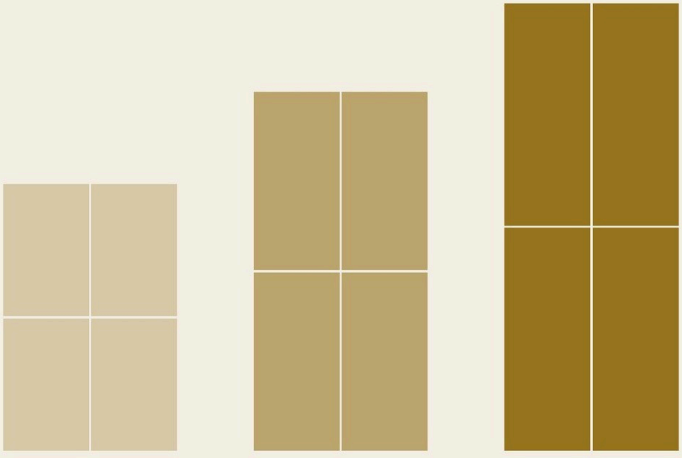
THE

SPEED WINDOW

The Critical Years That Shape Athletic Potential



MATTHIEU BRUNELLE

FOUNDATIONS FIRST ATHLETICS

FREE SAMPLE

THE SPEED WINDOW

The Critical Years That Shape Athletic Potential

Before You Start and the first three chapters of the second edition. Read it in twenty minutes. If it sounds like your kid, the rest of the book is where the plan lives.

MATTHIEU BRUNELLE

Before You Start

You are probably holding this book because of a kid.

Maybe yours just got cut, and a coach used the word "behind." Maybe yours is the fastest kid on the field, the one every travel team wants, and everyone treats them like a finished product: more games, more wins, and nobody building what comes next. Maybe yours fell in love with a game last month, and you are staring at a wall of programs, fees, and promises, trying to tell the difference between development and a sales pitch.

Or maybe you are the coach. The one on a field you are not paid to stand on, with a clipboard, a whistle, and no map.

This book has one job: to give every one of you the map.

Here is the fact underneath it, from the largest study of elite performers ever assembled. Roughly nine out of ten of the adults who reach the top were not the stars at twelve.

Read that in both directions.

If your child is behind today, they are not finished. They are early. And if your child is way out front today, the head start will not survive on talent alone. It must be built on, in the right order, or it will be passed by kids nobody is watching yet.

Behind, ahead, or brand new to all of it, the answer is the same, because development is the same. It has an order. It has windows that

open and close on the body's schedule, not the league's. The right work at the right time builds any child. The wrong work at the wrong time wastes even the gifted ones.

That sequence is this book: what to build, in what order, at what age, whether your athlete is seven or seventeen, the star of the team or the last name on the list.

The story that opens it is mine. It starts with a kid nobody would have picked for anything. Stay with it. It is the reason you can trust the rest.

PART I

THE RIGHT INSTINCT, THE WRONG RACE

CHAPTER 1

Foundations

Watch a youth practice for ten minutes and you will think you can spot the athlete. It is the fast one. The one who gets to every ball first, who pulls away from the pack like the rest of the field is standing still. Every parent on the sideline sees it. Every coach writes the name down. Here is what none of them can see from a folding chair: whether that speed was built or just borrowed. Borrowed from an early birthday, a bigger body, a couple more seasons on the field than the kid trailing behind. The fast nine-year-old is the easiest thing in youth sports to find, and the easiest thing to misread. This book is about the difference.

It comes down to one truth: speed is a skill first, a physical quality second.

That means movement quality, timing, and reaction speed come before weightlifting or conditioning. The fastest athletes in the world are not just strong. They move better, react faster, and apply force more efficiently.

Training must match development. A ten-year-old should not train like a sixteen-year-old. And a sixteen-year-old should not train like a college athlete. Yet most programs train all three the same way.

This book is not a collection of workouts. It is not a shortcut. It is a framework for thinking clearly in a culture that runs on urgency, and

it works by aligning training with how young athletes grow. The nervous system develops before the muscles. Coordination is built before strength. Growth disrupts movement before it restores it. Recovery is not optional at any stage.

These are not opinions. They are the sequence that every effective long-term development system in sport has been built on.

