R., Karfonta, K. E., Carbone, J. W., Anderson, J. M., & Rodriguez, N. R. (2011). Chocolate milk & endurance exercise recovery: Protein balance, glycogen & performance. *Medicine & Science in Sports & Exercise*, 44(4), 682–691.

doi:10.1249/MSS.0b013e3182364162

Lynch, S. L. & Hoch, A. Z. (2010). The female runner: Gender specifics. *Clinical Journal of Sports Medicine*, 29(3), 477–498. doi:10.1016/j.csm.2010.03.003

Malina, R. M., Sławinska, T., Ignasiak, Z., Rożek, K., Kochan, K., Domaradzki, J., & Fugiel, J. (2010). Sex differences in growth and performance of track and field athletes 11–15 years. *Journal of Human Kinetics*, 24(1), 79–85. doi:10.2478/v10078-010-0023-4

Martin, S. B., Dale, G. A., & Jackson, A. W. (2001). Youth coaching preferences of adolescent athletes and their parents. *Journal of Sport Behavior*, 24, 197–212. Retrieved from <http://www.cabdirect.org/cabdirect/abstract/20013074612>

McGuine, T. A. & Keene, J. S. (2006). The effect of a balance training program on the risk of ankle sprains in high school athletes. *The American Journal of Sports Medicine*, 34(7), 1103–1111. doi:10.1177/0363546505284191

Meyer, F., O'Connor, H., & Shirreffs, S. M. (2007). Nutrition for the young athlete. *Journal of Sports Sciences*, 25(S1), S73–S82. doi:10.1080/02640410701607338

Midgley, A. W., McNaughton, L. R., & Jones, A. M. (2007). Training to enhance the physiological determinants of long-distance running performance: Can valid recommendations be given to runners and coaches based on current scientific knowledge? *Sports Medicine*, 37(10), 857–880. doi:10.2165/00007256-200737100-00003

- Mikkola, J., Rusko, H., Nummela, A., Pollari, T., & Hakkinen, K. (2007). Concurrent endurance and explosive type strength training improves neuromuscular and anaerobic characteristics in young distance runners. *International Journal of Sports Medicine*, 28(7), 602–611.  
doi:10.1055/s-2007-964849
- Morton, R. H. (2009). A new modelling approach demonstrating the inability to make up for lost time in endurance running events. *IMA Journal of Management Mathematics*, 20(2), 109–120. doi:10.1093/imaman/dpn022
- Muehlbauer, T., Schindler, C., & Panzer, S. (2010). Pacing and performance in competitive middle-distance speed skating. *Research Quarterly for Exercise and Sport*, 81(1), 1–6.  
doi:10.5641/027013610X13352775119439
- Mujika, I. (2010). Intense training: The key to optimal performance before and during the taper. *Scandinavian Journal of Medicine & Science in Sports*, 20, 24–31.  
doi:10.1111/j.1600-0838.2010.01189.x
- Mujika, I. & Padilla, S. (2003). Scientific bases for precompetition tapering strategies. *Medicine & Science in Sports & Exercise*, 35(7), 1182–1187.  
doi:10.1249/01.MSS.0000074448.73931.11
- Mullen, S. & Toby, E. B. (2013). Adolescent runners: The effect of training shoes on running kinematics. *Journal of Pediatric Orthopaedics*, 33(4), 453–457.  
doi:10.1097/BPO.0b013e31829241dc
- Neumann, D. L. & Piercy, A. (2013). The effect of different attentional strategies on physiological and psychological states during running. *Australian Psychologist*, 48(5), 329–337.  
doi:10.1111/ap.12015
- Nickerson, H. J., Holubets, M. C., Weiler, B. R., Haas, R. G., Schwartz, S., & Ellefson, M. E. (1989). Causes of iron deficiency in adolescent athletes. *The Journal of Pediatrics*, 114(4), 657–663. doi:10.1016/S0022-3476(89)80717-6

