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**Exploring the Impact of the Jesse Lewis Choose Love Movement Curriculum
as Implemented at a Therapeutic Day Treatment School using the SEARS-
T/A/C**

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Discussion

Based on the results, the Jesse Lewis Choose Love Curriculum appears to be an effective way to increase students social-emotional attributes and resiliency. Teachers' responses indicated that students' overall social-emotional attributes and resiliency increased over time. After partitioning students into elementary and secondary groups, results indicated that elementary teachers at both campuses reported an increase in social-emotional attributes and resiliency. While teachers did not report a statistically significant increase for secondary students, there was a statistically significant difference between campuses, with secondary teachers at campus A reported a statistically insignificant one point decrease in scores and teachers from campus B reporting an approximately two point increase. In other words, secondary teachers at both sites did not see to think the program had worked to improve students' overall social-emotional attributes and resiliency. Although there was a statistically significant increase for elementary students and no statistically significant change for high school students, it was impossible to compare the two groups due to the fact that the groups were not equal at pre-test. Specifically, secondary teachers rated their students' total social-emotional attributes and resiliency significantly higher than elementary teachers rated their students. Further, elementary students at both campuses started at a Tier 2 and ended in Tier 1. However, secondary students at both campuses started at a Tier 1 and ended in a Tier 1.

These results are even more interesting when compared to students' perceptions of social-emotional attributes and resiliency during the study. According to students' self-reports, there was an increase in overall social-emotional attributes and resiliency for all students, across campuses throughout the duration of the study. Further, there was no statistically significant difference between elementary and secondary students. Elementary and secondary students at both campuses reported increased overall social-emotional attributes and resiliency throughout the duration of the study indicating that the Jesse Lewis Choose Love Curriculum effective.

The discrepancy between teacher and student report on the SEARS is interesting. While elementary teachers and students appeared to see the benefit of the curriculum, secondary students appear to perceive a greater benefit than teachers. Although it is impossible to explain these differences based on the type of data collected, these inconsistent results could be related to the nature of working with clinical populations. For instance, before and throughout the intervention, secondary teachers reported that their students were operating at a Tier 1, meaning they are consider *Average to High Functioning*, have adequate relationships with peers and adults, can self-regulate, take personal responsibility for their actions, and demonstrate appropriate levels of empathy toward others. For a clinical population to be operating at a Tier 1 is a good sign and expecting big increases over a short period of time might be asking too much. Finally, anecdotal evidence from other schools where the Jesses Lewis Choose Love Curriculum has been implemented appears consistent with this finding that students and elementary teachers

find greater need and value for programs that emphasize social-emotional development than secondary teachers.

According to the teacher reports students at both campuses experienced an increase in Self-Regulation, Social Competence, Empathy, and Responsibility. However, according to self-report, secondary students at campus B appeared to increase in Self-Regulation, Social Competence, and Regulation, but not in Empathy. Secondary students at campus A appeared to remain stable throughout the intervention, not showing an increase on any of the subscales. These results are consistent with the aforementioned teacher reported Total subscale scores where secondary students at campus B appeared to be increasing and secondary students at campus A remained stable over time. Therefore, it appears that secondary students and teachers experienced benefits from the Jesse Lewis Choose Love Curriculum differently. Secondary students and teachers at campus B appear to have experienced greater benefits from the program than their counterparts at campus A. It is impossible to decipher what caused this discrepancy based on the collected data. Both sites used the exact same curriculum and received the exact same training and guidance from the research team. Both sites were instructed to deliver the curriculum in the same manner. It is possible that because campus B was undergoing intense restructuring as they came under new management, that they were more open, willing, and eager to implement new programs. Regardless, these results indicate that the Jesse Lewis Choose Love Curriculum has the capacity to increase social-emotional attributes and resiliency in secondary students.

Summary

Overall, Choose Love curriculum appears to be an effective way to increase students total social-emotional attributes and resiliency based on teacher report and student self-report. Based on teacher report, the Choose Love curriculum appears to be an effective way to increase Self-Regulation, Social Competence, Empathy, and Responsibility. Although its results were mixed for secondary students at the two campuses, based on student self-report the Jesse Lewis Choose Love curriculum does appear to be an effective way to increase Self-regulation, Social Competence, Empathy, and Responsibility in adolescents enrolled in a TDT school. Future research should include more generalized populations as well as experimental or quasi-experimental designs that incorporate control, waitlist, or comparison groups.

References

Merrell, K. W. (2011). *Social Emotional Assets and Resilience Scale (SEARS): Professional manual*. Lutz, FL: PAR Inc.