

SPIRITED ATHLETES

SABAH

BOLD AT HEART



Summer Athletes Bold at Heart Report 2024 Evaluation Report

"I LOVE the SABAH program. It is highly motivating, and it is an all-around amazing program. My kids are excited to go every week. Thank you for all you do!!!" Teacher

***Independent Report Authored by:
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Summer Athletes Bold at Heart

Evaluation Report

The Children's Guild Foundation's Summer Athletes Bold at Heart program continues to provide children challenged by disability with a curriculum-based program that integrates movement with New York State Standards for Individuals with Disabilities and life skill development. Through the turf-based program, children with special needs improve skills across Physical, Social, Emotional, Control, and Academic Domains. The program, which is provided at no charge to the school or student, is differentiated to meet the needs of children with a wide range of disabilities.

Executive Summary

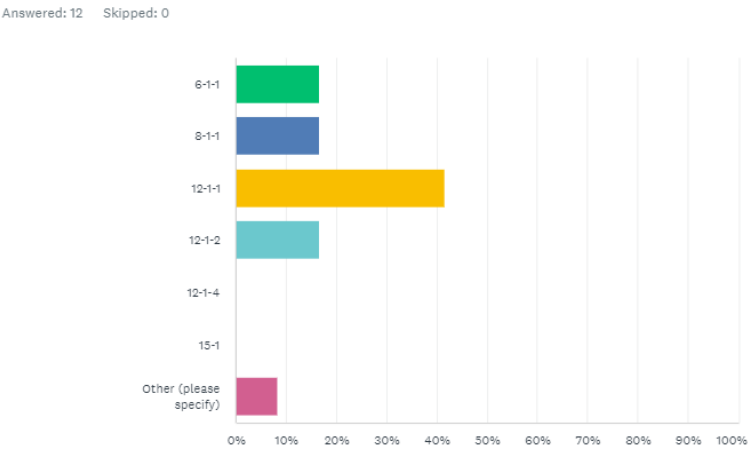
This evaluation report highlights the strong value teachers place on their students' participation in the Bold at Heart Program. The following highlights demonstrate the positive impact on student participants.

- *Teachers connected SABAH's effort to coordinate the components of the program activities, learning, and physicality goals with observed increases in overall student academic growth.*
- *Teachers strongly agreed that the Bold at Heart program built gross motor skills and stamina while helping students achieve their physical goals.*
- *Teachers attributed student academic growth and achievement to the Bold at Heart Summer Program.*
- *Teachers reported a strong positive impact on social/emotional development on participants of the Bold at Heart Program.*
- *Teachers reported a strong impact on Classroom Behavior in this order of magnitude, 1) classroom participation, 2) positive decision making, and 3) transition from one activity to another tied with attentiveness. In each case, respondents responded strongly agree or agree.*
- *teachers recognized a strong benefit on positive student behavior the day of participation and a strong benefit the week after participation in the Bold at Heart Program.*
- *Teachers believe Bold at Heart Summer Program provided a strong return on investment for students.*

Demographics

Student participants came from the Buffalo Public Schools with the majority coming from a 12-1-1 classroom. Teachers were asked to complete the survey, with a total of twelve completing. This was a 100% response rate and covered. Eighty-nine (89) students participated in the Bold at Heart Summer Program.

Classroom Type



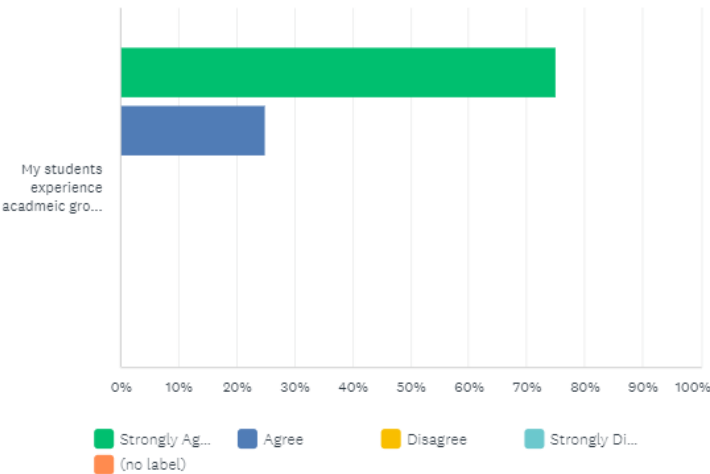
Academic Growth

SABAH creates programs that are developmentally appropriate for all participants. There are several strategies used by SABA to ensure that students grow academically. The primary strategy to ensure greatest grow, specifically for academic achievement, is to link program activities to classroom academic goals and objectives. The Bold at Heart program combines fun activities that also support academic achievement.

