




AGES 11–23

# Hello Insight: **Outdoors**

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## **Help young people thrive as individuals and champions of the environment with Hello Insight: Outdoors.**



Playing and learning outdoors is essential for young people's health and well-being. HI Outdoors allows you to measure the unique ways a young person grows when they engage with nature, whether they are exploring open spaces, collaborating with their peers on a nature challenge, being encouraged by a counselor to plant their first seeds, or hiking in the deep woods.

Using our advanced analytics engine you will learn which types of experiences in the outdoors are the most impactful to children's and young people's development. You will also gauge their SEL growth. SEL is the process of developing the capacities young people need for their long-term success. For HI Outdoors, we focus on SEL growth that might occur in any youth-serving programs as well as the development of SEL capacities specific to the outdoors, such as having a deep connection to nature, an ability to provide support of the outdoors, and a sense of well-being when in the outdoors.

Whether you offer wilderness, adventure-based, urban farming, or nature conservation programming, HI Outdoors can help you support young people on their paths to success.

# The Theory Of Change

If we assure that all young people have access to research-based experiences and social capital, they will develop SEL capacities (short-term outcomes) shown to promote academic success, college and career readiness, well-being, and life-long thriving.

As the data in HI Outdoors grows, this theory is constantly tested and retested, so that our community continues to learn about what works, for whom, and in what context.

## ■ Research-Based Experiences

HI Outdoors captures two types of experiences: Outdoor Exploration and Positive Youth Development (PYD).

Adults who implement Outdoor Exploration promote young people's interest in the outdoors, challenge them to learn new and difficult skills, and create multiple opportunities for reflection.

PYD is not a curriculum, it is a way of working with young people that has been proven to promote SEL. PYD can be used in a wide variety of interventions and programs, inspiring strong, mutually beneficial relationships between young people and adults and across peer groups.

## ■ Short-Term Outcomes

HI Outdoors measures a young person's development of both Outdoors SEL and Core SEL. Core SEL is the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Outdoors SEL refers to specific capacities developed in the outdoors, such as having a deep connection to nature, an ability to provide support of the outdoors, and a sense of well-being when in the outdoors. Whether stated explicitly or implicitly, SEL is at the center of your work, assuring that all young people have the capacities necessary to thrive.

## ■ Thriving

Thriving is a process or trajectory toward full potential. Young people who are thriving are flexible and able to adapt to a variety of circumstances.

## Hello Insight: **Outdoors**

### Logic Model



# Survey Administration Options

**Both Check-In and Pre/Post surveys leverage the same research-based logic model.**

- Check-In surveys measure the research-based experiences shown to develop SEL.
- Pre/Post surveys also directly measure SEL growth, which has been shown to promote long-term outcomes such as college- and career-readiness, health, and wellbeing.

## CHECK-IN

**Quickly gather insights, with flexible administration during a program**

- ✓ Garner feedback from young people about the quality of program experiences



- ✓ A single point in time, midway through a program or at the end
- ✓ Check-In surveys take young people 5 to 8 minutes

## PRE/POST

**Leverage the full power of Hello Insight, with data-driven insights pre and post program**

- ✓ Garner feedback from young people about the quality of program experiences
- ✓ Understand young people's social and emotional learning baseline at pre and growth at post
- ✓ Receive targeted recommendations for staff to support each group of young people



- ✓ Two points in time, usually at the beginning and end of a program
- ✓ Pre surveys take 8 to 12 minutes and post surveys 12 to 15 minutes

# Check-In vs Pre/Post Reports



## CHECK-IN

### RESEARCH-BASED EXPERIENCES

#### OUTDOOR EXPLORATION

Foster Outdoor Exploration  
Reflect on Outdoor Exploration

#### POSITIVE YOUTH DEVELOPMENT

Challenge Growth  
Engage Authentically  
Expand Interests  
Manage Goals  
Promote Peer Bonds  
Share Power

ONLY IMPLEMENTATION SCORE

### ADDITIONAL MEASURES

Learning Preferences  
Program Satisfaction



## PRE/POST

### RESEARCH-BASED EXPERIENCES

#### OUTDOOR EXPLORATION

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IMPLEMENTATION SCORE

### SHORT-TERM OUTCOMES

#### OUTDOORS SEL

Connection to the Outdoors  
Support for the Environment  
Well-Being in the Outdoors

#### CORE SEL

Academic Self-Efficacy  
Contribution  
Positive Identity  
Self-Management  
Social Skills

### ADDITIONAL MEASURES

Learning Preferences  
Program Satisfaction  
Social Capital

# EXPERIENCES

Everything that young people see, think, hear, do, and feel is fuel for their development, but a few key types of experiences are especially effective at boosting SEL growth. Hello Insight uses advanced analytics to predict which of these experiences will best promote SEL growth among the young people in your program.

