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Introduction

The purpose of this mixed methods study was to investigate students' perceptions of their personal and social responsibility skills during and following an eight-week physical activity (PA) afterschool program (ASP) focused on social-emotional learning (SEL) competencies. Specifically, student knowledge of SEL competencies and general PA attitudes were evaluated in a pre- and post-program design. Session specific focus groups after each session were also collected. Elementary students (N=134; M_{age}=9.87) from five elementary school programs participated in the study. Quantitative results showed that significant increases in students perceived personal and social responsibility skills increased. In addition, positive attitudes toward PA increased while negative attitudes decreased across the program. Qualitative findings revealed four general themes: (a) knowledge of skills preluded application; (b) self-consciousness of competencies increased; (c) COVID restrictions resulted in surface-level communication/relationships; and (d) peer relationships lacked depth. Student progress in their awareness and knowledge of SEL skills increased in the program. Additionally, evidence to slight decrease in survey responses is reflective of a phenomenon in that students have an inflated sense of SEL competencies at first, but following training they have a more honest and knowledgeable reflection of them. Awareness of SEL skills and abilities would found to happen before action in the authentic setting. It appears that frameworks like the Teaching Personal and Social Responsibility (TPSR) model can be effective in structure afterschool programs to improve awareness in short-term programming.

After-school programs (ASPs) are an outlet that provides an enjoyable, structured, and supervised space for children. The hours immediately following school are critical as unsupervised children are at risk for engaging in irresponsible behaviors (i.e., drinking, smoking, bullying, etc.) resulting in negative academic and social-emotional outcomes (Weisman & Gottfredson, 2001). Research has shown this time may support identity beliefs and moral development beyond the formal school day hours; decades of practice and research have been centered on social and emotional learning (SEL) skills through out-of-school time youth development with schools, community leaders, politicians, and other key stakeholders more recently seeing and endorsing its value (Devaney & Moroney, 2018).

Our manuscript is centered on an SEL-based ASP approach that utilizes physical activity (PA) as a vehicle to teach and practice SEL competencies (Wright & Richards, 2020). Researchers and practitioners have identified opportunities for SEL to be integrated into PA-ASPs (often referred to as sport-based youth development; Whitley et al., 2019) as many activities require students to build and maintain relationships and take ownership in their work. Additionally, learning activities are often goal-oriented and immersed in decision-making, making them effective avenues for practicing problem-solving, exhibiting self-discipline, and other SEL skills (Olive et al., 2020). Unique to this investigation is the general use of PA and movement to prompt SEL competencies, not tied to any particular sporting domain or league.

Social-Emotional Learning Competencies

Developing SEL includes teaching and providing youth the knowledge and skills necessary to demonstrate a range of personal and social responsibility skills (CASEL, 2018). There are many SEL frameworks available to serve as guides (Stavsky, 2015), but we elected to utilize the CASEL framework as the five core competencies that encompass the cognitive, behavioral, and emotional domains were embraced by key stakeholders. The core competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Skills include understanding emotions, goal setting, self-motivation, managing stress, clear communication, conflict resolution, avoiding peer pressure, and being considerate of others (CASEL, 2018). Students can learn and retain these skills though observing applicable models (i.e., teachers, peers, parents), repeated practice, and receiving specific corrective feedback (Ciotto & Gagnon, 2018). SEL promotes connections between students and the implementation of SEL in school environments has been found to support academic success, health and well-being, and the reduction of negative behaviors (Gordon et al., 2016; Durlak et al., 2011).

During the COVID-19 pandemic restrictions, children had a drastically different experience compared to typical youth interactions, which led to a range of stressors and emotions (Idoiga et al., 2020). Students were forced into isolation and removed from their peers for an extended time. This led to limited experiences interacting with other students, and it induced situations in which students had to learn how to cope and understand their emotions. It would be negligible to conduct programming and/or research related to SEL in ASPs without considering and addressing the impacts that the pandemic had and continue to have on youth and their SEL competencies around the world since its recognition in 2020 (Liberty, 2022). Importantly, SEL programs may be a mechanism that expose students to social and emotional skills/experiences that were lost during a crucial developmental stage (Idoiga et al., 2020).Thus, SEL-related ASPs have been targeted in part to reduce academic foci and increase student enjoyment and commitment to extracurricular activities, which increases overall engagement (Shernoff & Vandell, 2007; Gordon et al., 2016). Without an academic agenda, ASPs can focus on integrating SEL program goals (White et al., 2022) and focus more on building and maintaining relationships (i.e., teacher-student, peer-peer) (Hurd & Deutsch, 2017; Shiver & Jacobs, 2020).

