

THE SOCIAL EMOTIONAL LEARNING ACHIEVED BY

extreme kids
& crew



A SPACE TO BE



2021
2022
SEL REPORT

Extreme Kids & Crew seeks to show people that disability is not to be feared, pitied, nor mindlessly exalted but understood to be an inherent part of life.

We achieve this by establishing and maintaining creative community centers for the disability community.

WHAT WE DO

Extreme Kids & Crew (EKC) is a welcoming space where young neurodiverse people, friends, and families socialize, create, and play. We strive to become the New York City community hub for young neurodiverse people, young people with disabilities, and their crews by expanding equitable opportunities regardless of disability, race, ethnicity, income inequality, or gender identity.

In a city with limited, affordable disability-centered programs and few opportunities for families of children with disabilities to connect with other families, EKC fills a very particular need. EKC does not require proof of diagnoses, dues/fees, or long-term commitments. Instead, its programs are free and open to all. Families are valued, and their enjoyment is paramount.

EKC programs, in-person or online, are based wholly on the input and feedback of participating children, teens, and their families. Music, art, and play are integral to building connections and providing channels for self-expression, creativity, and fun experiences for the whole family.

OUT-OF-SCHOOL-TIME PROGRAM

In the 2021-22 school year, amidst COVID restrictions, EKC re-launched its in-person after-school program and welcomed **eleven participants, ages seven to eleven.**⁽¹⁾ Operating at PS 15 in Red Hook, Brooklyn, the After-School program offered arts and play for children with Individualized Education Plans (IEPs) based on play and social-emotional learning. The program met Monday to Thursday directly after school until 5 pm in our classroom and sensory gym.

Here we created a community of:

CREATORS

BUILDERS

TAGGERS

IMAGINATION
EXPERTS

AMAZING
FRIENDS



⁽¹⁾ We also continued online, afternoon Clubs programming. Clubs outcomes are assessed using our Theory of Change protocol and [featured in our 2021 annual report](#). Beginning in the fall of 2022, we will additionally assess the Social-Emotional Learning outcomes of children engaged in our Clubs.

RETURN TO IN-PERSON LEARNING

Following two years of remote sessions, our return to in-person learning adhered to current COVID policies limiting room availability, staffing, and the number of participants. Given these conditions, we maximized the number of youth we could admit. Our staff, students, and parents could hardly wait for an exciting year with a robust curriculum.

Children struggled with trauma from the pandemic, including isolation, family illness and death, lack of social and special education services, and restrained peer-to-peer interaction. Some children were dysregulated and often seemed to be in a fight-or-flight response. For many, the in-person school day was new and long. Our staff were challenged to get students “caught up” while providing the calm, warm, loving environment where they could bond with each other and the adults in the room.

To best support our youth, we pivoted and used the DIRFloortime® (Floortime) curriculum to build strong relationships with each child through their interests and play. Midway through the year, we were able to return to the curriculum as initially intended and saw exceptional social emotional learning and growth in our participants.

Programmatic Highlights:

- Monthly themes based on participant interest sparked conversation and fun as we worked on social-emotional skills.
- Teaching artists from The Brooklyn Conservatory of Music got us moving, playing instruments, and singing.
- Teaching artists from Kentler International Drawing Space got us creating and sharing our art.
- Snack time conversations stimulated exploration of questions of the day that related to us and our world.
- Classroom activities took us from the streets of Tokyo for matchbox car races to outer space with cardboard spaceships and mission control units.



By the final pizza party, a community had formed that enabled the kids to be themselves and navigate the very conflicts that caused such dysregulation the months before. Despite challenges, we had a ton of fun and learned a lot about ourselves, our emotions, and connecting along the way.

We are very proud of the kids this year and how far they have come.

