Practical Approaches to Learning and Self-Managing Social Emotional Behavior in Elementary Schools

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Practical Approaches to Learning and Self-Managing Social Emotional Behavior

Paul Caldarella
Lynnette Christensen
K. Richard Young
Darlene H. Anderson

BYU Positive Behavior Support Initiative

Presented January 7, 2010
Hawaii International Education Conference
Overview

• Emotional and Behavior Problems
• Social and Emotional Learning
• **Strong Start**
  • Self-Management
    • Peer mediated
    • Teacher mediated
Today’s schools. . .

Classrooms have become more culturally and behaviorally diverse, as children from all types of backgrounds, languages, and areas of risk are educated together.

(O’Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2002)
Today’s schools. . .

Up to 30% of students in general education classrooms may have social emotional problems that limit their ability to fully engage in the learning process.

(Adelman & Taylor, 2005)
Emotional and Behavioral Problems

Children often acquire maladaptive coping strategies (i.e. externalizing & internalizing behaviors)

Problems often persist, less treatable if not addressed early (before age 8)

20% of students have emotional or behavioral problems

Only 5% receive services
Social and Emotional Problems

Externalizing
- Aggression
- Anger
- Irritability
- Defiance

Internalizing
- Depression
- Anxiety
- Shyness
- Sadness
Demands on school personnel

- Insufficient resources, overworked
- Limited time, academic requirements
Prevention

- Looks at the “big picture”
- Addresses the needs of all students
- Moves resources to those not experiencing severe difficulties
- Addresses problems before they become more severe
A Triangle of Support For Students With Behavioral and Emotional Problems

**Tier 1: Universal Support**
- 80%
- Students Who Do Not Exhibit Significant Behavioral or Emotional Problems
  - Universal Screening
  - Teacher nomination
  - Brief Screening Tools

**Tier 2: Targeted Support**
- 15%
- Students At-Risk for Negative Behavioral and Emotional Outcomes
  - Brief Functional Assessment
  - School Records Review
  - Behavior Rating Scales

**Tier 3: Indicated Support**
- 5%
- High Risk Students With Intense Problems
  - Comprehensive Individual Assessment
  - Multi-Method, Source, & Setting Design
  - Protective and Risk Factors, Individual, Family & Community Characteristics

**Assessment**

**Primary Prevention**
- School-Wide (behavior support)
- Prevention Curricula
- Social Skills Training
- Positive School Climate

**Secondary Prevention**
- Classrooms and Groups
- Specialized Skills Training
- Mentoring
- Increased Support

**Tertiary Prevention**
- Assessment-Based
- Individual Student Services
- Special Education/IEP
- Wraparound Service System

**Intervention**
Social and Emotional Learning

Promotes resilience by teaching skills to:

- Recognize and manage emotions
- Develop caring and concern for others
- Make responsible decisions
- Establish positive relationships
- Handle challenging situations effectively
Social and Emotional Learning (SEL)

Effective:

- School and after school settings
- Students with/without emotional and behavioral problems
- K-8 grade range
- Effects were maintained over time
- More effective when conducted by teachers rather than researchers
- Racially and ethnically diverse students
- Urban, rural, and suburban settings

(Payton et al., 2008)
SEL Programs

**Improved students’**:  
- Social and emotional skills
- Attitudes about self and others
- Connection to school
- Positive social behavior
- Academic performance
- Achievement test scores by 11-17 percentage points

**Reduced students’**:  
- Conduct problems (e.g., aggression, disruptiveness)
- Emotional stress (i.e., anxiety, depressive symptoms)  
(Payton et al., 2008)
Intervention – Strong Kids

STRONG START Grades K-2
(aages 5-8)

STRONG KIDS Grades 6-8
(ages 12-14)

STRONG KIDS Grades 3-5
(ages 8-12)

STRONG TEENS Grades 9-12
(ages 14-18)
Strong Start

- Direct Instruction
- Discussions
- Guided/Independent Practice
- Children’s Literature
- Creative Activities
Strong Start Lessons

- Good vs. Bad Feelings
- Understanding: Angry, Happy, Sad,
- Being a good friend
- Solving people problems
- Understanding others’ feelings
- How to appropriately express feelings
Research Questions

• Do children in Grade 2 who participate in Strong Start
  – Increase in prosocial behaviors?
  – Decrease in internalizing and externalizing behaviors?

• Do children at greater risk show greater changes?