Using PA to teach SEL skills is not an innovative practice. Research has frequently reported positive outcomes in using models such as the teaching personal and social responsibility (TPSR; Hellison, 2011) model to develop SEL skills in PA settings during the school day, for example during physical education (Olive et al., 2020). However, more work is needed to address the impact of using the TPSR model to develop SEL skills in PA-ASPs (Hellison, 2011; Ivy et al., 2018; Olive et al., 2020). A call has been made for centering programs and programmatic research around SEL with a specific focus on structure, scope, and sequence, and an approach toward achieving a common goal (Roth & Brooks-Gunn, 2016). The present study utilized the TPSR model within a PA-ASP to engage youth and supplement their SEL competencies post COVID-19 isolation. The pandemic played a key role as it was identified as a major

factor in student SEL and overall development by the community at the center of our work, which was exclusively in rural neighborhoods and over 50 percent Title 1 recognized schools.

The Teaching Personal and Social Responsibility

TPSR is a best-practice pedagogical model that uses PA as a means to teach personal and social skills (Hellison, 2011). This evidence-based approach incorporates and promotes SEL by shifting the emphasis away from learning a physical skill (i.e., kicking a soccer ball) and focuses more on developing personal and social skills (i.e., cooperation with others; Gordon et al., 2016). Each TPSR-based lesson follows a general structure (see Table 1). A session begins with *relational time*, an informal, semi-structured segment in which students have opportunities to develop positive relationships with one another and the teacher. Relational time is followed by an *awareness talk* where the lead teacher gathers students to discuss the TPSR/SEL focus of the lesson (e.g., understanding and expressing emotions). Next, students engage in *physical activity time* that is intentionally designed to provide opportunities to practice the TPSR/SEL goal of the lesson. After the activity, there is a *group meeting*, in which students consider how the group performed relative to the TPSR focus of the day and discuss transfer. Finally, each session ends with *reflection time* where students consider their own attitudes and behaviors as individuals and how they may improve or maintain the goal moving forward. When TPSR is successfully implemented, students report enjoyment and begin to understand and demonstrate personal and social responsibility goals (Simonton & Shiver, 2021).

Table 1. The TPSR Goals and Description

Goal	Description
Respect	Youth are in control of their behavior so to create a safelearning environment for everyone.
Participation and Effort	Participation is the willingness to engage in the lesson. Effort is a desire to overcome self-defeating attitudes orbehaviors.
Self-Direction	Youth learn to take more responsibility for their own needsand work without direct supervision.
Caring for Others	Youth demonstrate concern, support, and willingness to helpothers when needed.
Transfer	Demonstrating each of the pervious goals in a setting outsideof the program (i.e., school, home, or community).

Note. Goals adapted from Hellison (2011).

Purpose

The purpose of this mixed methods study was to investigate students' perceptions of their personal and social responsibility skills during and following an eight-week PA-ASP focused on SEL competencies. Specifically, student knowledge of SEL competencies and general PA attitudes were evaluated in a pre- and post-program design. In addition, a qualitative approach was utilized to focus on SEL competence descriptions and perceived student life experiences following severe COVID-19 restrictions at school and home.

Methods

Following Institutional Review Board approval, a partnership was formed between a university and a public school district in the mountain west region of the United States. In total, four elementary schools and their affiliated PE teachers volunteered to host an ASP. The school district was rural (communities of less than 75,000 people), and

two of the four schools qualified as Title I (at least 40 percent of student families met low socioeconomic status). A total of eight sessions were offered to students, once a week for eight weeks, for approximately fifty to sixty minutes. Participants and Setting Elementary students (N=134; 52 percent Male, 48 percent Female; M_{age}=9.87) participated in the rural after-school program. The groups consisted of third (18 percent), fourth (52 percent), and fifth (30 percent) graders. The ASP was open to all students in this age range regardless of ability or status. Participants reported as 45 percent White/Caucasian; 20 percent Hispanic/Latinx; 8 percent as multiracial; 6% percent as Black/African American; and approximately 2 percent as Native American/Pacific Islander, Asian/Asian American, and other, respectively (15 percent did not report).