Teachers were asked how much the agreed with, “My students experience academic growth due to the connection between educational concepts and physical movement provided by the SABAH program.” The following chart highlights the teacher response.

Please indicate your level of agreement with the following statement.

Answered: 12 Skipped: 0



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	(NO LABEL)	TOTAL RESPONDENTS
My students experience academic growth due to the connection between educational concepts and physical movement provided by the SABAH program.	75.00% 9	25.00% 3	0.00% 0	0.00% 0	0.00% 0	12

The key finding here is that teachers connected SABAH's effort to coordinate the components of the program activities, learning, and physicality goals with observed increases in overall student academic growth.

Teachers provided examples that highlighted this outcome.

- The students are more alert and focused.
- My students respond well to the extra movement throughout the day to be successful in all academic settings.
- My students are more confident doing all the activities. They are more willing to try new things. Especially after ice skating!
- All my students were more able to engage with material after SABAH.

Physical Development

Students with disabilities often face challenges with physical development. Programs like SABAH play a key role in developing physicality in students as they engage in activities that simultaneously build their academic skills. This duality in program goals provides maximum benefit to student participants.

There are three domains in physical development.

- **Gross Motor Skills:** the abilities that allow people to control their muscles to perform large movements using their entire body. These skills include the muscles in the core, arms, and legs. Examples include walking, jumping, running, climbing, skipping, throwing and catching a ball, lifting and kicking.
- **Stamina:** the mental and physical ability to sustain an activity for an extended period. When people talk about stamina, they often use it to refer to the feeling of being peppy or energetic while doing an activity. Endurance refers to your body's physical capability to sustain exercise for an extended period.
- **Physical Goal Attainment:** the process by which participants, in conjunction with staff, family, and educators, select physical goals to achieve. These can be concrete like “catching a baseball, volleyball, and kickball” or broader to “building endurance.”



Teachers were asked how much they agreed with, “On the whole, my students benefit from participation in SABAH with regards to their...a) gross motor skills, b) stamina, and c) physical goal attainment. The responses were 100% strongly agree with the statement for each of the physical development domains.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	(NO LABEL)	TOTAL RESPONDENTS
▼ Gross Motor Skills	100.00% 12	0.00% 0	0.00% 0	0.00% 0	0.00% 0	12
▼ Stamina	100.00% 12	0.00% 0	0.00% 0	0.00% 0	0.00% 0	12
▼ Physical Goal Attainment	100.00% 11	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11

The key finding is the teachers strongly agreed that the Bold at Heart program built gross motor skills and stamina while helping students achieve their physical goals.

Teacher comments include:

- This program helps develop a variety of gross motor skills by having various gross motor activities.
- The stamina I saw for my students was HUGE, in all aspects, physical and educational.
- Students with goals related to jumping were able to focus on those skills during all the Spring activities.
- Students become more confident in their abilities and increase their motor skills and stamina.

Subject Based Academic Development

Academic development based on subject area is a focus of the Bold at Heart Summer Program. The domains for this area include:

- ELA Academic Achievement
- Math Academic Achievement
- Academic Goal Attainment

Teachers were asked how much they agreed with, “On the whole, my students benefit from participation in SABAH with regards to their...a) ELA academic achievement, b) Math academic achievement, and c) academic goal attainment. The responses were consistent with 33% strongly agreeing and 66% agreeing across each of the three domains.