• Do participating students and teachers find Strong Start to be socially valid?
Setting and Participants

Elementary School in Utah

- 502 students
- 87% Caucasian
- 10% Hispanic
- 3% Other
- 31% low SES

Two 2nd grade classrooms

- 52 students
- 2 teachers

Strong Start Instructor
Quasi-experimental, non-equivalent control group design
Procedures

1. Pre-test
2. 10 Strong Start lessons
3. Treatment Fidelity
4. Post-test
5. Social Validity
Treatment Fidelity

How:

• Direct Observation Checklist of all lessons

Results:

• 95% of all lesson components implemented
Measures

Teacher Ratings

• Internalizing and Externalizing subscales from the Social Skills Rating System (SSRS)
• Peer Relations subscale from the School Social Behavior Skills (SSBS)
Data Analysis

Descriptive Statistics
- Means and standard deviations

T-tests
- Dependent (within group) means
- Independent (between groups) means

Cohen’s $d$ effect size estimates
Treatment/Control Group Comparison

SSRS Internalizing Subscale

Mean Raw Scores

Pretest  Posttest

Note. Higher scores indicate more internalizing symptoms reported.
Treatment/Control Group Comparison

SSBS Peer Relations Subscale

Mean Raw Scores

Pretest Posttest

Note. Higher scores indicate more pro-social behaviors reported.
Treatment/Control Group Comparison

Note. Higher scores indicate more externalizing symptoms reported.
### Table 1

Pretest Posttest Raw Score Comparisons of Treatment and Control Group

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pretest</th>
<th>Posttest</th>
<th>d</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>SSBS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>47.71</td>
<td>14.39</td>
<td>55.58</td>
<td>12.44</td>
</tr>
<tr>
<td>Control</td>
<td>48.72</td>
<td>13.17</td>
<td>45.48</td>
<td>10.31</td>
</tr>
<tr>
<td>SSRS-I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>10.96</td>
<td>6.44</td>
<td>9.00</td>
<td>3.31</td>
</tr>
<tr>
<td>Control</td>
<td>10.72</td>
<td>3.65</td>
<td>14.20</td>
<td>2.53</td>
</tr>
<tr>
<td>SSRS-E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>8.88</td>
<td>4.32</td>
<td>8.79</td>
<td>5.04</td>
</tr>
<tr>
<td>Control</td>
<td>7.96</td>
<td>4.23</td>
<td>8.36</td>
<td>3.44</td>
</tr>
</tbody>
</table>

*<p><sup>a</sup>.05, **<p><sup>b</sup>.01, ***<p><sup>c</sup>.001, effect size (d): a = large, b = medium, c = small
At-Risk Students

Treatment Group

- Five students
- SSBS: Pretest scores in the “at-risk” category
- SSRS: Also scored in the highest 20% on either the Internalizing or Externalizing subscale.
Treatment Group: At-risk Compared to Low-risk

SSRS Internalizing Subscale

Note. Higher scores indicate more internalizing symptoms reported.
Treatment Group: At-risk Compared to Low-risk

SSBS Peer Relations Subscale

Note. Higher scores indicate more pro-social behaviors reported.
Table 2

Pretest Posttest Raw Score Comparisons of At-Risk and Average Students

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$M$</td>
<td>$SD$</td>
</tr>
<tr>
<td>SSBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk</td>
<td>27.20</td>
<td>5.02</td>
</tr>
<tr>
<td>Average</td>
<td>53.11</td>
<td>10.56</td>
</tr>
<tr>
<td>SSRS-I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk</td>
<td>19.20</td>
<td>8.58</td>
</tr>
<tr>
<td>Average</td>
<td>8.79</td>
<td>3.59</td>
</tr>
<tr>
<td>SSRS-E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk</td>
<td>10.40</td>
<td>6.27</td>
</tr>
<tr>
<td>Average</td>
<td>8.47</td>
<td>3.78</td>
</tr>
</tbody>
</table>

*p<.05, **p<.01, ***p<.001, effect size ($d$): a = large, b = medium, c = small
Social Validity Results

**Teacher Rating Score:** 82/90 = 91%
- High level of satisfaction with *Strong Start*

**Teacher Comments**
- Well structured lessons
- Complemented state’s 2nd grade social studies curriculum
- Wished lessons were implemented earlier in the year
- Lessons seemed too long
- “He has come a long way. He wouldn’t even read out loud to me at first.”
Social Validity Results