- Nielsen, R. Ø., Buist, I., Sørensen, H., Lind, M., & Rasmussen, S. (2012). Training errors and running related injuries: A systematic review. *International Journal of Sports Physical Therapy*, 7(1), 58–75. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Nieper, A. (2005). Nutritional supplement practices in UK junior national track and field athletes. *British Journal of Sports Medicine*, 39(9), 645–649. doi:10.1136/bjsm.2004.015842
- Nietfeld, J. (2003). An examination of metacognitive strategy use and monitoring skills by competitive middle distance runners. *Journal of Applied Sport Psychology*, 15(4), 307–320. doi:10.1080/714044199
- Nieves, J. W., Melsop, K., Curtis, M., Cobb, K. L., Kelsey, J. L., Bachrach, L. K., . . . Sowers, M. (2010). Nutritional factors that influence change in bone density and stress fracture risk among young female cross-county runners. *PM&R*, 740–750. doi:10.1016/j.pmrj.2010.04.020
- Nigg, B. & Enders, H. (2013). Barefoot running—some critical considerations. *Footwear Science*, 5(1), 1–7. doi:10.1080/19424280.2013.766649
- Noakes, T. D., Lambert, M. I., & Hauman, R. (2009). Which lap is the slowest? An analysis of 32 world mile record performances. *British Journal of Sports Medicine*, 43(10), 760–764. doi:10.1136/bjsm.2008.046763
- O’Neal, E., Davis, B., Thigpen, L., Caufield, C., Horton, A., & McIntosh, J. (2012). Runners greatly underestimate sweat losses before and after a 1-hr summer run. *International Journal of Sport Nutrition and Exercise Metabolism*, 22(5), 353–362. Retrieved from <http://www.researchgate.net/>
- Passe, D., Horn, M., Stofan, J., Horswill, C., & Murray, R. (2007). Voluntary dehydration in runners despite favorable conditions for fluid intake. *International Journal of Sport Nutrition and Exercise Metabolism*, 17(3), 284–295. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Petrie, H. J., Stover, E. A., & Horswill, C. A. (2004). Nutritional concerns for the child and adolescent competitor. *Nutrition*, 20(7), 620–631. doi:10.1016/j.nut.2004.04.002

- Petróczi, A., Naughton, D. P., Pearce, G., Bailey, R., Bloodworth, A., & McNamee, M. (2008). Nutritional supplement use by elite young UK athletes: Fallacies of advice regarding efficacy. *Journal of the International Society of Sports Nutrition*, 5(1), 1–8.  
doi:10.1186/1550-2783-5-22
- Pitcher, A. B. (2009). Optimal strategies for a two-runner model of middle-distance running. *SIAM Journal on Applied Mathematics*, 70(4), 1032–1046. doi:10.1137/090749384
- Porter, J., Wu, W., & Partridge, J. (2010). Focus of attention and verbal instructions: Strategies of elite track and field coaches and athletes. *19*, 77–89. doi:10.2478/v10237-011-0018-7
- Prather, H. & Hunt, D. (2005). Issues unique to the female runner. *Physical Medicine and Rehabilitation Clinics of North America*, 16(5), 175–184. doi:10.1016/j.pmr.2005.03.002
- Prendergast, K. (2002). Optimum speed distribution in 800m and training implications. *Modern Athlete and Coach*, 40(1), 3–8.
- Pritchett, K. & Pritchett, R. (2012). Chocolate milk: A post-exercise recovery beverage for endurance sports. In M. Lamprecht (Ed.), *Medicine and Sport Science: Vol. 53. Acute topics in sports nutrition* (Vol. 53). doi:10.1159/000341954
- Purvis, A. & Tunstall, H. (2004). Effects of sock type on foot skin temperature and thermal demand during exercise. *Ergonomics*, 47(15), 1657–1668.  
doi:10.1080/00140130412331290880
- Raglin, J. S. & Wilson, G. S. (2008). Psychology in endurance performance. In R. J. Shephard & P.-O. Åstrand (Eds.), *Encyclopaedia of sports medicine* (2nd ed., pp. 211–219). IOC Medical Commission. doi:10.1002/9780470694930.ch14
- Rauh, M. J., Margherita, A. J., Rice, S. G., Koepsell, T. D., & Rivara, F. P. (2000). High school cross country running injuries: A longitudinal study. *Clinical Journal of Sport Medicine*, 10(2), 110–116. doi:10.1097/00042752-200004000-00005
- Reardon, J. (2013). Optimal pacing for running 400-and 800-m track races. *American Journal of Physics*, 81(6), 428–435. doi:10.1119/1.4803068

