

We're Playing Basketball

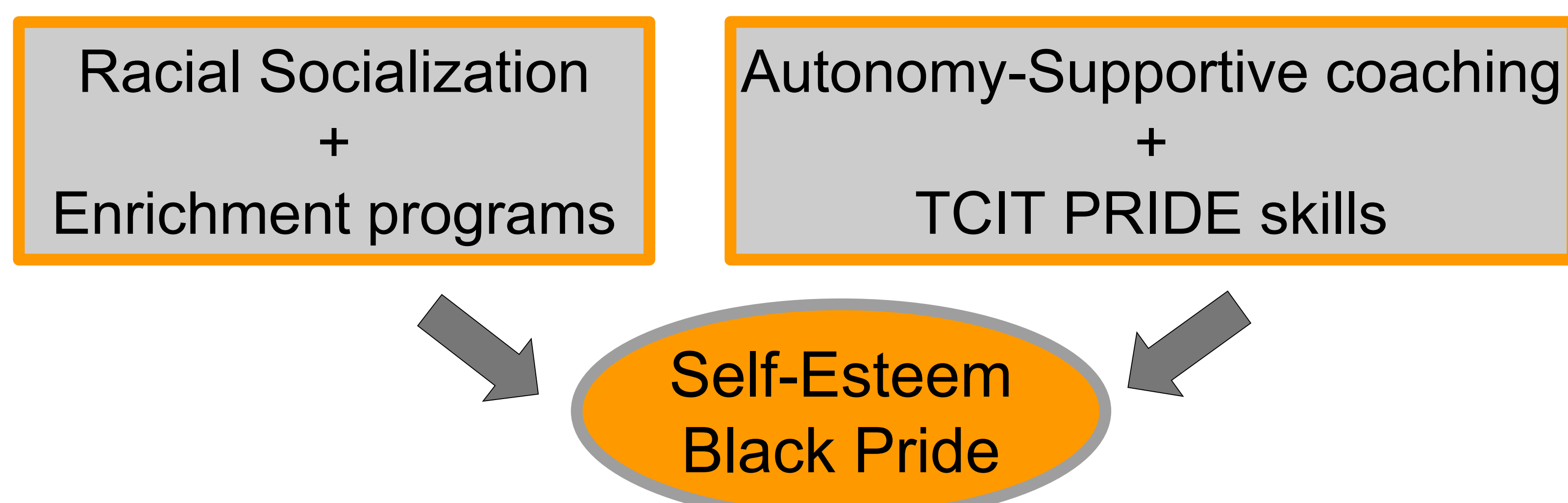
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Background

- African American (AA) youth face a host of sociological challenges that impact their marginalized status, especially during their formative years of racial/ethnic identity development that compromise self-esteem (Cross et al., 1991). As a result, **racial socialization strategies** are employed within Black communities to offset these negative consequences by bolstering ego strength and Black pride.
- Therefore, a local afterschool program in an AA community, provides **enrichment programs** for success, academic achievement, and positive self-esteem using Afrocentric models. This includes programs focused on building ego strength and self-esteem through sports' programs, such as basketball, as **youth sports** represent a crucial aspect for children's social, emotional, and psychological growth.



- **Autonomy-supportive coaching**, utilizes constructive feedback couched in warmth and nurturance, and is linked to greater life skill development (Cronin et al., 2022). These principles align with evidence-based behavioral interventions like **Teacher-Child Interaction Therapy (TCIT)**, which promote prosocial behaviors and positive self-esteem in youth, through nurturance via the use of positive prosocial verbalizations and **PRIDE** skills (Briegel et al., 2018).

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Study Aims & Hypotheses

- In this pilot study, we aim to **improvements in self-esteem, perceptions of success, and improvements in fundamental basketball skills** among a sample of **AA youth** enrolled in a local Afro-centric afterschool program, following an TCIT infused coaching strategy during a basketball camp.

Method

Participants:

- A sample of AA youth (n = 24; 12 girls, 12 boys) ranged in age from 5-13 years (M = 8.22, SD = 2.04). Some participants had prior experience with either recreational basketball (n=3; 12.5%) or played travel ball (n=2; 8.3%), with the remaining did not (n=2; 8.3%). Participants were divided into 3 increasing academic learning levels [i.e. Level 1(n=11, 32.4%); Level 2 (n=9; 37.5%); Level 3 (n=4; 16.7%)].

Procedure:

1. **Measures:** Child Participants completed the *Perception of Success Questionnaire* and *Children's Rosenberg Self-Esteem Scale*.
2. **Baseline Phase:** Fundamental basketball skills were assessed during four 30-minute sessions. Coaches (n=2) demonstrated basketball drills while avoiding the use of PRIDE skill and giving feedback. Basketball skills were observed, scored, and video-recorded at pre and post intervention.
3. **TCIT infused Coaching Intervention:** Utilizing the PRIDE skills fundamental basketball drills.