THE DIFFERENCE WE MAKE



RESULTS, 2021-22

- **WHO:** 8 students assessed pre and post, ages 7 -11
- **OUTCOMES:** SEL competencies increased 11 percent
- **SO WHAT:** Youth with stronger SEL are more likely to gain academic and career success, foster positive relationships, and attain better physical and mental health, leading to more meaningful contributions to society.⁽¹⁾

HOW WE MEASURE SEL

Social-Emotional Learning (SEL) refers to the intentional development of attitudes, behaviors and skills that are fundamental for academic success and well-being in life.

For the past two years, we have worked closely with SEED Impact to assess the impact of our Out-of-School-Time program, and reveal hard-to-measure outcomes. Our focus has been on Social and Emotional Learning (SEL) and how our youth represent themselves in their world.

We welcome introductions to foundations and other investors that value rigorous evaluation and accountability.

We measure and nudge growth across three domains to support whole-child development:

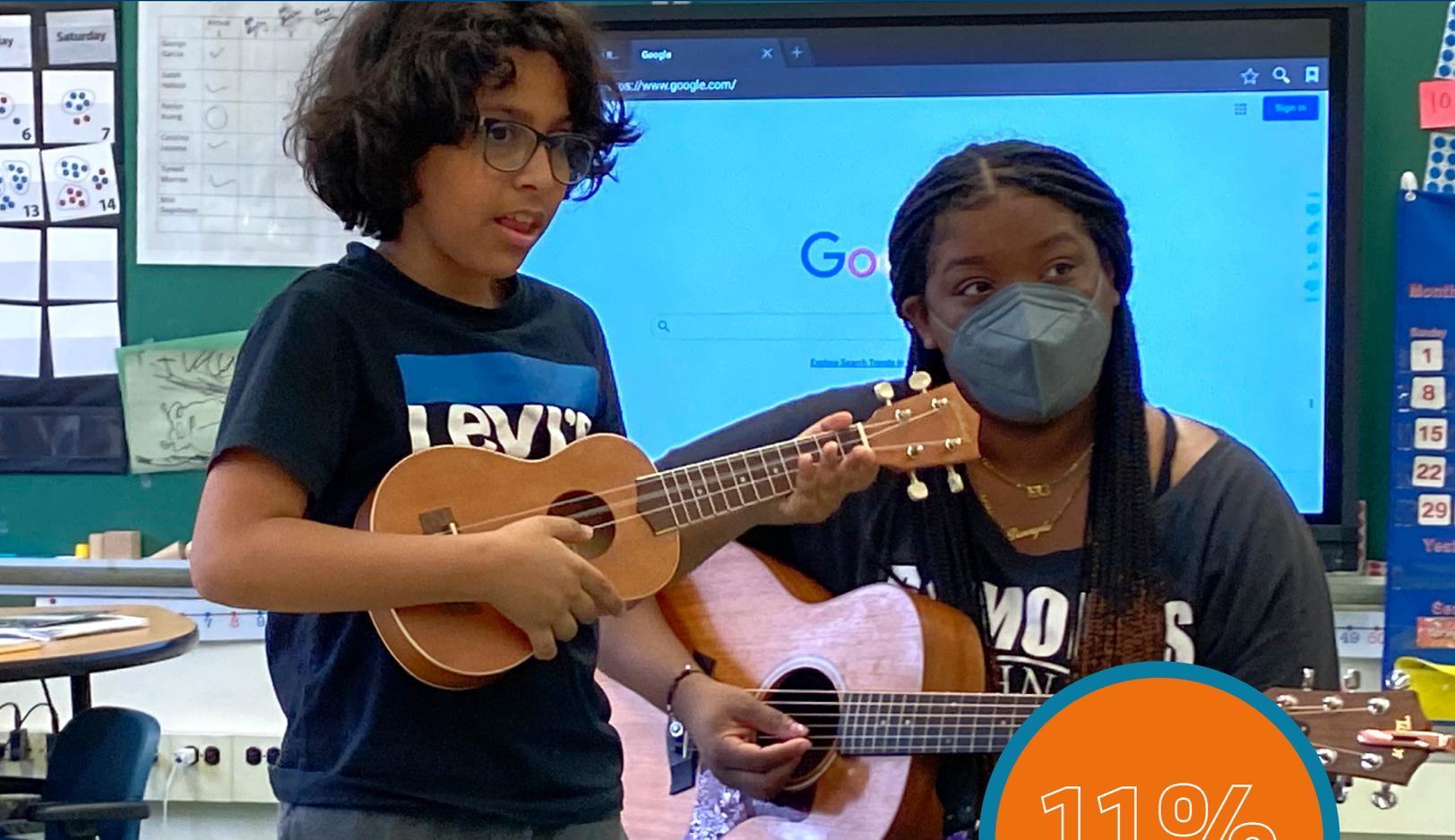
1. **BEING** (comfort with self),
2. **DOING** (aptitude with new skills), and
3. **RELATING** (interpersonal relationships).