- Reid, J. P., Nelson, N. G., Roberts, K. J., & McKenzie, L. B. (2012). Track-related injuries in children and adolescents treated in US emergency departments from 1991 through 2008. *Physician and Sports Medicine, 40*(2), 56–63. doi:10.3810/psm.2012.05.1965
- Richards, C. E., Magin, P. J., & Callister, R. (2009). Is your prescription of distance running shoes evidence-based? *British Journal of Sports Medicine, 43*(3), 159–162.  
doi:10.1136/bjsm.2008.046680
- Ridge, S. T., Johnson, A. W., Mitchell, U. H., Hunter, I., Robinson, E., Rich, B. S., & Brown, S. D. (2013). Foot bone marrow edema after 10-week transition to minimalist running shoes. *Medicine & Science in Sports & Exercise, 45*. doi:10.1249/MSS.0b013e3182874769
- Roberts, W. O. (2007). Can children and adolescents run marathons? *Sports Medicine, 37*(4–5), 299–301. doi:10.2165/00007256-200737040-00007
- Rollo, I. & Williams, C. (2010). Influence of ingesting a carbohydrate-electrolyte solution before and during a 1-hour run in fed endurance-trained runners. *Journal of Sports Sciences, 28*(6), 593–601. doi:10.1080/02640410903582784
- Rowland, T. W., Black, S. A., & Kelleher, J. F. (1987). Iron deficiency in adolescent endurance athletes. *Journal of Adolescent Health Care, 8*(4), 322–326.  
doi:10.1016/0197-0070(87)90002-7
- Sarkisian, G. (2016). *Development of a sports nutrition curriculum to increase nutrition knowledge among high school athletes in Los Angeles, CA* (Master's thesis, California State University, Northridge). Retrieved from <http://scholarworks.csun.edu/>
- Schneider, M. B. & Benjamin, H. J. (2011). Sports drinks and energy drinks for children and adolescents: Are they appropriate? *Pediatrics, 127*(6), 1182–1189.  
doi:10.1542/peds.2011-0965
- Schröder, S., Fischer, A., Vock, C., Böhme, M., Schmelzer, C., Döpner, M., . . . Döring, F. (2008). Nutrition concepts for elite distance runners based on macronutrient and energy expenditure. *Journal of Athletic Training, 43*(5), 489–504.  
doi:10.4085/1062-6050-43.5.489