What This Book Delivers

Youth sports has never lacked operating systems. It has schedules, rankings, tryout calendars, and a business model. What it has never had is an operating system for the only adult with a permanent stake in one particular child: the parent. That is what this book is. We tend to assume athletic potential is discovered, spotted by the right coach at the right tryout. It is not discovered. It is shaped, across a set of critical years that open and close on the body's own schedule, and the person best positioned to shape it has always been the one given the least information. This book exists to reverse that. It is written for the parent first and the coach second, and it trades drills-to-copy for something more durable: a way of knowing what your child needs, and when.

By the last page, you will be able to look at your own child and know which of the three windows they are standing in: the Neural years, when the nervous system learns to move; the Stabilization years, when growth demands control; the Force years, when the foundation finally becomes real speed and strength.

You will know what the right work looks like in each window, and what the wrong work costs. You will be able to walk into any program, watch for fifteen minutes, and tell real development from expensive theater. You will know the questions to ask a coach, the

load a growing body can absorb, the difference between a plateau and a problem, and what to say in the car on the way home.

And you will be able to do all of it whether your athlete is seven or seventeen, ahead of the pack or written off by it, because the sequence is the same for every child. Only the timing changes.

Hard work is not the missing piece. Direction is. You do not need more drills. You need the right work at the right time, and by the end of this book you will know exactly what that means for your kid.

But first: the environment we are working against. The biggest threat to long-term athletic development is not lack of effort. It is misplaced urgency. Nowhere is that urgency more visible than in youth sports.

The Question You Are Asking

Most parents who find their way to a book about youth athletic development are not looking for drills. They are looking for certainty.

Is my child developing the way they should be? Is this the right program? Are we doing enough? Did we miss something? Is the coach qualified? Is the effort my child is putting in going anywhere? Are those other kids just better, or did their parents make decisions earlier that we should have made too?

These are not lazy questions. They are the questions of parents paying attention in a system that offers very little honest feedback. Youth sports programs are remarkably good at communicating results: wins, losses, standings, rankings, who made the travel team and who did not. They are remarkably poor at communicating development. A parent watching a practice cannot easily tell whether what they are seeing is building their child or consuming them.

Most poor development choices stem from anxiety in that gap. Not negligence. Not bad intentions. Anxiety operating without a framework.

This book is the framework.

The Problem with How We Think About Talent

Most parents watching a nine-year-old sprint across a field are watching one of two things: early maturation or early exposure. They rarely see raw talent, because raw talent in isolation does not produce visible results at nine. What produces visible results at nine is usually a body that has grown faster than their peers, or a child who has been on the field more often than their peers.

Neither of those things is athletic potential. They are the two lenders behind borrowed speed, and both are frequently mistaken for it.

The misidentification of early development as giftedness is one of the most consequential mistakes in youth sports. It causes families to lock in on early-identified athletes and invest in their development while passing over children who are simply maturing on a different timeline. Research on the relative age effect shows that in sport after sport and country after country, athletes born in the first quarter of a selection year are dramatically overrepresented at elite levels. Not because they are more talented. Because they were bigger and more coordinated at the point of evaluation, and were given more training, more coaching, and more opportunity as a result. The advantage compounded from there (Musch and Grondin, 2001).

The child left off the A team at eleven was not less talented. They were just younger in a system that rewarded being older.

What Development Looks Like

Development is not a straight line. It is not even a clean curve. It is a series of surges, plateaus, disruptions, and recoveries.

A child who looks fluid and coordinated at eight can look awkward and slow at thirteen. Not because they regressed. Because their skeleton grew faster than their nervous system could remap, and the coordination that worked for a shorter, lighter body has not yet been rebuilt for the taller, heavier one. Give that athlete two years inside a good training environment and the same qualities will re-emerge, upgraded.

Parents and coaches who do not understand this pattern read the plateau as a ceiling. They redirect investment, reduce expectations, and sometimes push the athlete out of the sport entirely, right before the development that was being built would have surfaced.

This book is an argument for patience grounded in science. Not patience as passive waiting. Patience as active, intelligent, developmentally sequenced investment.

Why This Moment Matters

Youth sports participation in North America has been declining for years, and the reason cited most often in the research is not lack of interest. It is burnout, injury, and loss of enjoyment (Merkel, 2013). Children are leaving sport because the structure they encounter inside it is not built for them.

The system is built for results. For now. For the scoreboard. For the team that can win at twelve. Nobody built it for the parent in the stands.

But the athlete who thrives at twenty-two was rarely the one winning at twelve. They were the one who was developed correctly through twelve. Who stayed healthy. Who stayed motivated. Who kept improving through the years when their peers were plateauing or walking away.