Four levels of mastery were tracked “pre” and “post” (late November 2021 and June 2022) to capture SEL values ranging from 1.0 to 4.0:

1	2	3	4
Child not there yet	Child does this with encouragement	Child does this on their own	Child is being a role model for others on this

⁽¹⁾ Council of Distinguished Scientists National Commission on Social, Emotional and Academic Development. The Aspen Institute, September 2017.

GROWTH IN SEL COMPETENCIES

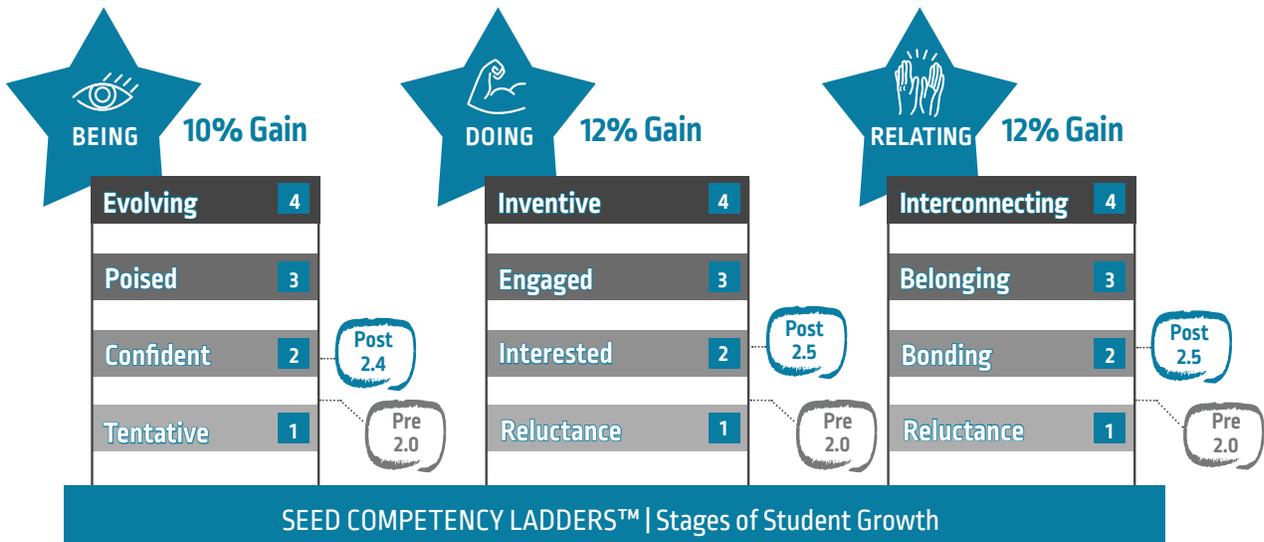


11%
SEL GAIN

Across all three domains the total average SEL gain was 11 percent.

Participants began the year just barely confident, interested, and bonding.

We were extremely pleased to see youth achieve such significant gains in their being, doing and relating competencies as the school year progressed.

