UNIVERSITY OF
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College of Education
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Counselor Education

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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Introduction

The purpose of this project was to explore the impact the Jesse Lewis Choose Love Movement curriculum had on social-emotional learning and behavior of students enrolled at a therapeutic day treatment (TDT) school in Northwest Arkansas. We created a detailed curriculum implementation plan for all 1st through 12th grade classrooms at two TDT locations. In order to assess the impact the Choose Love curriculum had on students, we implement a time series design, measuring students at pre-, mid-, and post curriculum implementation using the Social Emotional Assets and Resiliency Scales (SEARS, Merrell, 2011). To capture a variety of perspectives, we utilized the SEARS Teacher, Child, Adolescent, and Parent forms. The SEARS-Teacher and Adolescent forms provide a Total score as well as scores for Self-Regulation, Social Competence, Empathy, and Responsibility. The SEARS-Child only provides a Total score. Due to low response rates, we were unable to analyze data provided by parents. Research questions, hypotheses, results, and a summary follow.

Methodology

Design

To answer the research question, we used a time-series design where student participants, teachers, and parents completed the same measure at multiple points through the duration of the study. Due to low response rate, parent instruments were removed from the study. Student participants and teachers completed surveys at pre, mid, and post Choose Love curriculum implementation. The schools were run by the same mental health company and both campuses received the same training and treatment protocol. No control/comparison group was utilized.

Power analysis. To determine the sample size, we conducted an *a priori* power analysis using G*Power 3 (Faul, Erdfelder, Buchner, & Lang, 2009). To answer our research question by conducting a repeated measures ANOVA where $p = .05$, power equals .80, and a medium effect size of .25 can be detected, a sample size of approximately 28 participants was necessary. Initially, 115 students from two Therapeutic Day Treatment (TDT) schools in grades 1-12 participated in the study. Although we ended up with 103 students due to attrition, that sample size was adequate to run our intended analyses.

Participants

Participants for this study were students at two TDT schools in neighboring cities that are operated by the same mental health agency. Of the 103 participants, 56 students (54%) were

from campus A and 47 students (46%) were from campus B. Forty one percent of the participants received special education services (campus A = 26; campus B = 18) and 22% were identified as qualifying for additional support under a 504 plan (campus A = 14; campus B = 9). In addition, one student was an English Learner, meaning English was not his first language. Grade breakdown was as follows: 17% first graders (campus A = 7; campus B = 10), 9% second graders (campus A = 5; Campus B = 4), 14% third graders (campus A = 9; Campus B = 5), 9% fourth graders (campus A = 6; campus B = 3), 14% fifth graders (campus A = 8; campus B = 6), 12% sixth graders (campus A = 7; campus B = 5), 7% seventh graders (campus A = 6; campus B = 1), 6% eighth graders (campus A = 1; campus B = 5), 6% ninth graders (campus A = 6; campus B = 3), 7% tenth graders (campus A = 2; campus B = 5), <1% eleventh graders (campus A = 1; campus B = 0), and <1% twelfth graders (campus A = 1; campus B = 0).

Facilitators and Teachers

Master's level, licensed mental health professionals delivered all the curriculum to participants with support from the teachers and mental health paraprofessionals. At the beginning of the study, the researchers trained all teachers, mental health professionals, and mental health paraprofessionals working at the TDT schools on the Jesse Lewis Choose Love curriculum. The training occurred at the end of a school day and included an overview of the 10-week Jesse Lewis Choose Love curriculum organized by the research team as well as details related to delivery and how to incorporate concepts throughout the school day.

Measure

The Social Emotional Assets and Resiliency Scales (SEARS; Merrell, 2011) was designed to measure positive social-emotional attributes of K-12 students'. We used three forms for this project: Child (C; grades 3-6), Adolescent (A; grades 7-12), and Teacher (T; grades 1-12). Child and Adolescent forms each consist of 35 items that describe how kids sometimes feel. Students respond by choosing the option on a 4-point Likert-type scale of Never, Sometimes, Often, and Always that best describes them. The SEARS-C yields a unidimensional or total score indicating students' overall level of social strengths and resilience. The SEARS-A yields a total score as well as 4 subscales: Self-Regulation, Social Competence, Empathy, and Responsibility. The SEARS-T consists of 41 items that describe how students sometimes feel, think, or act. Teachers are asked to choose the option on the same 4-point Likert-type scale that best describes the student of focus. The SEARS-T yields a total score as well as the same subscales as the SEARS-A. According to the manual (Merrell, 2011), Self-Regulation measures students' self-awareness, meta-cognition, interpersonal insight, self-management, and direction. Social Competence measure a students' ability to make and sustain friendships, effectively communicate verbally, and feel comfortable socializing with peers. Empathy refers to students' abilities to empathize with others' situations and feelings. Finally, Responsibility refers to the