That athlete exists in every program. The difference is whether the program they were in understood what it was building.

This book is a manual for building it right.

If You Are Worried Your Child Is Behind

Most parents who pick up this book are carrying a quiet worry. The other kids look more coordinated. The other kids are scoring more. The other kids made the travel team. Yours did not. The worry is that they are falling behind, and that something must be done right now to catch up.

A child who looks behind at nine is, in most cases, a nervous system on a different timeline.

The late developer is not behind. They are inside a different schedule. If the work being done during their developmental windows is the right work, the gap closes. In many cases, it reverses. The athletes thriving at eighteen are the ones whose foundations were built quietly, while the early developers were collecting trophies.

If your child is the kid who is not on the highlight reel right now, this book is not a warning. It is a map. You are not late. You are exactly on time for the work that matters.

If your child is already the fastest, the biggest, the one the other parents are watching: they are also the most likely to move through their entire development being told how good they are while their foundation quietly goes unbuilt. An early developer moves through

the same windows on the same schedule as every other child, while being asked to perform at a level their body has not finished building.

Being ahead is not the same as being built. Early developers are the most likely to be overtrained in the ways that feel productive and undertrained in the ways that matter. The early developer who is coached correctly through each window will still be winning at eighteen. The one who coasts on the advantage will not.

CHAPTER 2

The Arms Race

Her parents found out about the travel team the same way most parents do: at a meeting they thought was about something else. The recreational coordinator mentioned it at the end of a Saturday practice. There was an opportunity. A more serious program. A coach who worked with players who went on to play at higher levels. The application was not complicated.

That was the first step. It was also the last easy one.

Youth sports did not become intense overnight. It did not happen through one bad decision. It escalated through a series of reasonable ones.

One team trained earlier. Another responded. One parent invested more. Others followed. Over time, preparation replaced development. Nobody voted for it. It just won.

How It Escalated

More exposure. More pressure. More games. More tournaments. More trainers. More highlight reels for kids not old enough to drive to them.

Slowly, without anyone deciding it, youth sports became an arms race.

The escalation rarely feels reckless. It feels responsible.

A parent sees another athlete training four days a week and thinks, "Should we be doing that too?"

A coach loses a game and adds conditioning. A player falls behind physically and stacks sessions to catch up. Each decision makes sense.

That is what makes it dangerous. We cannot see the full picture, only the next step. No single decision seems extreme. But stacked together, they create something the body cannot sustain.

Practices layer onto games. Speed sessions stack onto practices. Strength work stacks onto everything else. Recovery disappears. Not all at once. Gradually.

The Parent Experience

Most parents are not chasing status. They are chasing security. They want their child to feel confident, stay healthy, and have opportunities. But youth sports rarely offer calm choices. Decisions arrive wrapped in pressure.

The message is rarely explicit, but it is constant: "If you are not doing more, you are falling behind."

Parents begin to believe that more is safer than less, that earlier is smarter than later, that being busy means being productive. The intention is love.

The love also comes with a price tag. The Aspen Institute's parent surveys put numbers on it: the average American family now spends over a thousand dollars a year on one child's primary sport, up nearly half in just five years, and on the travel-and-showcase track the number can run to five figures. That kind of money changes how the stands feel. A family paying that much needs to see something for it. The travel roster. The trophy. The ten-year-old who looks like a player

right now, this season, because next season's fees are already due. And underneath the spending, the pressure keeps arriving.

It arrives as a text at nine on a Monday night. It arrives as a conversation at the edge of a field. It arrives as a registration deadline, a showcase invitation, a ranking system that did not exist three years ago. The pressure is never delivered all at once. It accumulates.

The Coach Experience

Coaches are not trying to harm athletes. They are trying to win while managing expectations from parents, administrators, and players.

In that environment, intensity is the easiest tool to reach for. Hard conditioning looks disciplined. Exhaustion looks productive. Volume looks serious.

Struggling? Do more.

Behind? Add sessions.

Losing? Train harder.

It feels like leadership, and it is often the only tool they were given. But appearance is not development.

Many coaches inherit systems built on repetition and intensity rather than progression and timing. Without a clear developmental framework, effort becomes the default solution to every problem.