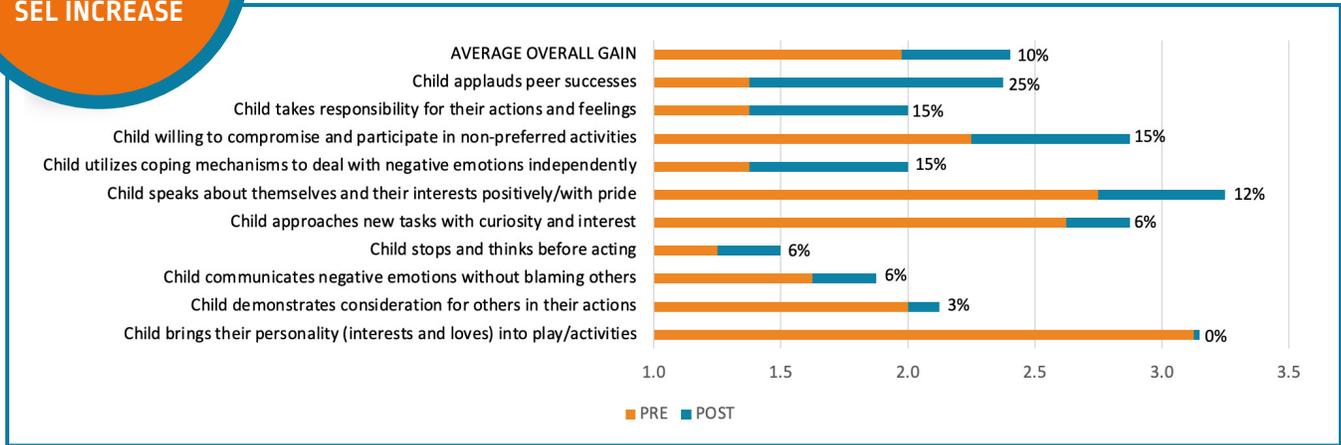


*Note: Names throughout this report are fictitious to protect student anonymity.

DETAILED FINDINGS: GAINS IN THE 30 SEL PRACTICES

10%
SEL INCREASE

BEING



Most notable gains:

- Applauds peer successes: **+25%**
- Takes responsibility for actions and feelings: **+15%**
- Compromises and participates in non-preferred activities: **+15%**
- Uses coping mechanisms to deal with negative emotions: **+15%**

“

Hamid is a very sweet kid. He loves coming to Extreme Kids, and he loves making art. He is always interested in new activities. He has strong interests and is quick to talk about them at length, even if they aren't the 'cool' topic. He is quick to ask for help or show his work to staff and feels comfortable around EKC adults in the room.

—EKC Teacher

“

Extreme Kids has been a wonderful addition to my life and Jacob's. I appreciate that you all let his personality shine in your programs. He loves to go to the after-school program and always talks about it with me and other family members. The program has helped grow his independence and confidence in school and home. Before, Jacob would have serious tantrums and shut down easily; however, over the school year, he learned how to talk through his emotions and feelings. He also willingly helps me with house chores, which he did before, but always complained about it. Now, he asks me if he can help out, which has been great for our relationship.