• Student Ratings
  Positive: 74%
  Neutral: 14%
  Negative: 12%

• Student Comments
  “She taught us about feelings.”
  “It was hard to just sit there.”
  “I could not talk a lot.”
  I liked …
    “to learn to be kind.”
    “being able to know how other people feel.”
Limitations

• Students not randomly assigned
• Teachers not blind to treatment condition
• Measures (not full scales)
• Sample size and limited diversity
• Not taught by classroom teacher
Conclusion

Strong Start showed promising results as a way to reduce internalizing symptoms and increase peer-related prosocial behaviors of second grade students ... particularly for students at greater risk.
Core SEL Competencies

Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible Decision Making
Importance of Self-Management

• Key to social competence
• Integral part of school success and future accomplishment in life
• Helps in the acquisition and maintenance of positive social behavior
Advantages of Self-Management

- Can be used as a secondary or tertiary intervention
- Adaptable to a variety of settings and behaviors
- Feasible to implement
- Effective
Self-Management

Typically involves two or more components:

- Self-awareness
- Self-monitoring
- Self-evaluation
- Self-instruction
- Reinforcement
- MATCHING
Setting

Urban Title I Elementary School

- 573 students
- 53% Caucasian
- 40% Hispanic
- 7% Other ethnic groups
- 67% Free or reduced price lunch
- High mobility rate
Externalizing Behavior: Chad

Problem Behaviors:
- Not following directions
- Off-task
- Low rate of work completion
<table>
<thead>
<tr>
<th>Center #</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Mins.</th>
<th>Agree</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10:40</td>
<td>10:50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Centers**

1. **Spelling Center** 10 min.
2. **Response Journal** 10-12 min.
3. **Reading Center** 10 min.
4. **Newspaper** 10 min.

**Points**

- Finish Center = 10 pts
- Finish in time = 5 pts
- Bonus = 5 pts

(If teacher agrees)
<table>
<thead>
<tr>
<th>Center #</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Mins.</th>
<th>Agree</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:15</td>
<td>9:25</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>9:35</td>
<td>9:55</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>9:15</td>
<td>9:25</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>9:15</td>
<td>9:35</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>9:35</td>
<td>9:40</td>
<td>5</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>9:40</td>
<td>9:50</td>
<td>10</td>
<td>Y</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Points 100

**Centers**

1. Spelling Center 10 min. **DONE**
   - Finish Center = 10 pts
   - Finish in time = 5 pts
   - Bonus = 5 pts

2. Response Journal 10-12 min. **DONE**

3. Reading Center 10 min. **DONE**

4. Newspaper 10 min. **DONE**
   (if teacher agrees)

5. Poetry Center 5 min. **DONE**

6. Handwriting **DONE**

Points
Externalizing Behavior: Eduardo

Problem Behaviors:
- Disruptive of other students and teacher
- Low rate of work completion

Function:
- Attention
Dependent Variable

Socially Appropriate Classroom Behavior

- Attending
- Working on academic assignments
- Reading aloud
- Answering questions
- Getting the teacher’s attention appropriately
- Compliance with teacher’s instructions
- Other
**Eduardo**

<table>
<thead>
<tr>
<th>How am I doing?</th>
<th>Eduardo</th>
<th>Maria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was doing my work and didn't bother or talk to my friends or Miss Pay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YY = 10 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NN = 2 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YN = 0 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NY = 0 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points
## Eduardo

<table>
<thead>
<tr>
<th>Rewards Menu</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jolly Ranchers</td>
<td>3</td>
</tr>
<tr>
<td>Stickers</td>
<td>5</td>
</tr>
<tr>
<td>Round Puzzle</td>
<td>10</td>
</tr>
<tr>
<td>Bouncy Ball</td>
<td>25</td>
</tr>
<tr>
<td>Sport Bouncy Ball</td>
<td>35</td>
</tr>
<tr>
<td>Dinosaur Puzzle</td>
<td>25</td>
</tr>
<tr>
<td>Dinosaur Stamp</td>
<td>25</td>
</tr>
<tr>
<td>Pencil</td>
<td>30</td>
</tr>
<tr>
<td>Money Note Pad</td>
<td>35</td>
</tr>
<tr>
<td>Lizard</td>
<td>35</td>
</tr>
<tr>
<td>Frog</td>
<td>40</td>
</tr>
<tr>
<td>Bubbles</td>
<td>45</td>
</tr>
<tr>
<td>Glow in the Dark Goo</td>
<td>50</td>
</tr>
<tr>
<td>Purse</td>
<td>50</td>
</tr>
<tr>
<td>Car</td>
<td>80</td>
</tr>
<tr>
<td>Finger Skateboard</td>
<td>100</td>
</tr>
<tr>
<td>Finger Snowboard</td>
<td>100</td>
</tr>
<tr>
<td>Lunch with a friend</td>
<td>150</td>
</tr>
<tr>
<td>Game with a friend</td>
<td>150</td>
</tr>
</tbody>
</table>
Internalizing Behavior: Jose