If you are the coach in these paragraphs, hear this plainly: none of it is an accusation. It is a description of the tools you were handed. A whistle, a roster, a scoreboard, and no map. This book was written for the parent in the stands, but the map works exactly the same in your hands, and the coach who trains by the windows will protect more athletes in one season than the flashiest program in town develops in ten.

The Athlete Experience

Young athletes feel the pressure most directly. They see social media clips of other athletes training. They hear conversations about rankings and scholarships. They absorb adult anxiety without fully understanding it.

The girl from that Saturday practice is thirteen now. Somewhere between the application and the third season, the sport moved houses: it used to live where recess lives, and now it lives where homework lives. In the back seat between sessions she watches clips of girls she has never met and measures herself against their highlight reels. No adult has asked her in a year whether she still loves it. Every adult has asked whether she is ready for the weekend.

They begin to believe: if I am not working, I am falling behind. Effort becomes identity. Rest feels like weakness. Training stops feeling like growth and starts feeling like survival.

The Hidden Cost

The stack does not fail loudly. It fails quietly.

Athletes do not always break suddenly. They erode. They lose fluidity. They plateau early. They burn out. They get hurt. They lose confidence. Or they simply stop enjoying the game.

Early performance often hides weak foundations. When intensity outruns structure, ceilings arrive sooner than expected.

The problem is not effort. Effort matters. The problem is misunderstanding development.

Children are not miniature adults. Their bodies grow unevenly. Bones lengthen before muscles strengthen. Coordination fluctuates during growth. The nervous system develops on its own schedule.

When training ignores those realities, the athlete absorbs stress without gaining capacity. That is where overuse begins, inefficiency builds, and injuries appear.

The Illusion of Progress

Here is what makes this system so hard to see: it works. For a while.

More training can produce early results. Stronger at twelve. Faster at thirteen. Dominant early. But those gains are often built on unstable ground.

This is what the illusion looks like from the stands.

Think of the girl whose parents signed that application after a Saturday practice. She works hard. Practices four days a week. Trains with a private coach on weekends. Plays tournaments through the winter. She is improving. Her parents are proud. The investment feels worth it.

Five years later, those same parents are watching a different version of the same story. She is sixteen now, still working hard, but somehow not getting better. The gains slowed. The confidence shifted. Something that used to feel natural now feels forced.

The scoreboard shows what happened today. It does not show what was sacrificed to get there.

Nothing went wrong dramatically. There was no single injury, no bad decision, no obvious turning point. What happened was quiet. The foundation that should have been built at nine, ten, and eleven was replaced with performance. The movement patterns that should have been wired in during the Neural Window were never prioritized. The rest that should have protected development was traded for more sessions.

The hard work was real. The progress was real. The illusion was believing that progress and development were the same thing.

They are not. Progress is what happens in a training session. Development is what compounds over years. The arms race optimizes for one while quietly eroding the other.

The athletes who win at twelve and plateau at sixteen are not unlucky. They are what happens when a system optimizes for the wrong timeline.

Speed is taught, not bought. Only one of them leaves a receipt.

The solution is not to do less. It is to do what matters at the right time. Because development is not an arms race. It is a sequence.

CHAPTER 3

The Three Lies of Athletic Development

Parents are not naive. They are sold. There is a difference. A parent who enrolls their eight-year-old in year-round single-sport training is not making an uninformed choice. They are making a choice the industry has spent considerable resources to make feel necessary. The message is clear and urgent, and it comes through every channel a parent trusts: children who are not doing this are falling behind.

Three lies drive most of the decisions that damage young athletes. They are not always stated directly. Sometimes they are implied by a coach's tone, a team's selection process, or a program's marketing copy. But every one of them has a business model behind it. And every one of them costs athletes more than the family paid to believe them.

Lie One: If My Child Does Not Start Early, They Will Fall Behind

Two dads are standing in a parking lot after practice. One mentions his nine-year-old is taking the winter off. The other lowers his voice

the way people do when delivering bad news. He says the winter club is where the A team gets picked, and the kids who skip it never really catch up. By the time they reach their cars, the first dad is looking up registration on his phone.

Neither of them meant any harm. They were two fathers trying to do right by their kids. But a decision about a nine-year-old's development was just made in a parking lot, out of fear, in under three minutes.

This is the lie that fills tournament brackets in February. It sells private training sessions for nine-year-olds and convinces families that missing one off-season will close doors forever. It powers a youth sports economy built on urgency, and it works because it is partially true. Timing does matter in athletic development. The nervous system has windows of heightened receptivity. Miss them, and development is harder. The parent who hears the pitch in September and says no has to live with the doubt that follows. The parent who says yes has to live with the schedule.

