


Hello Insight: **Sports**



Hello Insight: Sports ensures that young people are truly prepared to thrive, both on and off the field.



Every season, we see young people come into their own on the field, the court, the rink. The skills that develop through sports can stay with a person forever. However, these capacities are often difficult to measure. In order to thrive, young people need to develop a positive sense of self, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These are commonly called social and emotional learning (SEL) capacities. As they grow, young people with strong SEL capacities are more college- and career-ready, experience better mental health and social functioning, and report a greater sense of overall well-being. Whether stated explicitly or implicitly, SEL is at the center of almost all sports-based programming, assuring that all young people have the capacities necessary to navigate the world around them.



HI Sports measures the SEL capacities best nurtured by sports programs and asks young people to reflect on the quality of their experiences. With HI Sports your program is well equipped to coach young people in becoming strong athletes and resilient adults.

The Theory Of Change

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

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

■ Positive Youth Development

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.

■ Social and Emotional Learning

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. Whether stated explicitly or implicitly, SEL is at the center of your work, assuring that all young people have the capacities necessary to navigate the world and take action to change it.

■ Thriving Young People

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



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 thriving, 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

SPORTS-BASED YOUTH DEVELOPMENT

Build Team

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

SPORTS-BASED YOUTH DEVELOPMENT

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IMPLEMENTATION SCORE
AND TARGETED RECOMMENDATIONS

SHORT-TERM OUTCOMES

SPORTS SEL

Goal Orientation
Self-Confidence

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. HI uses advanced analytics to predict which of those experiences will best promote growth in each group of young people in your program.

MEASURED BY:



CHECK-IN



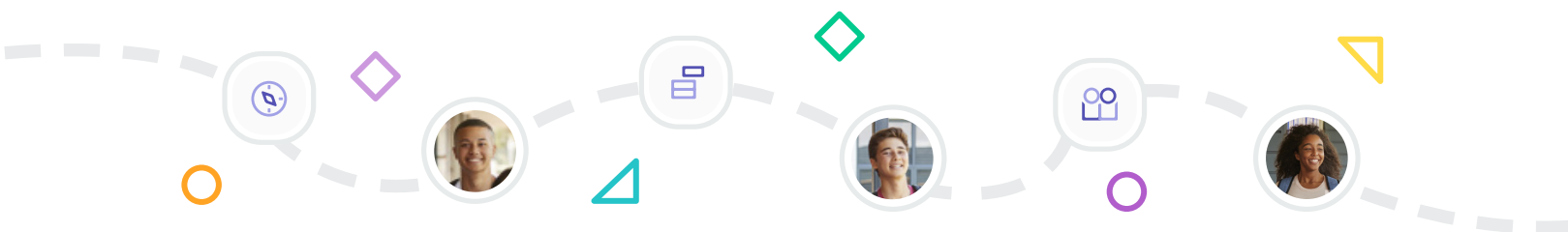
PRE/POST

PYD Experiences

HI Sports assesses the degree to which young people experience research-based PYD practices, shown to promote SEL. All of these research-based PYD experiences are important and interconnected.

Types of Experiences

- **Foundational:** These experiences are those that bolster all of the others. They include Authentic Engagement and Promote Peer Bonds, which work together with the others to promote SEL growth.
- **Fortifying:** These experiences build upon this base, working in targeted ways to meet the specific needs of young people. Together Foundational and Fortifying Experiences work in concert with one another to promote SEL.



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

BUILD TEAM
 $\alpha=0.86$


Build Team is a young person's experience with a coach who leverages every team member's talents, creating a "win" for all.

Coaches set the tone by valuing the team, treating each player equally, making sure all athletes know their roles and responsibilities, and have a team mission and identity (Cohn, P. 2019). Building team has been shown to be a key predictor of positive youth development and social and emotional outcomes for young people (Search Institute, 2020; Noddings, N. 1992, Hello Insight, 2020).

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 thriving.

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

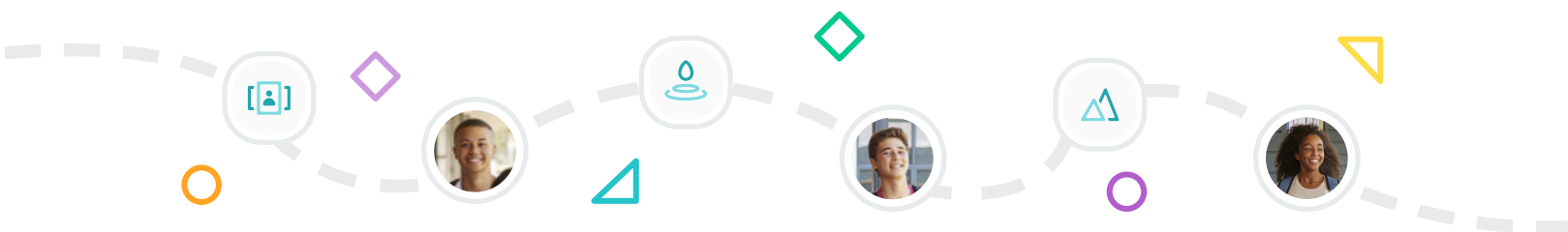
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PRE/POST

SEL CAPACITIES

HI Sports reports on two distinct areas of SEL development- Sports SEL and Core SEL. Sports SEL is a set of capacities especially important for young people engaged in sports. 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.





SPORTS SEL

$\alpha=0.88$

Sports SEL encapsulates Goal Orientation and Self-Confidence, two SEL capacities that are specific to SBYD programs. Growth in Sports SEL is highly correlated with Core SEL development.



GOAL ORIENTATION

$\alpha=0.86$



A young person's capacity to envision a positive future and set a path forward to achieve their dreams

This capacity increases motivation, helps young people develop a sense of control over their futures, and promotes overall positive youth development (Lerner, R.M., et al., 2011; Houston, E. 2020).



SELF-CONFIDENCE

$\alpha=0.84$



A young person's positive sense of who they are in the world and what they have to offer. is a young person's positive sense of who they are in the world and what they have to offer

It equates to an internal sense of self-worth and self-efficacy. A sense of confidence helps young people make decisions for themselves and develop resilience in the face of challenges. It is also correlated with reduced behavioral problems and increased thriving (Taylor, J. Nov. 09, 2009; Pickhardt, C. June 10, 2013).



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, it is also important that young people have social capital — or access to a web of relationships they can mobilize to help them improve their lives and achieve their hopes and dreams. When young people have strong social capital, they are more likely to develop SEL.



SOCIAL CAPITAL

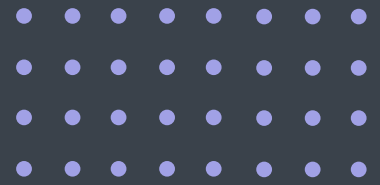


A young person's access to a web of relationships they can mobilize in order to help them improve their lives and achieve their goals (Scales, et. al April 2020)

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.



View a full list of citations at www.ins.gt/citations