The Liink Project End of Year Report (Formerly Project ISIS)
2013-2014 (Year 1)

Our mission is to bridge the gap between academics and the social, emotional and healthy well-being of children. The Liink Project aims to develop the whole child through increased recess and character development.

Initial Support: $125,000.00 (Harris College of Nursing & Health Sciences (HNCHS), College of Education (COE), College of Science & Engineering (CSE), & the Provost’s Office).

Funding Secured: Fall 2014 – Spring, 2016: $205,000.00.

The Liink Project Implementation: First year steps
- Collaboration among TCU Kinesiology/Education/S&E faculty
- Selected two schools to participate: Starpoint Lab School; Trinity Valley School
- Only K-1 teachers and students
- K-1 Teacher training and focus group sessions
- K-1 baseline data collection (Fall); end of year data collection (Spring)

Results:
- The children looked forward to each recess and demonstrated social growth and development through the change in peer interactions from pre to post assessments.
- Transition time from classroom to recess and back decreased from three to four minutes each way to less than one minute consistently each way.
- Children are more disciplined and focused in the classroom since launching the extra recesses
- Academic performance on reading and math significantly increased from previous same grade student scores to this year’s student scores
- Misbehavior during recess has significantly decreased
- Off-task behaviors in classroom significantly decreased

Future Directions:
- Will continue to add another grade level yearly over the next eight years for TVS & Starpoint
- Will add control schools as comparisons for TVS & Starpoint – Fall 2014
- Training in public schools Spring, 2015 (mirror the above Starpoint & TVS pilot steps with public schools as a pilot) – baseline data collected also
- Launch the Liink Project in public schools; collect data for intervention & control schools 2015-2016

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Appendix: Results

Classroom Observations

Classroom Observations by Grade

Total Listening Improvements

Listening Improvements by Gender

Listening Improvements by Grade

Fall 2013
Spring 2014
(p<.001)

Male (p<.001) Female (p<.001)

Kinder (p<.001) 1st (p<.001)

Fall 2013 Spring 2014

67% 75%

91% 95%