Youth sports in the United States is a multi-billion-dollar industry. Travel teams. Private coaching. Specialized academies. Speed clinics. Position-specific camps. The market for youth athletic development has expanded faster than the science that should govern it.

But the lie is in what "starting early" means.

Starting early does not mean lifting heavy at ten. It does not mean year-round competition at eleven. It does not mean stacking private sessions on top of practices on top of weekend tournaments until a child's entire identity collapses into a single sport before they are old enough to choose it freely.

Starting early means learning how to move. Before puberty, the nervous system is highly adaptable. Children absorb coordination,

rhythm, balance, reaction time, and movement patterns with an efficiency that will never return. This is the period when athletic literacy is built, not through intensity, but through repetition and variety.

Research across multiple sports shows that early specialization does not reliably predict elite outcomes (Jayanthi et al., 2013; Güllich, 2014). The athletes who reach the highest levels most often participated in multiple sports through early adolescence and specialized later than peers who focused on one sport early. The early specialist got a head start in one sport. The multi-sport athlete built a broader movement foundation that outperformed that head start within a few years of specialization.

Since that research appeared, the evidence has grown teeth. In December 2025, the journal Science published a review of 19 datasets covering 34,839 international-level performers, in sports and far beyond them (Güllich et al., 2025). Its central finding is the quiet collapse of Lie One. The children at the top of the rankings and the adults at the top of the rankings are mostly strangers to each other. And the adults who reached the top had, on average, started their main sport later than the peers they eventually passed.

The next chapter walks through that study in full, because it deserves more than a paragraph. What matters here is what it does to this lie. Lie One survives on the fear that a door is closing. The largest body of evidence ever assembled says the door at nine was never the door.

The industry does not sell this story. There is no revenue in "play more sports and wait." There is significant revenue in year-round single-sport programs that require early commitment and continuous investment. Parents who want to do right by their athletes need to

understand who benefits from the urgency they feel and ask whether the science supports it.

It does not.

The industry's gate takes money. The body's windows take only timing. You can pay your way through one. Nobody has ever bought their way back through the other.

Lie Two: More Training Equals More Progress

It is nine on a Sunday night and a twelve-year-old is asleep in the back seat. He played two tournament games today. Yesterday he had a private skills session in the morning and a team practice in the afternoon. His parents are proud of him, and they should be. He works harder than they ever did at his age.

In the front seat his mother is on her phone, looking for one more thing to add. A shooting coach a teammate uses. She is not being reckless. She is doing the math every family is doing. If he does this much and the other kids do this much, then more must be the answer.

The body in the back seat is doing different math.

This lie hides inside good intentions. Parents believe they are investing. Coaches believe they are building discipline. Athletes believe they are showing commitment. The extra session feels productive. The double practice looks serious. The summer camp stacked on top of the club season feels like an edge.

Additional training sessions have a price. Elite training centers have membership fees. The twelve-month training calendar that leaves no true off-season requires twelve months of payments. The industry is not neutral on the question of whether more training produces better athletes. It has a direct financial interest in the answer being yes.

The biology says something different.

The body does not reward accumulation. It rewards adaptation. Adaptation only happens when the stress of training is followed by adequate recovery. Without recovery, the body does not consolidate what training has stimulated. It carries forward the fatigue instead.

The biology is direct: training applies stress. The body responds by temporarily weakening, then rebuilding slightly stronger than before. That rebuilding, the supercompensation response, requires time (Bompa and Buzzichelli, 2015). Hours. Sometimes days. When the next training session arrives before supercompensation is complete, the athlete starts from a lower baseline than they finished. Stack enough of those sessions and the baseline moves in the wrong direction entirely.

Young athletes are already carrying a biological load that most coaches do not account for. Bones are lengthening. Muscle attachments are under new mechanical stress. Hormones are fluctuating. Growth itself is metabolically expensive. Adding excessive training volume on top of that does not accelerate development. It forces more than the body was designed to absorb.

Research on overuse injury rates in young athletes shows that the single most predictive factor is not sport, not position, not genetics. It is training volume relative to recovery (DiFiori et al., 2014). The athletes who get hurt are not the unluckiest or the worst coached. They are simply the ones doing the most.