HI Outdoors assesses the degree to which young people experience Outdoor Exploration and PYD experiences in a program. Research shows that both types of experiences work together to promote Outdoors SEL and Core SEL (see Capacities on Page 12).

MEASURED BY:



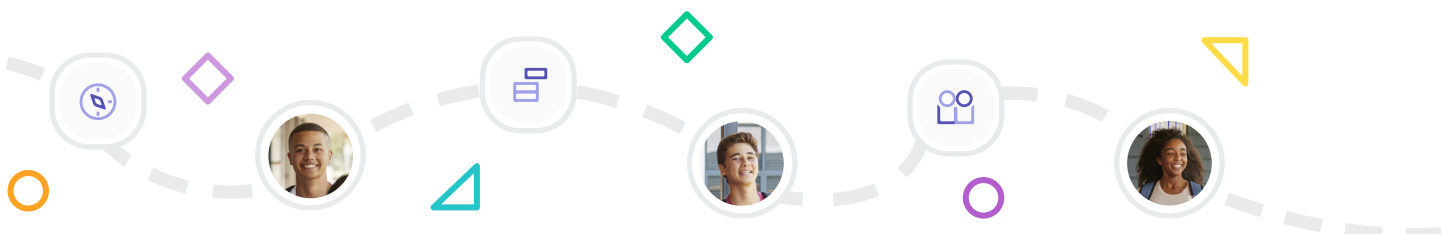
CHECK-IN



PRE/POST

## Types of Experiences

- **Focused:** These experiences are specific opportunities for young people to apply skills and knowledge they gain in the program. They include the two Outdoor Exploration experiences, Foster Outdoor Exploration and Reflect on Outdoor Exploration, which work together to promote Outdoors SEL growth.
- **Foundational:** These experiences are those that bolster all of the other experiences. They include Authentic Engagement and Promote Peer Bonds, which work together with the others to promote Core SEL growth.
- **Fortifying:** These experiences build upon this base, working in targeted ways to meet the specific needs of young people. Foundational and Fortifying Experiences work together to promote Core SEL growth.



## FOCUSED


**FOSTER OUTDOOR EXPLORATION**
 $\alpha=0.82$ 


**A young person's experience with an adult who encourages them to explore natural environments and develop a personal interest in the outdoors**

Foster Outdoor Exploration involves promoting interest in the natural environment and exploring the relationship with other living and nonliving things. This experience has been shown to increase young people's healthy habits, such as physical activity, and in the long-term, indicators of wellness like better concentration and a greater sense of freedom (Chawla, 2015).

## FOCUSED


**REFLECT ON OUTDOOR EXPLORATION**
 $\alpha=0.88$ 


**A young person's experience with an adult who takes time to create attentive, critical, and exploratory thoughts about spending time in the outdoors**

Reflecting on Outdoor Exploration involves observing and developing awareness of the interdependence of living things and feelings and thoughts toward nature. Research says that this experience increases concern and respect for all living things (Chawla, 2015).



FOUNDATIONAL



**ENGAGE AUTHENTICALLY**

$\alpha=0.86$



**A young person's experience with an adult who takes the time to get to know them by listening and understanding who they are — their cultural and lived experiences, their interests, and their passions**

Engaging authentically involves placing young people's personal stories at the center of the program's work and ensuring that they feel valued, heard, and cared for by adults. This is a Foundational Experience for young people or one that lays the groundwork for all of the others in the Hello Insight Logic Model. Building these types of relationships have been shown to increase positive youth development and thriving (Larson, R. & Dawes, N. 2015, Search Institute, 2020).

FOUNDATIONAL



**PROMOTE PEER BONDS:**

$\alpha=0.79$



**A young person's experience with an adult who helps them work with peers in teams and groups, creating a safe space to learn with and from one another, exploring similarities and differences, and developing deep bonds and relationships**

Promoting peer bonds involves supporting young people to share and value one another's unique perspectives, experiences, strengths, and ideas. This is a Foundational Experience for young people, bolstering all other Hello Insight PYD practices. Positive peer engagement increases self-confidence and life skills; academic motivation; and leadership skills and disposition (Search Institute, 2020). This is a Foundational Experience for young people, bolstering all of the other PYD practices and promoting the greatest positive impact on SEL growth across all types of young people.