Healthy Pokes Program and Curriculum

The ASP, Healthy Pokes, is a multidimensional university-school district partnership that focuses on in-service and pre-service physical education teachers delivering evidence-based PA curriculum rooted in SEL competencies (as defined by the CASEL framework). Physical educators led the program based on interest in engaging their students in SEL development, availability after school due to a recent school district halt on elementary sports, as well as ability to maintain a safe PA setting and follow appropriate pedagogy in introducing movement activities—allowing the training and program to center on SEL and TPSR. Researchers designed and teachers administered eight total sessions, which were offered once a week after school. Each session followed the TPSR recommended lesson sequence (Hellison, 2011). Relational time approaches included circle talks and "walk and talks" with informal conversation based on a topic provided by the Healthy Pokes leader at that school (e.g., if you were an animal, what would you be and why?). The awareness talk followed, where students met as a group to be introduced to and discuss the SEL competency. Students would then engage in the SEL-embedded physical activities during which the teachers provided instructions progressively and utilized a series of task extensions and feedback statements to expand student SEL practice and PA time. During the group meeting, teachers would use guiding questions to talk about the SEL competency foci and how it might transfer outside of Healthy Pokes (i.e., at home, in classrooms). Self-reflection time was dedicated to students assessing their personal performance; they drew a picture to describe the SEL competency from their own perspectives and how they could use it in the future. This program centered SEL throughout all sessions; PA was a secondary component of the lessons. The physical educators were instructed to provide feedback and discussions focused on SEL as opposed to development of PA skills or tactics, making this program different from many others that center sport development alongside personal and social responsibility.

Measures

Students completed a short survey that included some basic demographic information including their age, grade level, gender, race, and ID number. All information was voluntary. In addition, previously validated tools for measuring youth perceptions of their personal, social, and relationship skills and their attitudes toward PA were utilized.

Personal and Social Responsibility Skills

The Personal and Social Responsibility Questionnaire (PSRQ; Li et al., 2008) was used to capture student perceived personal and responsibility competencies. The PSRQ is a previously validated tool that includes fourteen total items with seven representing personal responsibility and seven for social responsibility. Students were prompted by the following: "Sometimes we behave good and sometimes not so good. That's okay! Please try and answer these questions below as honest as possible about how you normally behave at school." Personal responsibility items include, "I respect others" and "I encourage others." Social responsibility items include, "I try hard even if I don't like the activity" and "I give good effort." All items were measured on a Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Relationship Skills

The relationship goals subscale from the Social-Goal Scale (Guan et al., 2006) was used to evaluate students' perceived relationship skills. The scale consisted of six items and was prompted with, "When I think about myself." Item examples included "I'd like to get to know my school friends really well" and "I'd like to get along with my other students." All items were measured on a Likert scale ranging from 1 (not true at all) to 7 (very true). Previous research has shown this scale to be reliable with upper-elementary students (Simonton & Shiver, 2021).

Physical Activity Attitudes

The Youth Physical Activity Attitude Scale (Simonton et al., 2021) was used to measure students' general positive and negative attitudes toward PA outside of school. There were twelve total items, six that measured positive attitudes and six for negative attitudes. Students were prompted by, "For the items below, there is no right answer, please read each and rank each item that best describes you. Physical activity means activities you do outside of school like ride your bike, play sports, play with friends outside, or even doing chores." An example positive item was "Physical activity is important to me," and a negative item was "I think physical activity is pretty boring." Each item was ranked on a Likert scale from 1 (disagree a lot) to 5 (agree a lot).

Focus Group Discussions

Students were prompted to share during the group meeting time at the end of each session (N=32; n=8 per school) regarding their knowledge and awareness of each SEL competency targeted that day. Questions were developed to understand whether students could identify if and when they should apply the SEL skill, with a particular focus on transfer of the skill outside the program. For example, in a session focused on working cooperatively, students were prompted by, "What are some cooperative strategies you used [in today's activity]? What was each player's responsibility?" Transfer items included, "When might you need to share responsibility and work cooperatively at home, in school? How can you assist others when you're at school to work cooperatively?"

Data Analysis

As recommended by Creswell and Plano Clark (2018), researchers utilized a mixed methods approach allowing for comparing complementary data that shared different viewpoints regarding overarching topics.