ability to practice impulse control by acting conscientiously and responsibly. Higher scores indicate increased social-emotional attributes and resiliency. The SEARS-C, A, &T were administered three times during the course of the study. Participants and their teachers completed the paper version of the forms before the curriculum was introduced into the classrooms, midway through the 10-week intervention, and at the end of the intervention.

Procedures

During the project, mental health professionals presented the Jesse Lewis Choose Love curriculum to students during mandatory daily group counseling sessions.

Results

Research Question 1

How does the Jesse Lewis Choose Love Movement curriculum impact students' in a therapeutic day treatment program social emotional learning as measured by the total scale on the Social Emotional Assets and Resiliency Scale-Teacher (SEARS-T) form?

Hypothesis 1

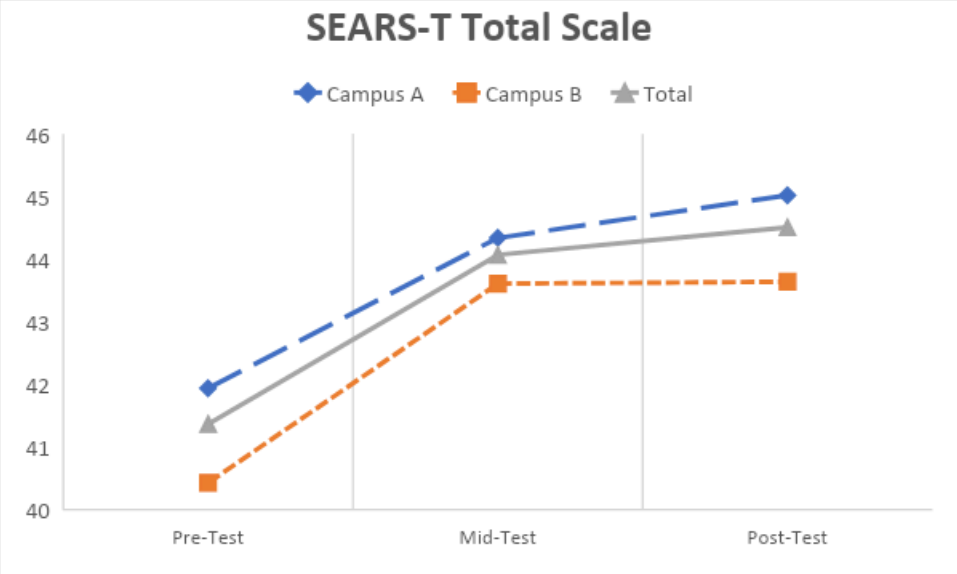
Students in a therapeutic day treatment program will show an increase in social-emotional learning as measured by the total scale on the SEARS-T.

Table 1 contains the SEARS-T Total Scale means, standard deviations, and sample size for the pre-, mid-, and post-tests. We conducted a mixed between/within subjects ANOVA to assess the impact Choose Love had across three time periods and between the two TDT campuses (campus A and campus B). There was no statistically significant interaction between campus and time, Wilks' Lambda = .99, $F(2, 72) = .37$, $p = .69$, partial $\eta^2 = .01$. There was a statistically significant main effect for time, Wilks' Lambda = .72, $F(2, 72) = 14.34$, $p < .001$, partial $\eta^2 = .29$, indicating a very large effect size. Teachers at both campuses reported students' SEARS Total scale increasing across the three time periods (see Table 1). A pairwise comparison revealed a statistically significant difference between times 1 and 2, $p < .001$, and times 1 and 3, $p < .001$, but not between times 2 and 3. There was not a statistically significant main effect between campuses, $F(1, 73) = .58$, $p = .45$, partial $\eta^2 = .008$, indicating no difference between the effectiveness of the Choose Love curriculum between the two campuses.