## FORTIFYING



### CHALLENGE GROWTH

 $\alpha=0.88$ 


#### **A young person's experience with an adult who encourages them to take risks and perform beyond their own expectations**

Challenging growth involves four actions: 1) staff expect young people to do their best and to live up to their potential; 2) they stretch and encourage them to go further than they imagine; 3) staff support young people to reflect on failures and to learn from mistakes; and, 4) they hold them accountable by supporting them to take responsibility for their actions (Search Institute, 2018). Challenging a young person's growth promotes resilience (Zhang, Y., et al., 2011), strengthens their ability to stay focused on achieving their long-term goals (Steele, C.M. 2011), enhances their academic performance (Bowen, G., et al., 2012); and increases civic participation (Mesurado, B., et al., 2014).

## FORTIFYING



### EXPAND INTERESTS

 $\alpha=0.85$ 


#### **A young person's experience with an adult who supports them to try new things, broaden their horizons, learn about other people's cultures and perspectives, and explore their own identities**

Expanding interests involves exposing young people to new ideas, experiences, and places. It has been shown to increase school engagement and highschool graduation rates; promote healthy behaviors and decrease risky behaviors; increase overall satisfaction with life (Search Institute, 2020); increase a sense of contribution and desire to give back; and promotes a healthy positive identity (Benson, P.L. 2006; Scales, P.C., et al., 2011).

FORTIFYING



**MANAGE GOALS**

$\alpha=0.79$



**A young person's experience with an adult who assists them to set and manage goals that are important to them and that build upon their passions and interests**

Managing goals involves identifying personal and group goals, breaking these goals down into manageable bit-sized steps, reflecting on challenges and successes, and adjusting as necessary. It has been shown to increase motivation, impacts our perceived control over our future and promotes overall positive youth development (Lerner, R.M., et al., 2011; Houston, E. 2020).

FORTIFYING



**SHARE POWER**

$\alpha=0.78$



**A young person's experience with an adult who ensures that their voices and opinions matter**

Sharing power involves supporting young people to feel connected, engaged, and included as true contributing members of their programs, teams, groups, communities, and society. It has been shown to promote diversity, equity, and inclusion both in the classroom and society (Zeldin, S, et al., 2000; Sabo-Flores, 2013; Ginwright, S. & James, T., 2002). It also enhances problem solving skills, builds effective communication skills, increases critical consciousness, and ignites a sense of contribution and civic engagement (Sabo Flores, K., 2013; Ginwright, S. & James T., 2002; Zeldin, Z. et al., 2000).

# CAPACITIES

SEL is the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These capacities are critical to SEL development and promote long-term academic gains, college and career success and overall thriving.

- All capacities have been tested and shown to be valid and reliable measures of each theoretical concept.

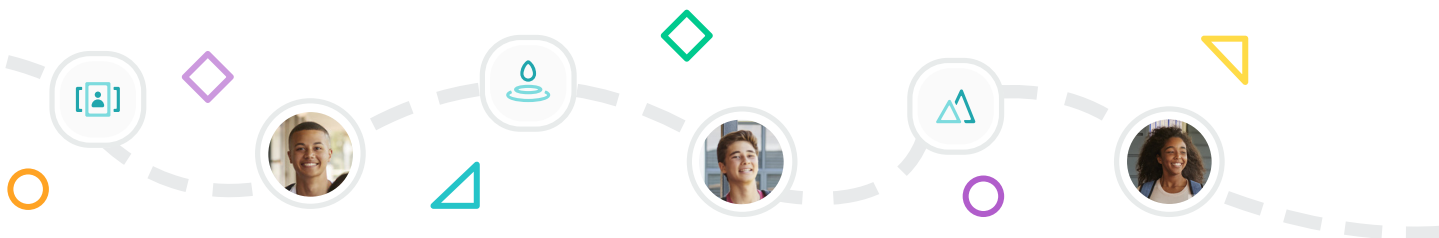
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PRE/POST

## SEL CAPACITIES

HI Outdoors reports on two distinct areas of SEL development, Outdoors SEL and Core SEL. Outdoors SEL is a set of capacities that are key for building a positive relationship with the environment. Core SEL is a set of capacities generally important for all young people. Both work together to lay the groundwork for ongoing success and thriving.





## OUTDOORS SEL

 $\alpha=0.90$ 

Outdoors SEL captures three independent capacities—Connection to the Outdoors, Well-being in the Outdoors, and Support for the Environment—that indicate young people’s development in outdoors settings. Young people who show Outdoors SEL create a bond with the outdoors and nature, increase their well-being when they are in the outdoors, and become champions of the environment.



