

Problem Statement: Lack of unstructured, outdoor recess and character skills leads to negative health outcomes related to problem solving, attentional focus, empathy, and critical thinking.

Goal: To improve non-cognitive factors in children through the combination of increased unstructured, outdoor recess and character education.



Short Term Outcomes

- Improved:
- Social/emotional health
 - Brain function; focus
 - Classroom climate
 - Attendance
 - Healthier bodies
 - Teacher disposition; retention

Long Term Outcomes

- Higher percentage of high needs students graduating from high school
- Lower percentage of student drop out
- Higher percentage of high performing teachers retained
- Improving the school community

Rationales

Recess

Unstructured, outdoor play helps the child: reset the brain, process learned information; develop verbal, social, emotional, and physical skills; enhance active lifestyles (Pellegrini & Bohn-Gettler, 2013)

Positive Action (PA)

Evidence based character education curriculum recognized by What Works Clearinghouse as most effective program for character education to improve academics and reduce problem behaviors (Synder et al., 2010)

Resources

People

- LiiNK Research team
- Facilitators
- External evaluator
- School personnel/teachers
- Students

Time

- 4 years (2017-2020)
- 2 cohorts, begin K & 1; one grade added yearly

Materials

- Training materials, curriculum
- LiiNK strategic training project plan

Program funds

- Several funding agencies including Miles, Walsh Foundation and TCU

Objectives

- Decrease attentional fatigue
- Improve math and reading achievement scores
- Improve PA survey scores
- Increase attendance
- Decrease disciplinary actions
- Increase appropriate/decrease inappropriate classroom behaviors
- Decrease teacher burnout
- Increase # of times at recess/PA lessons

Activities

Program

- Four 15 minute recesses daily (2 prelunch/2 postlunch)
- PA/recess teacher training (three strategic per cohort)
- PA lessons (four 15 min lessons weekly)

Data collection

- Positive Action survey
- STROBE (observations)
- Student attentional fatigue measure
- Student/school demographics
- Teacher burnout survey
- Attendance/discipline
- Academic achievement
- Recess/PA calendar