—Parent

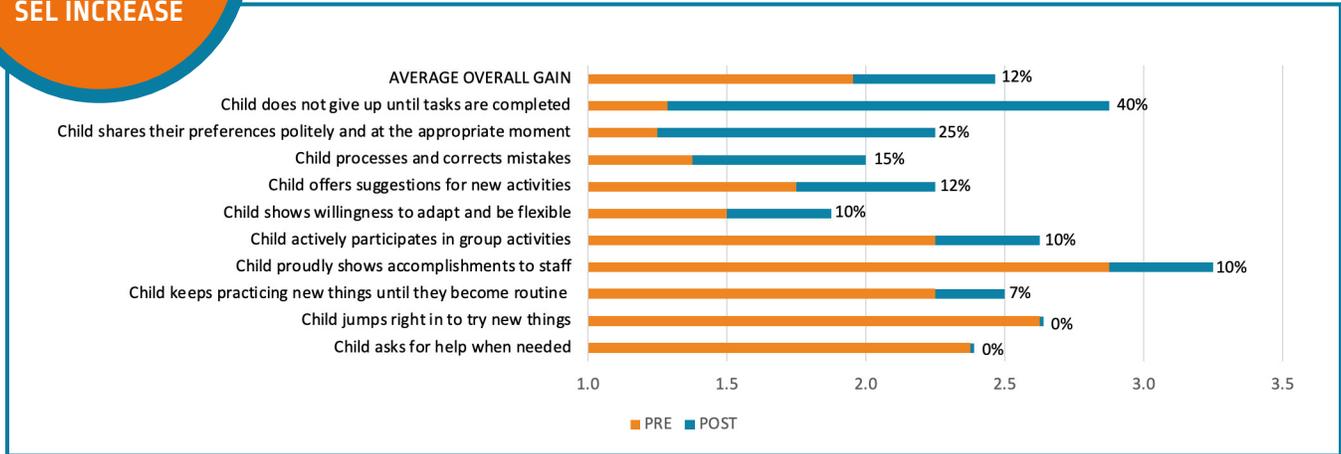
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*Throughout the year, the other kids in the program have at times made an effort to reach out and include **Pearson**, to which he responds positively. He has improved in asking for help, showing accomplishments, and participating more. He has strongly bonded with staff and is a sweetie when he feels like it. He is also excellent at communicating, though non-talking, and knowing his signs has helped a lot as the year has progressed.*

—EKC Teacher

12%
SEL INCREASE

DOING



Most notable gains:

- Doesn't give up until tasks are completed: **+40%**
- Shares preferences politely and at the appropriate time: **+25%**
- Processes and corrects mistakes: **+15%**

“

Marco is the first to start many group games in the sensory gym. When others start games he likes, he is quick to join in. He isn't big on asking for help; however, he recently made a big stride in this by asking a staff member to help him so he could use the school bathroom, which is a big fear of his. This was a huge accomplishment!

—EKC Teacher

“

Luis loves the program and the gym. He talked a lot about the after-school program throughout the year with me, and I can tell that this program is really important to him. He struggles with a lot of emotions and what he is thinking, and to see him talk about something he loves so passionately was great because sometimes he can be very shy and won't mention many things he enjoys with me. He tells me that your program allows him to play with different toys and do different activities that his regular classes don't always do.

—Parent

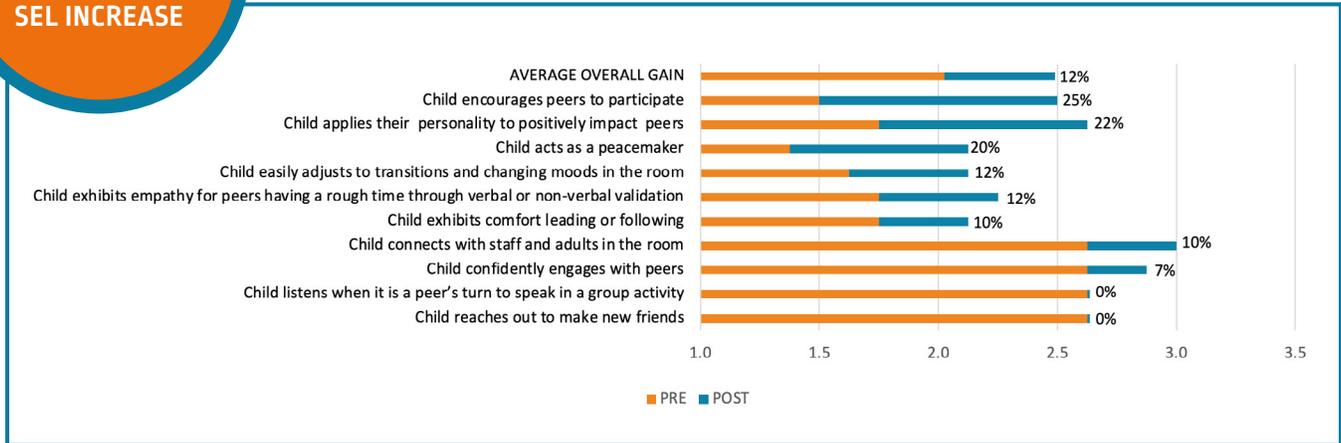
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Karim is very good at playing with others. He loves to roll and/or throw a ball and will offer the ball to other participants or staff to play with him. That said, he is also perfectly fine to play alone and won't seek out someone to play with if he can play alone. He will join in on a game if it's a game he's already played, like ball rolling or small manipulatives. He is also a great play partner for another participant and can calm that participant down through his calmer play.