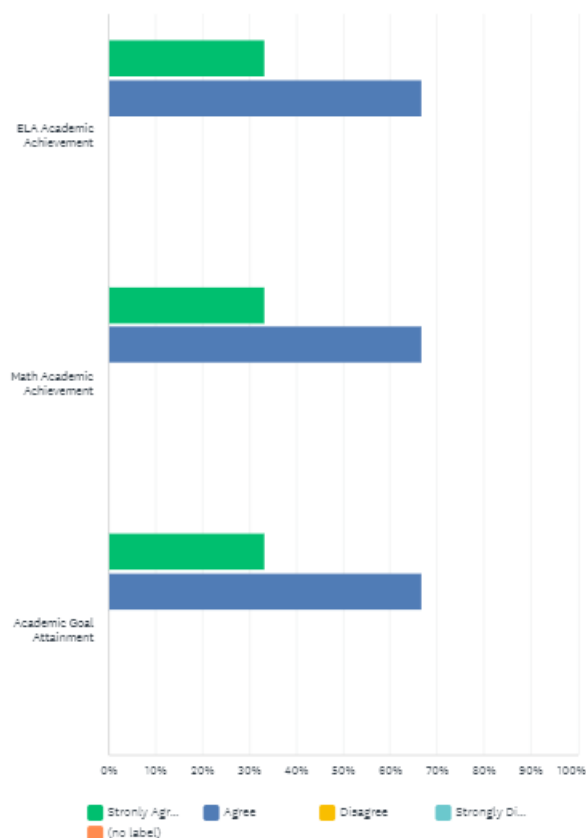
The key finding is that teachers attributed student academic growth and achievement to the Bold at Heart Summer Program.

Teachers’ comments included:

- The games played during SABAH help get the students thinking while participating in fun activities.
- The letter recognition and number recognition games were helpful.
- Having them work on letter sounds, words and counting. The activities were fun and engaging.
- Students are provided the opportunity to practice their speech and social goals by interacting with others.

Please indicate your level of agreement with the following statement(s).ACADEMIC DEVELOPMENT: On the whole, my students benefit from participation in SABAH with regards to their...

Answered: 12 Skipped: 0



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	(NO LABEL)	TOTAL RESPONDENTS
ELA Academic Achievement	33.33% 4	66.67% 8	0.00% 0	0.00% 0	0.00% 0	12
Math Academic Achievement	33.33% 4	66.67% 8	0.00% 0	0.00% 0	0.00% 0	12
Academic Goal Attainment	33.33% 4	66.67% 8	0.00% 0	0.00% 0	0.00% 0	12

Social/Emotional Development



Social/emotional development has long been tied to success in other developmental domains like academic and physical. The domains that were developed with participation in the Bold at Heart Summer Program include:

- Empathy
- Peer-to-Peer Social Interaction
- Student to Teacher Interaction
- Motivation

Teachers were asked how much they agreed with, “On the whole, my students benefit from participation in SABAH with regards to their... a) empathy, b) peer-to-peer social interaction, c) student-to-teacher social interaction, and d) motivation. The response was again overwhelming with most responses being strongly agreed across each of the domains.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	(NO LABEL)	TOTAL RESPONDENTS
Empathy	75.00% 9	25.00% 3	0.00% 0	0.00% 0	0.00% 0	12
Peer-to-Peer Social Interaction	83.33% 10	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12
Student-to-Teacher Interaction	75.00% 9	25.00% 3	0.00% 0	0.00% 0	0.00% 0	12
Motivation	91.67% 11	16.67% 2	0.00% 0	0.00% 0	0.00% 0	12

The key finding is the teachers reported an extraordinarily strong positive impact on social/emotional development on participants of the Bold at Heart Program.

Teacher comments included:

- This helped the students a great deal. They learned how to play together, be motivated to assist others, and they all interact with the teachers as they are participating in these activities.
- Students cheer each other on, meet other students from other programs, and build trust with the adults that work with them.
- Even when things were challenging, all my students were willing to participate and work together as a team.
- Students are exposed to game situations which promote social interaction and empathy for other players.
- My students interacted with each other more because of playing sports together.

Classroom Behavior

As students develop in other domains like academic, physical, and social/emotional, there are adjacent benefits like classroom behavior. Student participants of Bold at Heart benefit widely including learning appropriate behaviors that lead to positive outcomes. Therefore, all domains overlap, and no domain is mutually exclusive.

For Classroom Behavior, there are four domains:

- Positive Decision Making
- Transition from one Activity to Another
- Attentiveness
- Classroom Participation

Teachers were asked how much they agreed with, “On the whole, my students benefit from participation in SABAH with regards to their...a) positive decision making, b) transitions from one activity to another, c) attentiveness, and d) classroom participation. The responses were consistently strongly agreed and agree with one respondent selecting “no label” across each domain. One could assume that respondent did not have experience with students along these domains.

The greatest impact was Classroom participation with 75% selecting Strongly Agree and 16% selecting Agree (8% selected No Label).