For quantitative analysis, descriptive statistics, reliability scores, and composite means scores were evaluated. To handle missing survey data (20 percent) multiple imputation techniques were used (Graham & Hoffer, 2000). Imputation included checking for missing at random data, once confirmed, multiple iterations of missing values were replaced to create a complete data set. Following no identified outliers and appropriate reliability scores ($\alpha > .70$), bivariate correlations were then calculated. Next, targeted repeated measures multivariate analysis of covariance (RM-MANCOVA) was used to explore potential changes over time and differences among students' gender (Tabachnick & Fidell, 2014). The school site and grade level were maintained as covariates due to potential differences. Any significant changes over time or by gender were followed up using Sidak post hoc univariate tests to identify where differences might be occurring. This test is recommended with small and uneven sample sizes (Tabachnick & Fidell, 2014). Adjusted means scores and plots were used to probe potential interactive effects and partial eta squared (ηp^2) was used to determine effect size.

For the qualitative data, all recordings were transcribed verbatim. Two members of the research team followed Richards and Hemphill's (2018) guidelines for data analysis. The two members utilized open coding of separate transcriptions with regular meetings and journaling to share common codes. This led to axial coding and the development of categories, culminating in the creation of an initial codebook. The codebook was then applied to the remainder of the data, with ongoing meetings to discuss any outliers and make modifications to the codebook if needed until consistency was maintained. The result was a final codebook, defining the themes related to perceptions of the SEL competencies targeted with all associated data points clearly provided.

Trustworthiness was established through triangulation, peer debriefing, negative case analysis, and audit trail (Lincoln and Guba, 1985). Triangulation of data was completed through coding interviews and interpreting self-reflection sheets. A third member of the team served as peer debriefer, consistently reviewing the codebook and discussing the analysis process. Negative cases were identified, and coded, and consistent journaling and clear and detailed maintenance of all documents provided a clear audit trail as confirmed by the peer debriefer.

Results

Quantitative results including the descriptive statistics, mean scores, reliability scores, and correlations can be found in Table 2. The RM-MANCOVA revealed an overall effect for time within subjects (Wilk's $\Lambda = .717$, $F(5, 114) = 8.993$, $p < .001$, $\eta p^2 = .28$). In addition, between subject effects were identified by gender (Wilk's $\Lambda = .840$, $F(5, 114) = 4.343$, $p = .001$, $\eta p^2 = .16$). Post hoc analysis for main effects (utilizing the Greenhouse-Geisser correction score) revealed that significant changes occurred in social responsibility ($F = 6.893$, $p < .01$), personal responsibility ($F = 2.712$, $p < .01$), positive PA attitudes ($F = 2.075$, $p < .01$), and negative PA attitudes ($F = 14.285$, $p < .01$). Relationship skills nearly showed a significant interaction as well ($p = .053$). Evaluating mean scores showed that social responsibility, personal responsibility skills, and positive PA attitudes decreased slightly. Also, negative PA attitudes were reduced.

Table 2. Means and Standard Deviations by Time Point, Gender, and Grade Level.

	Overall	Male	Female	Third	Fourth	Fifth
T1 SR	5.13 (0.65)	4.94 (0.71)	5.36 (0.47)	5.46 (0.56)	5.11 (0.62)	4.98 (0.69)
T2 SR	4.90 (0.79)	4.85 (0.85)	4.99 (0.70)	4.92 (0.84)	4.96 (0.78)	4.78 (0.79)
T1 PR	5.16 (0.56)	5.15 (0.58)	5.18 (0.54)	5.24 (0.62)	5.18 (0.53)	5.10 (0.60)
T2 PR	4.99 (0.70)	4.98 (0.84)	5.00 (0.67)	4.80 (0.71)	5.01 (0.73)	5.05 (0.66)
T1 REL	6.10 (0.79)	5.99 (0.85)	6.23 (0.68)	6.51 (0.53)	6.05 (0.74)	5.99 (0.91)
T2 REL	6.13 (0.67)	6.11 (0.67)	6.17 (0.57)	6.12 (0.56)	6.18 (0.53)	6.06 (0.64)
T1 PAP	4.49 (0.54)	4.53 (0.55)	4.43 (0.53)	4.57 (0.52)	4.46 (0.57)	4.50 (0.51)
T2 PAP	4.33 (0.63)	4.36 (0.64)	4.27 (0.61)	4.25 (0.59)	4.31 (0.62)	4.38 (0.66)
T1 PAN	2.10 (1.14)	1.91 (1.05)	2.35 (1.22)	2.94 (1.31)	2.13 (1.19)	1.64 (0.61)
T2 PAN	1.75 (0.68)	1.67 (0.69)	1.84 (0.65)	1.67 (0.56)	1.83 (0.72)	1.64 (0.68)

Note. T1=Time 1 (pre); T2=Time 2 (post); SR=Social Responsibility; PR=Personal Responsibility; REL=Relationship Skills; PAP=Positive PA Attitudes; PAN=Negative PA Attitudes. Grade clusters are uneven and were considered a covariate as opposed to independent comparison variable. School location was not identified as a significant covariate, but grade level indicated that younger students reported higher perceived personal, social, and relationship responsibility scores than older students. Also, older students reported higher negative PA attitudes overall.