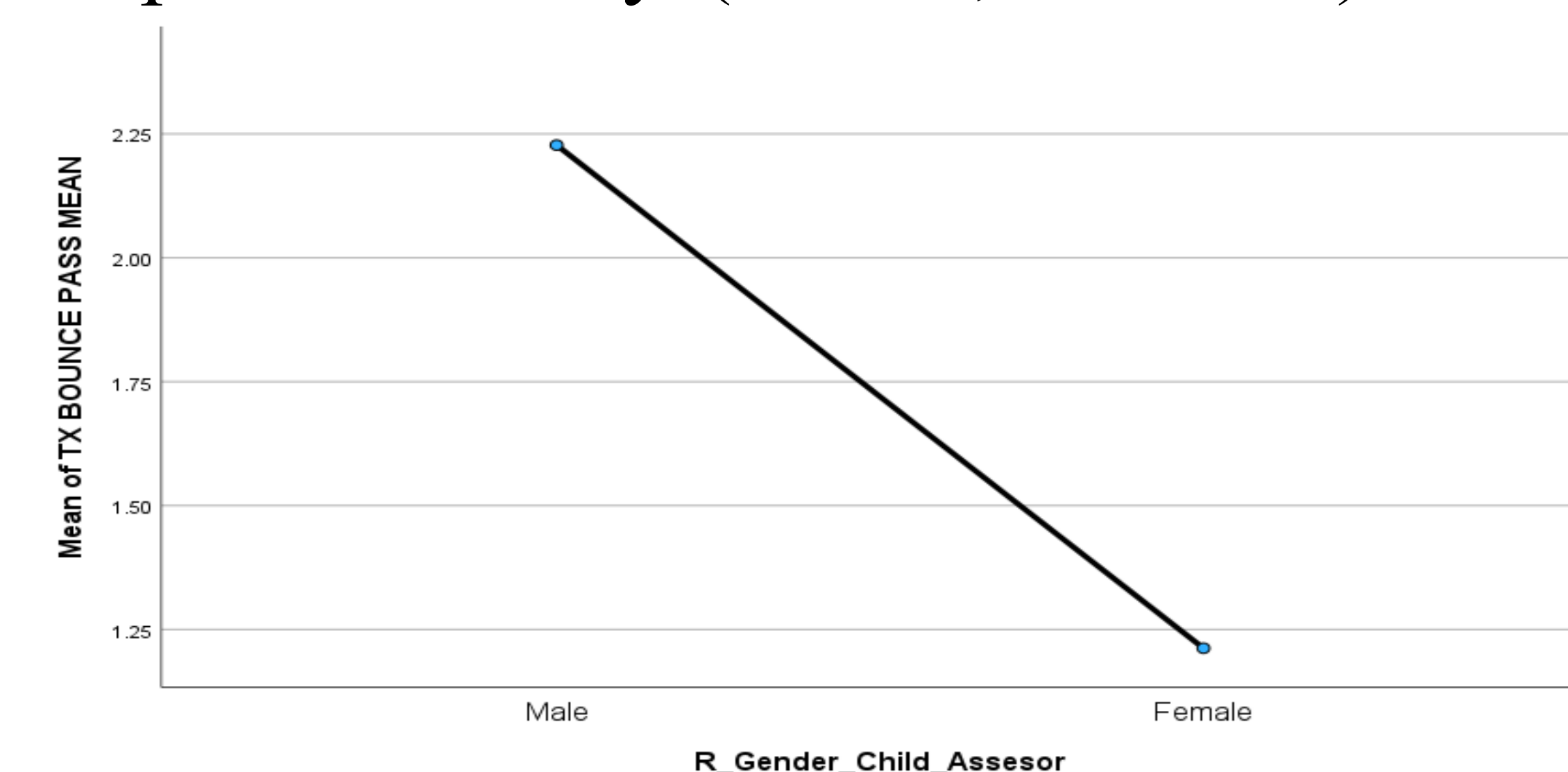
Results & Discussion

- Student baseline **self-esteem** was significantly correlated with their baseline **perception of success** (r=.60, p<.01), additionally children were grouped by learning level with children in the highest learning level reporting the greatest baseline self-esteem scores (r=.42, p<.05).
- However, it is noteworthy that children overall reported elevated levels of **self-esteem** exceeding the clinical cut off (M= 32.3; SD=4.6). At the **multivariate level of analysis** there were nonsignificant gender differences with respect to baseline **self-esteem and perceptions of success** [t(2,24)=.41, ns]