- Schubert, M. M. & Astorino, T. A. (2013). A systematic review of the efficacy of ergogenic aids for improving running performance. *The Journal of Strength & Conditioning Research*, 27. doi:10.1519/JSC.0b013e31826cad24
- Schücker, L., Anheier, W., Hagemann, N., Strauss, B., & Völker, K. (2013). On the optimal focus of attention for efficient running at high intensity. *Sport, Exercise, and Performance Psychology*, 2(3), 207–219. doi:10.1037/a0031959
- Schwartz, C., King, N., Perreira, B., Blundell, J., & Thivel, D. (2016). A systematic review and meta-analysis of energy and macronutrient intake responses to physical activity interventions in children and adolescents with obesity. *Pediatric Obesity*. Advance online publication. doi:10.1111/ijpo.12124
- Sedano, S., Marín, P. J., Cuadrado, G., & Redondo, J. C. (2013). Concurrent training in elite male runners: The influence of strength versus muscular endurance training on performance outcomes. *The Journal of Strength & Conditioning Research*, 27. doi:10.1519/JSC.0b013e318280cc26
- Seiler, S. & Tønnessen, E. (2009). Intervals, thresholds, and long slow distance: The role of intensity and duration in endurance training. *Sportscience*, 13, 32–53. Retrieved from <http://usetu.htmwww.sportsci.org/2009/ss.htm>
- Siegel, R., Maté, J., Brearley, M. B., Watson, G., Nosaka, K., & Laursen, P. B. (2010). Ice slurry ingestion increases core temperature capacity and running time in the heat. *Medicine & Science in Sports & Exercise*, 42(4), 717–725. doi:10.1249/MSS.0b013e3181bf257a
- Siegel, R., Maté, J., Watson, G., Nosaka, K., & Laursen, P. B. (2012). Pre-cooling with ice slurry ingestion leads to similar run times to exhaustion in the heat as cold water immersion. *Journal of Sports Sciences*, 30(2), 155–165. doi:10.1080/02640414.2011.625968
- Sirard, J. R., Pfeiffer, K. A., & Pate, R. R. (2006). Motivational factors associated with sports program participation in middle school students. *Journal of Adolescent Health*, 38(6), 696–703. doi:10.1016/j.jadohealth.2005.07.013

- Smith, P. M. & Ogle, J. P. (2006). Interactions among high school cross-country runners and coaches: Creating a cultural context for athletes' embodied experiences. *Family and Consumer Sciences Research Journal*, 34(3), 276–307. doi:10.1177/1077727X05283598
- St Clair Gibson, A., De Koning, J., Thompson, K., Roberts, W. O., Micklewright, D., Raglin, J. S., & Foster, C. (2013). Crawling to the finish line: Why do endurance runners collapse? *Sports Medicine*, 43(6), 413–424. doi:10.1007/s40279-013-0044-y
- Stearns, R. L., Casa, D. J., Lopez, R. M., McDermott, B. P., Ganio, M. S., Decher, N. R., . . . Maresh, C. M. (2009). Influence of hydration status on pacing during trail running in the heat. *The Journal of Strength & Conditioning Research*, 23(9), 2533–2541. doi:10.1519/JSC.0b013e3181b73c3f
- Stein, J., Bloom, G. A., & Sabiston, C. M. (2012). Influence of perceived and preferred coach feedback on youth athletes' perceptions of team motivational climate. *Psychology of Sport and Exercise*, 13(4), 484–490. doi:10.1016/j.psychsport.2012.02.004
- Stellingwerff, T., Boit, M. K., & Res, P. T. (2007). Nutritional strategies to optimize training and racing in middle-distance athletes. *Journal of Sports Sciences*, 25(S1), 17–28. doi:10.1080/02640410701607213
- Stoate, I., Wulf, G., & Lewthwaite, R. (2012). Enhanced expectancies improve movement efficiency in runners. *Journal of Sports Sciences*, 30(8), 815–823. doi:10.1080/02640414.2012.671533
- Takai, K. (1998). Cognitive strategies and recall of pace by long-distance runners. *Perceptual and Motor Skills*, 86(3), 763–770. doi:10.2466/pms.1998.86.3.763
- TenBroek, T. M., Rodrigues, P., Frederick, E. C., & Hamill, J. (2013). Effects of unknown footwear midsole thickness on running kinematics within the initial six minutes of running. *Footwear Science*, 5. doi:10.1080/19424280.2012.744360
- Tenforde, A. S., Fredericson, M., Sayres, L. C., Cutti, P., & Sainani, K. L. (2015). Identifying sex-specific risk factors for low bone mineral density in adolescent runners. *The American journal of sports medicine*, 43(6), 1494–1504. doi:10.1177/0363546515572142