Problem Behaviors:
   Off-task and disrupting teacher
   Low rate of work completion

Function:
   Escape/Avoidance
Social Validity

- Teacher
- Student
- Peer Partner
The Cool Card Intervention

- A preventative proactive approach
- Secondary level intervention within the PBS model
- Actively teaches pro-social behavior

Cool Card

Take a Deep Breath.

Count Backwards from 10.

Think of something relaxing.
Problem Description

- Mark and Rick - 4th grade students enrolled in the same class
- Frequently engaged in angry outbursts during teacher instruction
- Classroom teacher referral to student support team
- Previously attempted interventions -
  - One-on-one “conversations” with teacher
  - Removal from class
  - Loss of recess
Behavioral Assessment - Mark

Systematic Screening for Behavior Disorders (SSBD) Checklists and Rating Scales (Walker & Severson, 1992)

<table>
<thead>
<tr>
<th>Critical Events</th>
<th>Adaptive</th>
<th>Maladaptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad affect, feelings of worthlessness</td>
<td>Rarely reads social situations accurately</td>
<td>Requires punishment before terminating a behavior</td>
</tr>
</tbody>
</table>

feelings of worthlessness

accurately

before terminating a behavior
## Behavioral Assessment - Rick

### SSBD Checklists and Rating Scales

<table>
<thead>
<tr>
<th>Critical Events</th>
<th>Adaptive</th>
<th>Maladaptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is physically aggressive</td>
<td>Rarely expresses anger appropriately and rarely cooperates with peers</td>
<td>Uses coercive tactics, threatens peers and is excessively demanding</td>
</tr>
</tbody>
</table>
## Functional Behavioral Assessment - Mark

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Cries, screams, says, “I’m stupid”</td>
<td>Peer Attention</td>
</tr>
<tr>
<td>Reading</td>
<td>Throws books or other materials</td>
<td>Increased teacher proximity, teacher conference, escapes task</td>
</tr>
</tbody>
</table>
# Functional Behavioral Assessment - Rick

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher instruction</td>
<td>Yells</td>
<td>Teacher direction, “stop yelling,” peer attention</td>
</tr>
<tr>
<td>Punitive consequence</td>
<td>Pouts or sulks</td>
<td>Escapes task</td>
</tr>
</tbody>
</table>
### Hypothesis Statements

<table>
<thead>
<tr>
<th>Name</th>
<th>Behavior Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>When asked to do a difficult assignment, Mark cries screams and ‘puts himself down,’ to get teacher and peer attention and escape completing assigned work.</td>
</tr>
<tr>
<td>Rick</td>
<td>When given a teacher direction, Rick yells at the teacher and refuses to comply to gain teacher attention and escape assigned work.</td>
</tr>
</tbody>
</table>
Intervention

- Provide Mark extra help in studying his math facts
- Teach both students a self management strategy
- Develop a behavior support plan addressing identified concerns and consisting of:
  - Cool Card
  - Social Skills Instruction
  - Reinforcement System
Self-Management Procedure

![Diagram showing a chart for self-management procedure. The chart includes sections for name, date, anger levels, teacher's initials, and notes for no acts of anger or getting angry 1 or more times.]
Results
Results
Summary

- Social emotional learning is a potential solution to the problems facing schools today
- Strong Start
- Self-Management
  - Peer mediated
  - Teacher mediated
- Effective
- Socially Valid
For more information


A More Civil Teaching and Learning Environment in the School and Home
The Stakes are High, but . . .

“I need not remind you that the cities of America are in trouble...the problems will largely continue until many more people get at the root. That root, I believe, lies in two places: in our schools and in our homes.” Gordon B. Hinckley
... So is the Dream
Teaching Every Family and Teacher in the World the Power and Methods for Building Positive and Civil Relationships
When Teachers and Parents Work Together...An Approach to Developing Critical Life Skills for All Students

- Time: **4:45pm** today
- Room: Kaiulani 3 (Hilton)
- Session Chair: Lynnette Christensen
http://education.byu.edu/pbsi

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