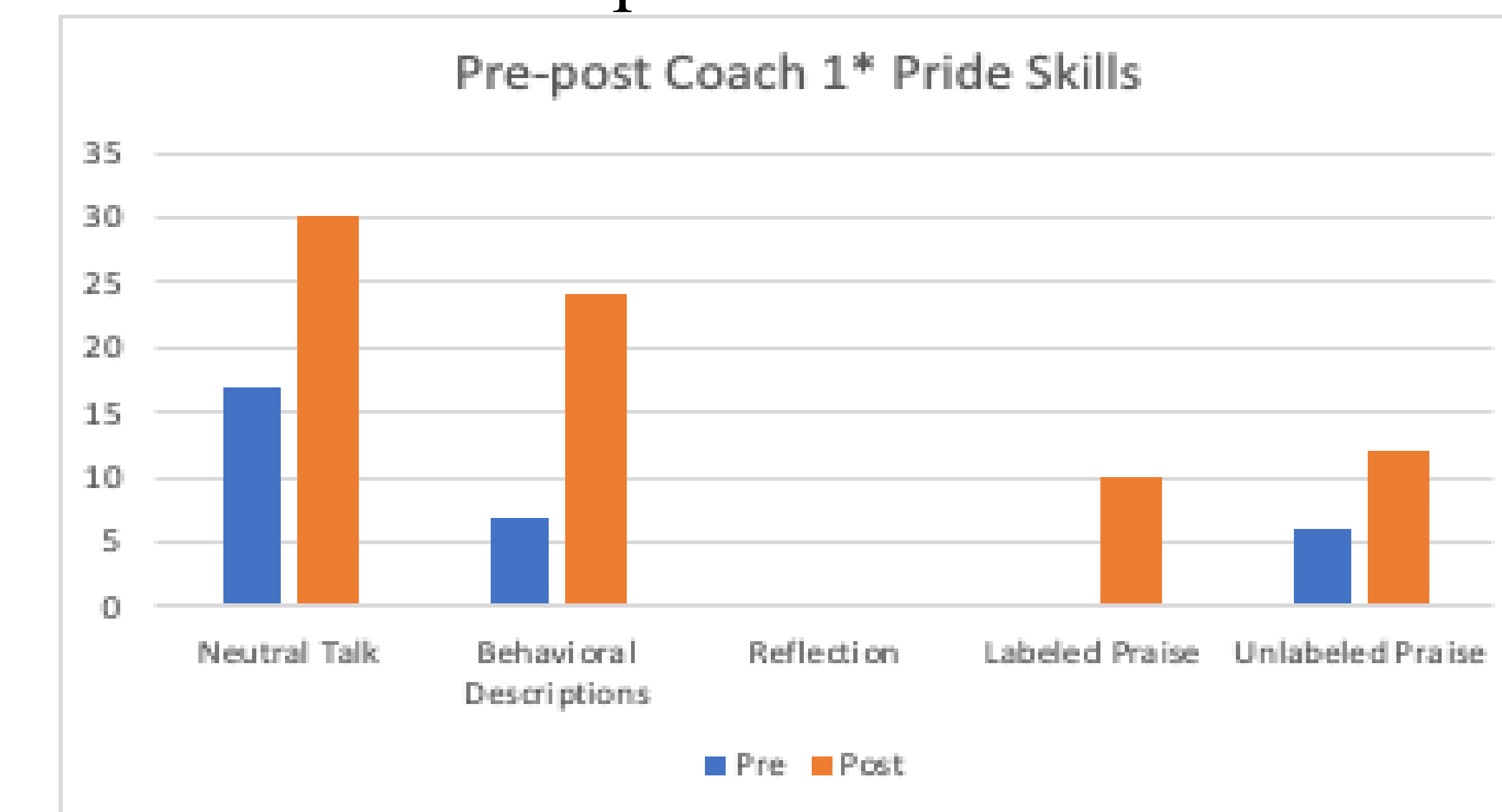
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- The same was true of perceived success with respect to task performance (M=26.7; SD=2.7) and ego strength (M=21.7; SD=5.0).
- A series of pairwise T-tests comparing baseline to treatment scores on fundamental basketball skills (i.e, dribbling, passing, shooting, defense) revealed significant improvement in defensive skills [t(21)=2.152, p<.05] from baseline (M=5; SD=2.4) to intervention (M=6.1; SD=2.1).
- One-way ANOVAs for the mean basketball skills revealed a marginal trend of gender differences in bounce passes [t(1,22)=3.43, p=.08] in which girls (M=1.2; SD=2.2) outperformed boys(M=2.2; SD=1.37).



- Coaches made significant gain in pride skills from baseline to post treatment.



* similar pattern for coach 2

Conclusion

- The findings from the current pilot study support the racial socialization literature regarding the power of afro-centric community based initiatives at bolstering self esteem an positive self appraisal of basketball performance among AA youth
- And the powering of TCIT to promote gains in basketball performance.