- Tenforde, A. S., Sayres, L. C., McCurdy, L., Sainani, K. L., & Fredericson, M. (2013). Identifying sex-specific risk factors for stress fractures in adolescent runners. *Medicine & Science in Sports & Exercise*, *45*(10). doi:10.1249/MSS.0b013e3182963d75
- Thacker, S. B., Gilchrist, J., Stroup, D. F., & Kimsey Jr, C. D. (2004). The impact of stretching on sports injury risk: A systematic review of the literature. *Medicine & Science in Sports & Exercise*, *36*(3), 371–378. doi:10.1249/01.MSS.0000117134.83018.F7
- Thiel, C., Foster, C., Banzer, W., & De Koning, J. (2012). Pacing in Olympic track races: Competitive tactics versus best performance strategy. *Journal of Sports Sciences*, *30*(11), 1107–1115. doi:10.1080/02640414.2012.701759
- Tønnessen, E., Svendsen, I. S., Olsen, I. C., Guttormsen, A., & Haugen, T. (2015). Performance development in adolescent track and field athletes according to age, sex and sport discipline. *PLoS ONE*, *10*(6), 1–10. doi:10.1371/journal.pone.0129014
- Tucker, R., Lambert, M. I., & Noakes, T. D. (2006). An analysis of pacing strategies during men's world-record performances in track athletics. *International Journal of Sports Physiology and Performance*, *1*(3), 233–245. doi:http://www.ncbi.nlm.nih.gov
- van Mechelen, W., Hlobil, H., Kemper, H. C., Voorn, W. J., & de Jongh, H. R. (1993). Prevention of running injuries by warm-up, cool-down, and stretching exercises. *The American Journal of Sports Medicine*, *21*(5), 711–719. doi:10.1177/036354659302100513
- van Nieuwenhoven, M., Brouns, F., & Kovacs, E. (2005). The effect of two sports drinks and water on GI complaints and performance during an 18-km run. *International Journal of Sports Medicine*, *26*(04), 281–285. doi:10.1055/s-2004-820931
- Voelker, D. K. (2013). Endurance sports. In J. J. Reel (Ed.), *Eating disorders: An encyclopedia of causes, treatment, and prevention* (pp. 169–172). Santa Barbara, CA: ABC-CLIO.
- Whitehead, J., Andrée, K. V., & Lee, M. J. (2004). Achievement perspectives and perceived ability: How far do interactions generalize in youth sport? *Psychology of Sport and Exercise*, *5*(3), 291–317. doi:10.1016/S1469-0292(03)00016-5

- Wiersma, L. D. & Sherman, C. P. (2005). Volunteer youth sport coaches' perspectives of coaching education/certification and parental codes of conduct. *Research Quarterly for Exercise and Sport*, 76(3), 324–338. doi:10.1080/02701367.2005.10599303
- Wiita, B. G. & Stombaugh, I. A. (1996). Nutrition knowledge, eating practices, and health of adolescent female runners: A 3-year longitudinal study. *International Journal of Sport Nutrition*, 6(4), 414–425. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Wilk, B., Timmons, B. W., & Bar-Or, O. (2010). Voluntary fluid intake, hydration status, and aerobic performance of adolescent athletes in the heat. *Applied Physiology, Nutrition, and Metabolism*, 35(6), 834–841. doi:10.1139/H10-084
- Williams, S. J. & Kendall, L. (2007). Perceptions of elite coaches and sports scientists of the research needs for elite coaching practice. *Journal of Sports Sciences*, 25(14), 1577–1586. doi:10.1080/02640410701245550
- Wilson, J. M., Hornbuckle, L. M., Kim, J.-S., Ugrinowitsch, C., Lee, S.-R., Zourdos, M. C., . . . Panton, L. B. (2010). Effects of static stretching on energy cost and running endurance performance. *The Journal of Strength & Conditioning Research*, 24(9), 2274–2279. doi:10.1519/JSC.0b013e3181b22ad6
- Winters-Stone, K. M. & Snow, C. M. (2004). One year of oral calcium supplementation maintains cortical bone density in young adult female distance runners. *International Journal of Sport Nutrition and Exercise Metabolism*, 14(1), 7–17. doi:10.1123/ijsnem.14.1.7
- Wunderlich, A. (2012). *Dynamic warm-up effect on 5 km performance and running economy in collegiate cross-country runners* (Master's thesis, Indiana State University, Terre Haute, IN). Retrieved from <http://scholars.indstate.edu/>
- Xiang, P., McBride, R. E., & Bruene, A. (2004). Fourth graders' motivation in an elementary physical education running program. *The Elementary School Journal*, 104(3), 253–266. doi:10.1086/499752