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	(NO LABEL)	TOTAL RESPONDENTS
Positive Decision Making	66.67% 8	25.00% 3	0.00% 0	0.00% 0	8.33% 1	12
Transitions from on Activity to Another	58.33% 7	33.33% 4	0.00% 0	0.00% 0	8.33% 1	12
Attentiveness	58.33% 7	41.67% 5	0.00% 0	0.00% 0	0.00% 0	12
Classroom Participation	75.00% 9	16.67% 2	0.00% 0	0.00% 0	8.33% 1	12

The key finding is that teachers reported a strong impact on Classroom Behavior in this order of magnitude, 1) classroom participation, 2) positive decision making, and 3) transition from one activity to another tied with attentiveness. In each case, respondents responded strongly agree or agree.

Teacher comments included:

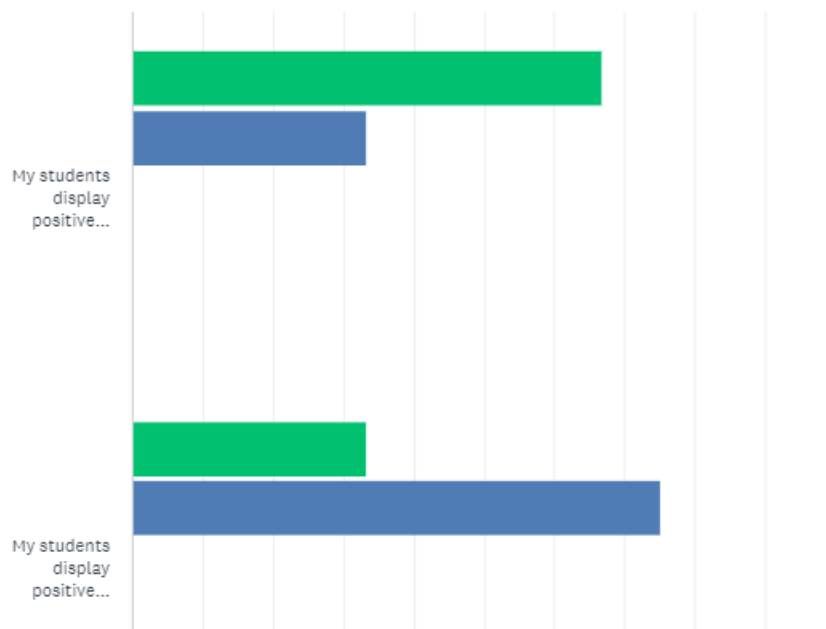
- Students love going to SABAH, so they make better decisions, are focused, and participate more in the classroom.
- Students were able to transition through rotating stations.
- Most of my students could adhere to the schedules and transitions. Those who could not at first were seen doing so by the end of the program.
- Students enjoy transitioning to new activities. This in turn helps them to be attentive to new directions.

Behavior Choices

SABAH has many benefits including behavior choices. Teachers were asked about how students behaved on the day of the program and the week after. The strongest benefit was the day of, where 67% of teachers Strongly Agreed that students exhibited positive behavior the day of the Bold at Heart program. In both domains, the day of and week after, teachers rated strongly agree and agree that there was a positive impact.

Please indicate your level of agreement with the following statement(s).

Answered: 12 Skipped: 0



Key findings are that teachers recognized an extraordinarily strong benefit on positive student behavior the day of participation and a strong benefit the week after participation in the Bold at Heart Program.

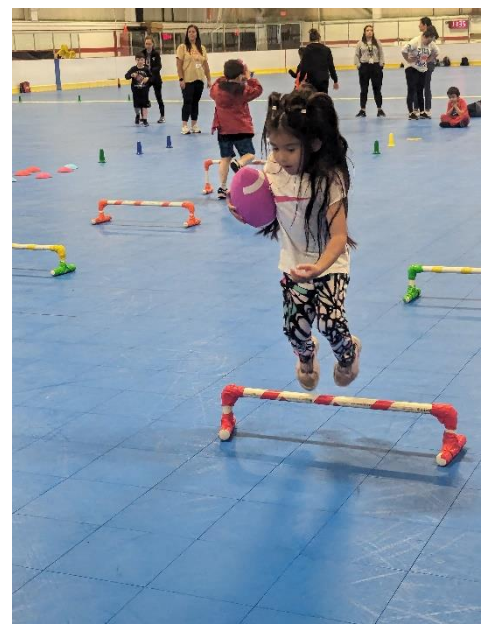
Teacher comments included:

- My students love going to SABAH. They all have a positive outlook, and their behavior is very respectful.
- My students have expressed sadness when there is no SABAH. It is on our calendar, and they look forward to going each week.