Qualitative analysis revealed four general themes: (a) knowledge of skills preluded application; (b) self-consciousness of competencies increased; (c) COVID restrictions resulted in surface-level communication/

relationships; and (d) peer relationships lacked depth. Pseudonyms were provided to all participants to maintain anonymity. In alignment with the first theme, students were eager to describe SEL competencies they had learned and were able to connect them to opportunities outside the program. For example, Dean reflected on sharing with his siblings, "If you have a tablet, [and] you have a brother or sister, say you get ten minutes, and they get ten minutes, and then keep taking turns." However, in practice, students noticed they were less effective, and that their peers were not always capable of offering quality communication, support, and awareness. One student, Megan, said, "I think that our group could've worked on communicating with each other a little bit better. Because we weren't really doing that, and I think if we did then we could've succeeded better."

In Theme 2, students were articulating several SEL competencies and even referencing skills they noticed from previous lessons being implemented later. They provided several examples in which the SEL skill could be easily identified in others or themselves; even if it was not being performed correctly, consciousness was increasing. For example, Aly stated,

> if you put yourself in their shoes, maybe you could think they were having a bad day so they just reacted out on you and then maybe you could go up to them and ask them, "How can I help you in this situation?"

For Theme 3, student connections to COVID restrictions were stark and students lamented several negative connections related to SEL as they reflected. Students felt they never really got to "be with" their friends, and they spoke to not having opportunities for private social relationships. For example, Billy said, "I would say that you can't really have private talk time, or you can't really talk to [friends] at all unless you're saying hi, because everyone else will like hear what you're saying." Several students also said that talking with their friends over telecommunications was "not really hanging out," and one student used the term "fake" to describe their experiences over video talks. The students were also comparing the Healthy Pokes program to how their time was dictated during the COVID-19 restrictions in their community. One student said, "I'm grateful that we all get to experience this together because I think it's really good to get to know each other because then it'll help you a lot in life."

Last, student relationships lacked depth. Subtle norms associated with effective SEL competencies, like conversational tone and reacting to nonverbal communication, were limited. The lack of student-to-student interactions and implications during the restrictions of COVID-19 were apparent as several students mentioned, "COVID was a hard time, and since it is like you couldn't be by friends or anything or you couldn't actually be at school. And you didn't get like good learning 'cause it was different on the computer." This was a critical time in these students' development, in which a year (or longer) of limited social interactions seemed to have detrimental effects on their social skills and personal feelings when interacting with others. For example, Michelle mentioned:

> It was different because we had to go on the computer, and also we had to stay at home all day. And it was all kind of boring because I couldn't meet up with my friends . . . you weren't able to like just talk or meet up with your friends.

Discussion

The purpose of this study was to investigate students' perceptions of their personal and social responsibility skills during and following an eight-week SEL/PA program focused on SEL competencies. Students showed progression in identifying personal and social abilities and ways to apply them. As noted in previous research, the slight declines in quantitatively analyzed perceptions of personal and social responsibilities is likely a result of a deeper conscious awareness of one's abilities following physically active SEL training (Cryan & Martinek, 2017). In other words, greater awareness prompted truer survey reports as students made realizations about their personal and social skills. In addition, one positive result showed an overall reduction in negative attitudes toward general PA. The potential connection in making better personal responsibility decisions for one's health may represent an interconnection that exists between SEL and PA behavior (Manzano-Sanchez, 2022).