—EKC Teacher

12%
SEL INCREASE

RELATING



Most notable gains:

- Encourages peers to participate: **+25%**
- Applies personality to positively impact peers: **+22%**
- Acts as a peacemaker: **+20%**

“

Jacob is a leader in the socializing of the room. He is very supportive of his friends, and when he is interested in an activity, he can also get others interested. However, when disinterested in an activity/peer, he will shift the attention away from the activity or person. He always gets involved when a friend is having a hard time or in conflict. Sometimes this can get him in trouble, as he sometimes physically steps in for a friend if he feels the need, but the instinct is to protect his friend and come from a very developed sense of justice Jacob has.

–EKC Teacher

“

As one of the school counselors and a clinical social worker, I often refer families to Extreme Kids. Students feel immediately accepted, and EKC instantly becomes their safe space, where they experience acceptance and joy. On several occasions I've had students tell me that after school at EKC is their favorite part of the day. Families are also welcomed into the fold at EKC and often find the support they've been looking for by surrounding themselves with other families dealing with the struggles of parenting neurodiverse children.

–P.S. 15 Staff Counselor

“

Marco says he wants to be an EKC staff member when he gets older. As he graduated this year, his biggest fear was having to leave the after-school community, and we worked on him feeling like he part of the larger EKC community. He has been a staple in our programs and clearly feels belonging with us.

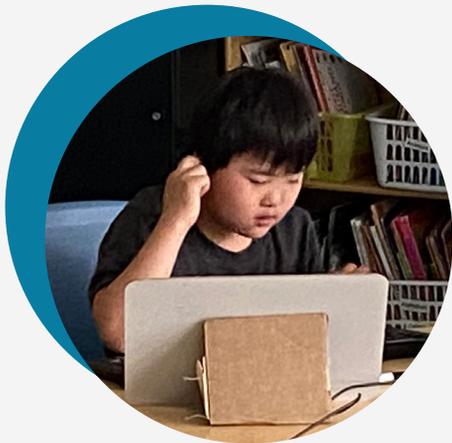
–EKC Teacher



“ This spring, I had the opportunity to participate in an ... EKC training addressing the real struggle that educators face between ‘getting things done’ and meeting students where they are. We’re so thankful to EKC for this...

—PS. 15 Staff Counselor

MORE SHINING STUDENT STORIES



“*Madelyn, age 8, went from being “shy” and “closed off,” talking only when prompted, to coming out of her shell and letting her big and beautiful personality shine. Initially, she had a tenuous relationship with a group of boys in her classroom who were also in the out-of-school-time program. By the end of the year, she could advocate for herself and had befriended every boy in that group, including one who had become one of her besties.*

–EKC Staff

“*Ibrahim, age 9, began the year being very school averse. Not long after starting with Extreme Kids, he began telling everyone that Extreme Kids was why he came to school. He struggled with an intense fear of being left out of desirable activities. Through forming relationships inside the program, he was able to assert himself; he expressed less worry that he wouldn’t get his turn or wouldn’t be invited to play.*

– EKC Teacher



“*Luis, age 9, often got into trouble in his classroom and would come to Extreme Kids shut down and dysregulated. This led him into peer conflicts that would sometimes turn physical. Our staff worked with his classroom teachers and his mother. Together, we supported Luis in developing strong mutual relationships and acting on learned calming strategies. By end of the school year, the physical confrontations were non-existent. Luis bonded very strongly to our program and expressed pride in being an “Extreme Kid.” He experienced EKC as a haven in a sometimes overwhelming school.*

– EKC Board Member