There is a specific risk during the growth spurt that most families do not know about. At Peak Height Velocity, bone grows faster than tendon and muscle can adapt. This creates elevated mechanical stress at the growth plates where tendons attach to developing bone. Common diagnoses in this period, Osgood-Schlatter disease, Sever's

disease, and Sinding-Larsen-Johansson syndrome, are all variations of the same underlying problem: training load applied to a skeleton that is reorganizing faster than soft tissue can follow (van der Sluis et al., 2014; van der Sluis et al., 2015). These injuries are not accidents. They are the predictable result of ignoring biology.

More is not the variable that matters. Timing is. The right amount, applied at the right moment in development, produces adaptation. The same amount applied at the wrong moment produces breakdown.

Lie Three: The Hardest Coach Produces the Toughest Athlete

The team lost by one goal, so practice ends with what the coach calls conditioning. Everyone else calls them punishment sprints. The ten-year-olds line up on the baseline. By the fourth sprint the smallest boy is holding his side. By the sixth, a girl near the end of the line is nearly in tears and running at the same time, which is a skill no one should have at ten. The coach walks the line telling them this is what winners are made of.

On the sideline, a few parents trade a look that is almost approval. He is hard on them, one says, but they will thank him someday.

Some of them will. Some of them will be out of the sport by fourteen, and no one will connect the two.

Intensity has marketing appeal. Sweat looks impressive. A coach who pushes relentlessly appears serious and elite. Entire industries are built around boot-camp aesthetics. Parents watch a hard practice and feel reassured that something real is happening.

Sometimes something real is happening. More often, something real is being damaged.

True resilience is not built through chaos. It is built through progressive exposure: challenge applied at the right time, in the right dose, with the right recovery built in. An athlete who is pushed past capacity once, recovers, and is challenged again at slightly higher intensity is getting stronger. An athlete who is pushed past capacity repeatedly without adequate recovery is not getting tougher. They are getting injured. Or burned out. Or both.

A child who is constantly overwhelmed does not become hardened to difficulty. They become guarded against effort. They learn to associate training with threat rather than growth. They protect themselves by reducing effort. They stop taking risks. The same environment that looks like it is producing toughness from the outside is producing anxiety from the inside.

The lie is particularly costly because the approach produces short-term results that appear to validate it. A twelve-year-old who has been pushed relentlessly can look dominant. The athlete has been forced to develop coping mechanisms that produce output under stress. What the scoreboard does not show is the cost: overuse injuries accumulating below the surface, motivation quietly depleting, movement patterns wired under fatigue instead of clean mechanics.

By sixteen, many of those athletes are gone from the sport entirely. The ones who remain are often managing chronic pain that started years earlier and was trained through rather than addressed.

Toughness is a real quality. It is worth building. But it is built through mastery, not suffering. The athlete who has been prepared correctly, challenged at the right level, and given difficulty they could

work through, builds genuine resilience. They know they can handle hard things because they have handled hard things.

Intensity layered onto a solid foundation creates power. Intensity layered onto an incomplete foundation creates fragility.

What Replaces the Lies

If these are the three lies, what replaces them?

Not a softer version of the same mistakes. Not less competition or less challenge or less investment. The replacement is not comfort. It is sequencing.

Train coordination before strength. Refine mechanics before intensity. Build capacity before competition. Respect recovery at every stage. Match the training to where the athlete is biologically, not where the parent hopes they are or where the coach needs them to be for this season's record.

This approach does not produce the most talked-about twelve-year-old in the region. It produces the most durable eighteen-year-old in the college recruiting pool. And durability is what lets talent surface where it matters.

The chapters ahead explain exactly how that sequencing works. But the first step is the hardest one: trusting what the biology says over what the industry is selling.

And there is a child at the center of all of it. Not a prospect. Not a roster spot. Not a return on anyone's investment. A kid who wants to get better at something they love, and who is counting on the adults around them to know the difference between what helps and what only looks like it helps. The industry will not protect that child. The biology will. The rest of this book is about learning to read it.

What comes next

Chapter 4 is called The Ninety Percent. It is about the largest study of elite performers ever assembled, and the finding that should change how every parent reads a roster: nearly nine out of ten of the adults who reach the top were not the stars at twelve. The list at twelve and the list at twenty-five are two different lists.

From there the book maps the three windows, Neural, Stabilization, and Force, tells you which one your athlete is standing in, and shows you exactly what the right work looks like in each. Every drill is filmed.

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Your kid is not behind. Development has order and timing. More is not better.

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