Evidence suggests the TPSR-based program supplemented the surface-level understanding, knowledge, and consciousness of the SEL competencies and personal behaviors of the participants. However, they still struggled to

identify and utilize skills in activities. For example, students reported displeasure with other students breaking the rules, yet they would quickly resort to frustration and maladaptive behaviors like arguing with others or quitting the game. These behaviors align closely with contemporary issues reported in perceived delays in maturity, peer interactions, and student perseverance, often reported as a result of COVID-19 restrictions (NCES, 2022). Students could reflect that their behaviors were not going to help solve the problem, which indicated awareness despite the lack of appropriate responses. It is common that cognitive understanding of SEL competencies occur prior to action as part of the learning process (Jacobs & Wright, 2018). In addition, participants at this developmental stage were more proficient in identifying when others' personal, social, and emotional skills were less than ideal, but struggled to identify this in themselves. Programs targeting this age group need to consider the tasks to progressively improve self-awareness; physically active scenarios allow for associated topics to arise naturally as well as explicitly. Further, providing opportunities to discuss SEL concepts and strategies during ASP time may be beneficial to overall outcomes as students have an opportunity to consider their performance, the performance of others, and how they may alter that performance in the future. Practitioners should consider using the TPSR structure as it has clearly structured time for self-reflection and group discussions.

The findings related to students acknowledging the transfer of SEL skills (such as providing examples of SEL use at home by sharing with siblings) were critical as they align with the ultimate goal of the TPSR model (Hellison, 2011). Currently, there is limited research support regarding avenues and outcomes for SEL use outside of school settings (Gordon & Doyle, 2015). Further work should consider engagement of school partners, caregivers (e.g. parents/guardians), and community leaders to provide consistent messaging and SEL application (Jacobs et al., 2017).

This study also measured attitudes toward PA. Although no differences in positive attitudes were found, a significant decrease in negative attitudes was identified. This aligns with previous research in that positive and negative PA attitudes are clearly delineated and can be influenced independently (Simonton et al., 2021). There was a dramatic decrease in the standard deviation showing that the spectrum of negative beliefs was reduced overall. When considering the context of the ASP and the other data reported, it appears that having a safe and positive experience for youth not only creates SEL awareness but is linked to positive-activity attitudes (Manzano-Sanchez, 2022). Previous research with elementary students shows that students' views about their personal and social responsibility are correlated with their PE and PA behaviors (Manzano-Sanchez, 2022; Simonton & Shiver, 2021). Thus, promoting responsibility and positive experiences in the ASP could enhance an adaptive psychological profile for students, which leads to healthy behaviors and actions.

Participants reported the artificial relationship skills that developed during the height of the COVID-19 restrictions negatively impacted how students made and sustained friendships. Through the in-person program, participants identified previously unknown norms regarding their personal awareness and relationship skills. Researchers concluded that these youth participants did not experience enough unstructured interactions to gain experiential skills like ignoring irritating behaviors, persisting during difficulties, and overcoming frustration. The ASP was successful in creating tasks that elicited these experiences in authentic ways, though many students were still unequipped to reach adaptive outcomes. The program was successful in providing a supportive environment with trained instructors to highlight SEL behaviors and awareness to provide students feedback on their competencies. Further, the program leaders were physical educators that already had relationships with the students and expertise in facilitating movement-based activities; this may have enhanced student engagement. Given the impact of COVID-19 on student development, more targeted programs should be utilized to enhance PA benefits and offer a low-stakes and positive experience in gaining SEL skills.

Limitations

The current program only included eight total sessions, which likely mitigated the impact. Although there was good participant adherence, many participants missed at least one session, which could have impacted exposure to topics and learning. The population of this study was from one rural region of the United States, predominately White/Caucasian and in fourth grade, which limits its generalizability and the grade-level differences explored in this study. Although the teachers attended the same training and offered the same preplanned curriculum, there are limitations in evaluating the consistency of implementation across four schools.

Conclusion

In summary, the Healthy Pokes program seemed to provide a positive outlet for enhancing student personal/social interactions and PA time. Students were given intentional opportunities to reflect on how they felt, how others made them feel, and how their actions and behaviors could impact those around them. As mentioned by Wickramarathne et al. (2020), holistic health includes both the physical as well as the mental, social, and emotional aspects. The results of this study provide important student perspectives that can be considered when designing future SEL and PA related interventions and future programming needs; the TPSR model can serve as a concrete guide for practitioners. Future research should consider longer duration testing of the SEL-TSPR interventions in after-school PA programs beyond the eight weeks targeted for this study. In addition, gaining more depth and insight from a larger number of students and from more culturally diverse settings would help expand this area of research and student support. Given the societal shifts of the last decade, it also seems particularly important that ASPs continue to societal shifts of the last decade, it also seems particularly important that ASPs continue to include SEL topics and training for their leaders and supporters as this will inevitably be something that youth need ongoing support and guidance with to be productive members of their community.

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