

TRIPLE-IMPACT COMPETITORS:

SURVEY ANALYSIS OF MIDDLE SCHOOL YOUTH IN THE DALLAS
INDEPENDENT SCHOOL DISTRICT

MARCH 2012



SEE CHANGE

Purpose and Research Questions

- As part of a broader evaluation project, Positive Coaching Alliance engaged See Change to examine the effects of the Triple-Impact Competitor School Initiative (TICSI) on student athletes in select middle schools in Dallas, Texas.
- The goals of the TICSI study were to:
 - Determine the effects of the TIC Workshop on youth outcomes, such as:
 - Youths' attitudes toward their sport
 - Youths' behavior on the playing field
 - The transfer of attitudes and behaviors taught through TICSI to non-sport domains of life

Methodology

- See Change collected **386** post-season youth surveys from eleven middle schools in Dallas in Winter 2012.
- Survey questions were combined to create aggregate scores to represent the following concepts:
 - Making yourself better
 - Making your teammates better
 - Making the Game better
 - Growth Mindset
 - Grit
 - School behaviors
 - Sport behaviors

Headline Findings

Overall, the study found that during the first season they are exposed to PCA training, student athletes improve their sportsmanship, their behavior toward their peers, and their willingness to push past mistakes.

- **79%** of youth agreed with the statement **“I treated my opponents better this season** (compared to the season before PCA).”
- **72%** of youth felt they **improved their sportsmanship** this season.
- **67%** of youth agreed that their feelings towards officials **changed and were more positive** this season, compared to seasons before PCA training.
- **67%** of youth strongly agreed that **“it is just as important to be a good teammate on the field as off the field.”**
- **78%** of both first-time PCA recipients and veteran PCA recipients reported that they used **specific tools** to recover from mistakes in games.

Findings: Making Yourself Better

Survey findings showed that PCA:

- **Helped youth better manage mistakes**
 - **78%** of both first-time PCA recipients and veteran PCA recipients reported that they used **specific tools** to recover from mistakes in games.

In a game I was really messing up because I missed a whole week of school, and I just remembered “Mistakes are okay,” and I did better after that.

Findings: Growth Mindset

- Growth Mindset was positively correlated with the aggregated variable “Making Yourself Better,” with the highest correlation coefficient in the study, $r = 0.596$. This finding indicates that student athletes who believe that their potential for learning and getting better at their sport is unlimited (they have a *growth mindset*) also tend to believe that PCA concepts help them improve.
- **88%** of youth surveyed believe their sports potential **can grow and is limitless**.
 - **76%** of youth who feel this way reported that the **PCA Workshop** influenced this belief.

Findings: Making Your Teammates Better

- **76%** of youth said they did “better this season” at **encouraging their teammates to stay positive** if a bad call was made
- **64%** of first-time PCA recipients and **71%** of PCA “veterans” reported using PCA tools to improve themselves as an athlete and/or teammate this past season.
 - Even a higher percentage of youth may be using the concepts, but they may associate the concepts with the coach, who delivered the curriculum during the season, rather than with PCA.

Findings: Making Your Teammates Better

I stopped ball hogging and started passing the ball and it turned out we won.

Some of the players don't know much about basketball, and what I used from PCA is just to help them out, and just let them and myself have fun.

[PCA] helped me during my football practice to become a better player and a better teammate.

Findings: Making the Game Better

- **79%** of youth agreed with the statement **“I treated my opponents better this season** (compared to the season before PCA)”
- **72%** of youth felt they **improved their sportsmanship** this season.
- **67%** of youth agreed that their feelings towards officials **changed and were more positive** this season, compared to seasons before PCA training.
 - 53% of “veteran” PCA youth reported a change in feelings towards officials, and 73% of first time PCA recipients reported feeling this way. It appears that PCA strongly affects youths’ attitudes towards officials as early as the first exposure to PCA curriculum, and is an area of continued growth with repeated exposure to the curriculum.

Findings: Making the Game Better

Quotes

Once, in the middle of the game we were losing and the referee made a bad call and I did not get an attitude about it.

This guy from another team said something to me, then after some time he got hurt, but I went to help him out.

When we were playing Gaston some kid pushed me but I just walked away.

Findings: Sport/School Transference

- **60%** of respondents report putting **equal effort** into school and sports.
- **67%** of youth strongly agreed that “it is just as important to be a good teammate on the field as off the field.”
- When correlated, aggregated Sport and School variables showed a correlation of **$r= 0.4536^*$** . As this can be considered a baseline analysis, PCA might consider tracking school and sport behavior over time to see if this correlation increases, indicating a stronger alignment between school/sport behaviors over time and repeated exposure to PCA.

*This is a moderately strong correlation in a social science context, and was one of the higher correlations observed in the analysis.

Conclusions

- PCA appears to have an immediate, positive impact in helping youth better manage mistakes and fostering a more positive attitude towards officials.
- The positive correlation between sport and school behavior shows a promising trend, and PCA may benefit from tracking School-Sport transference longitudinally.

Appendix: Who was Surveyed?

- **386 youth surveys collected; 83% of respondents were first-time PCA recipients.**
- **Surveys collected from the following schools:**
 - Alex W. Spence Middle Learning Center & Talented/Gifted Academy (29)
 - Billy Earl Dade Middle School (25)
 - Hector P. Garcia Middle School (22)
 - L.V. Stockard Middle School (52)
 - Francisco “Pedro” Medrano Middle School (29)
 - Raul Quintanilla Sr. Middle School (29)
 - Robert T. Hill Middle School (78)
 - Sarah Zumwalt Middle School (21)
 - Thomas C. Marsh Middle School (37)
 - Thomas J. Rusk Middle School (10)
 - E.D. Walker Middle School (53)
- **Survey respondents represented the following sports: Baseball, Basketball, Cheerleading, Cross-Country, Football, Soccer, Softball, Track & Field and Volleyball**

Appendix: Definition of Correlation

Correlation:

- A correlation coefficient r is a measure of a linear relationship between two quantitative variables.
 - If one variable **increases** as the other variable **also increases**, this is considered a “**positive**” correlation.
 - If a variable **decreases** as the other variable **increases**, it is considered a “**negative**” correlation.
- Correlation coefficients range from **-1** to **+1**, with -1 representing a perfectly linear negative correlation, +1 a perfectly linear positive correlation, and 0 equaling no correlation.
- NOTE: A correlation between two variables **does not** indicate a causal relationship between the variables. Causal relationships cannot be determined unless tested in an experimental setting.