- Xiang, P., McBride, R. E., & Bruene, A. (2006). Fourth-grade students' motivational changes in an elementary physical education running program. *Research Quarterly for Exercise and Sport*, 77(2), 195–207. doi:10.1080/02701367.2006.10599354
- Yamamoto, L. M., Lopez, R. M., Klau, J. F., Casa, D. J., Kraemer, W. J., & Maresh, C. M. (2008). The effects of resistance training on endurance distance running performance among highly trained runners: A systematic review. *The Journal of Strength & Conditioning Research*, 22(6), 2036–2044. doi:10.1519/JSC.0b013e318185f2f0
- Young, B. & Salmela, J. (2002). Perceptions of training and deliberate practice of middle distance runners. *International Journal of Sport Psychology*, 33(2), 167–181. Retrieved from <http://www.cabdirect.org/cabdirect/abstract/20033062510>
- Zawila, L. G., Steib, C.-S. M., & Hoogenboom, B. (2003). The female collegiate cross-country runner: Nutritional knowledge and attitudes. *Journal of Athletic Training*, 38(1), 67–74. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Zourdos, M. C., Wilson, J. M., Sommer, B. A., Lee, S.-R., Park, Y.-M., Henning, P. C., . . . Kim, J.-S. (2012). Effects of dynamic stretching on energy cost and running endurance performance in trained male runners. *The Journal of Strength & Conditioning Research*, 26(2), 335–341. doi:10.1519/JSC.0b013e318225bbae

## Appendix: Further Reading

- American Sport Education Program. (2008). Coaching the distances. In M. Lydum (Ed.), *Coaching youth track & field* (pp. 99–112). Champaign, IL: Human Kinetics.
- Carr, G. (1999). Distance running. In *Fundamentals of track and field* (2nd ed., pp. 72–86). Champaign, IL: Human Kinetics.
- Daniels, J. (2014). *Daniels' running formula* (2nd ed.). Champaign, IL: Human Kinetics.
- Dosil, J. (2006). The psychology of athletics. In *The sport psychologist's handbook: A guide for sport-specific performance enhancement* (pp. 265–284). Hoboken, NJ: John Wiley & Sons. doi:10.1002/9780470713174.ch12
- Greene, L. & Pate, R. (2014). *Training for young distance runners* (3rd ed.). Champaign, IL: Human Kinetics.
- Guthrie, M. (2003). Middle-distance and distance events. In *Coaching track & field successfully* (pp. 101–121). Champaign, IL: Human Kinetics.
- Magness, S. (2014). *The science of running: How to find your limit and train to maximize your performance*. Chicago, IL: Origin.
- Martin, D. E. & Coe, P. N. (1997). *Better training for distance runners* (2nd ed.). Champaign, IL: Human Kinetics.
- Newton, J. & Henderson, J. (1998). *Coaching cross country successfully*. Champaign, IL: Human Kinetics.
- Noakes, T. D. (2003). *Lore of running* (4th ed.). Champaign, IL: Human Kinetics.
- Poehlein, M. (2000). 800 meters to mile. In J. L. Rogers (Ed.), *USA Track & Field coaching manual* (pp. 93–109). Champaign, IL: Human Kinetics.
- Snell, P. (1990). Middle distance running. In T. Reilly, N. Secher, P. Snell, & Williams (Eds.), *Physiology of sports* (pp. 90–106). London, England: Taylor & Francis.
- USA Track & Field. (2016). *USA Track & Field 2016 competition rules*. Indianapolis, IN: Author.