Return on Investment

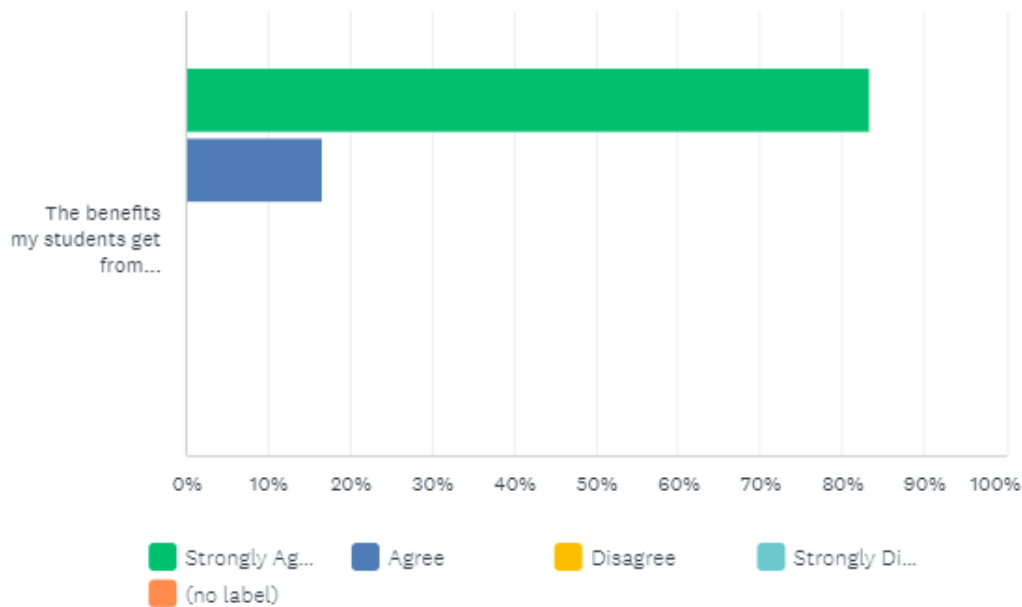
Teachers were asked their level of agreement with return on investment. While there are many programs that have a positive impact, the time and energy it takes to participate outweighs the benefit, leaving gaps in time to achieve other important developmental and academic activities.

SABAH wanted to better understand what the teachers believed the Return on Investment for student participation in Bold at Heart. The response was overwhelming with 83% of teachers reporting that they Strongly Agreed that Bold at heart had a strong return on investment. When asked, "Please indicate your level of agreement with the following statement: The benefits of participating in SABAH outweigh the time and effort required to take part in the program." Teachers overwhelmingly strongly agreed to the benefit of participation.



Please indicate your level of agreement with the following statement(s).

Answered: 12 Skipped: 0



Key finding is that teachers believe Bold at Heart Summer Program provided a strong return on investment for students.

Teacher comments included,

- We loved participating in this!

Overall Value of SABAH to Students

Teacher comments included:

- I truly appreciate the opportunity my students and I are given by being able to participate in such an amazing program.
- SABAH is a way for my students to have social interactions with other classes in our building along with adults. My kids look forward to this every Friday and makes them feel special being able to participate.
- My students absolutely loved SABAH. They loved going and learning new sports, seeing the other students, and participating in fun activities. My class had a lot of different abilities. SABAH challenges each of my students in an appropriate way. The students love being able to challenge themselves and learn something new.
- I LOVE the SABAH program. It is highly motivating, and it is an all-around amazing program. My kids are excited to go every week. Thank you for all you do!
- We have a very, very limited Adaptive PE program. This program provides most of their physical activities for the year. We truly are grateful and appreciative. Thank you!

program Thank
SABAH
students loved

- Participation in SABAH helps to meet student goals in socialization, following directions, and transitions. They love attending SABAH!
- It was an opportunity for them to feel successful and a part of a team, which is not always the case!



This evaluation report is an independent analysis by Dr. Steven J. Harvey, CEO of Guided Decisions (A subsidiary of The Center for Education and Career Advancement, Inc.), www.guideddecisions.com, August 2024

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