### CONNECTION TO THE OUTDOORS

 $\alpha=0.91$ 


#### A young person’s bond with nature or the outdoors

Young people who feel a greater connection to the outdoors tend to be more engaged in diverse forms of independent and creative play. In the long term, they are more likely to have a sense of personal autonomy, improved self-concept, and a greater capacity to take action and be decisive (Children and Nature, 2018).



### WELL-BEING IN THE OUTDOORS

 $\alpha=0.90$ 


#### A young person’s feeling that their physical and mental wellness is enhanced by being in nature or the outdoors

Young people who have positive feelings toward nature have better life satisfaction, vitality, and enthusiasm. In the long term, they are more likely to have a greater purpose in life, autonomy, and personal growth (Nisbet & Zelenski, 2013).



## SUPPORT FOR THE ENVIRONMENT

$\alpha=0.88$



### A young person's concern for environmental problems and their desire to be part of the solution

Young people who have developed this capacity demonstrate increased empathy and willingness to help. In the long term, young people who show support for the environment are more likely to express a greater sense of caring and altruistic attitudes, especially toward nature (Whitburn et al., 2019).



## CORE SEL

 $\alpha=0.90$ 

Encapsulates several SEL capacities that are all interdependent and positively affect the development of emotional, cognitive, and behavioral factors in young people's lives. Core SEL is not a simple average of individual capacities. It is a unique measurement of all of the questions that comprise it. Each set of questions have unique values when it comes to measuring Core SEL.



### ACADEMIC SELF-EFFICACY

 $\alpha=0.78$ 


**A young person's motivation and perceived mastery over their own learning, school performance, and potential to attain academic success**

Young people with Academic Self-Efficacy have higher grade point averages and standardized test scores, fewer suspensions and expulsions, as well as longer-term gains in skills to identify, attain, and retain a career (Afterschool Alliance, 2009; Zins, J.E., et al., 2004).



### CONTRIBUTION

 $\alpha=0.75$ 


**A young person's desire to engage with and contribute to family, community, and society**

Contribution has been correlated with a propensity to engage civically as adults, maintain positive links to the institutions of civic society, and improved social development (Lerner, R. M., et al., 2005).



### POSITIVE IDENTITY

 $\alpha=0.73$ 


**A young person's internal sense of who they are and confidence to explore the multiple facets of their identities**

Positive Identity is important for young people to feel empowered to make decisions for themselves and for them to develop resilience in the face of challenges. Positive Identity is correlated with higher confidence and reduced behavioral problems (McLaughlin, M.W., 2000).



### SELF-MANAGEMENT

 $\alpha=0.80$ 


**The ability of a young person to regulate their emotions and behavior, take positive risks, and persist through life's challenges**

Self-Management correlates with longer-term outcomes such as higher academic performance, lower engagement in negative behaviors, and improved social acceptance by peers (Bandy, T & Moore, K.A., 2010).



### SOCIAL SKILLS

 $\alpha=0.75$ 


**The ability of a young person to take others' perspectives into account, and to develop a sense of caring and empathy**

Social skills are considered an important part of development because it supports positive social interactions and promotes positive interactions between young people and their environment (Payton, J.W. et al., 2008).



# ADDITIONAL MEASURES

While growth in SEL is critical, Hello Insight includes additional measures that are also important.



## LEARNING PREFERENCES



### The multiple ways in which young people like to learn

Research tells us that to effectively engage young people, it's important to align program activities and services with their preferred learning styles.



## PROGRAM SATISFACTION



### Whether a young person would recommend this program to a friend

A young person's satisfaction in a program helps you assess their level of engagement and is vital for ongoing program improvement.



## SOCIAL CAPITAL



**A young person's access to a web of relationships they can mobilize in order to help them improve their lives and achieve their goals** (Scales, et. al April 2020)

Social Capital has been linked to positive outcomes such as positive health, education, employment outcomes, and a sense of belonging (Benson, P.L., 2008; Mishook, J. et al., 2012). This tool focuses on emotional and instrumental support.

**Emotional Support** is a young person's positive bonds and support networks with adults or older peers. This includes their family, community, or institutions such as schools and youth-serving organizations. The "capital" in these relationships include expression of positive expectations, belief in the young person's capacities, and authentic interest for young people's well-being.

**Instrumental Support** is a young person's connection with adults and older peers who help them access resources and new opportunities. The "capital" can be direct, such as helping with homework or interceding for young people. It can also be indirect, such as giving advice or providing relevant information.



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