Table 1

Mean Scores for SEARS-T Total Scale

		Pre-test		Mid-test		Post-test	
	N	Mean	SD	Mean	SD	Mean	SD
Campus A	47	41.94	7.35	44.34	6.47	45.02	6.69
Campus B	28	40.43	8.13	43.61	7.80	43.64	7.00
Total	75	41.37	7.63	44.07	6.95	44.51	6.80



Differences Between Grade Levels

After revealing there was a main effect for time, we decided to explore how scores had changed based on Tier and Percentile. Because the SEARS manual reports Tier and Percentile for the teacher form based on grade level, we partitioned students into groups of grades 1-6 and grades 7-12. Table 2 contains the means, standard deviations, sample size, percentile, and tier for pre-, mid-, and post-tests for students in first through sixth grades and Table 3 for students in seventh through twelfth grades. Merrell (2011) researchers and clinicians to utilize the three-tiered model popular in education with a focus on prevention. Tier 1 encompasses approximately 80% of the normative sample. Participants with scores in Tier 1 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. Approximately 15% of the normative sample had scores in Tier 2. These individuals are considered *At Risk.* Participants with scores in Tier 2 are considered to having emerging social-emotional deficits and might benefit from participating in a focused intervention. Tier 3 scores comprised 5% of the normative sample with participants who scored

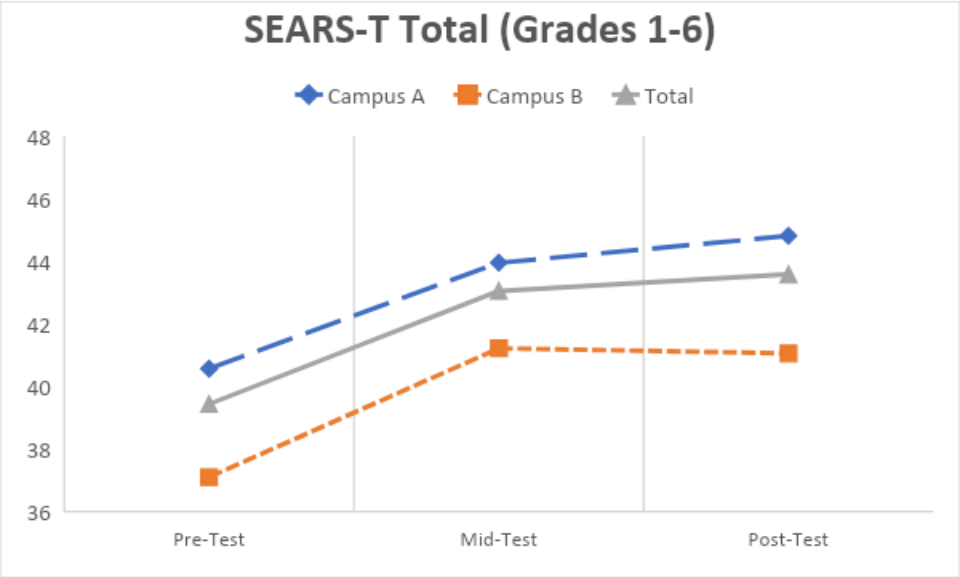
in this tier considered to be at *High Risk* and likely needing substantial intervention to address social-emotional deficits.

SEARS-T Total for Grades 1-6. We conducted a mixed between/within subjects ANOVA to assess the impact Choose Love had on students in the first through sixth grades across three time periods and between the two campuses (campus A and campus B). There was no statistically significant interaction between campus and time, Wilks' Lambda = .98, $F(2, 52) = .48$, $p = .62$, partial $\eta^2 = .02$. There was a statistically significant main effect for time, Wilks' Lambda = .62, $F(2, 52) = 16.02$, $p < .001$, partial $\eta^2 = .38$, indicating a very large effect size. Teachers at both campuses reported first through sixth grade students' SEARS Total scale increasing across the three time periods (see Table 2). A pairwise comparison revealed a statistically significant difference between times 1 and 2, $p < .001$, and times 1 and 3, $p < .001$, but not between times 2 and 3. There was also a statistically significant main effect between campuses, $F(1, 53) = 4.64$, $p = .04$, partial $\eta^2 = .08$, indicating a moderate effect size. Based on these results, teachers reported that both groups improved over time, but the students at campus A experienced a greater increase than students at campus B.

Table 2

Mean Scores, Percentiles, and Tiers for Grades 1-6 SEARS-T Total Scale

	Campus A (N=37)			Campus B (N=18)			Total (N=55)		
	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post
Mean	40.57	43.95	44.81	37.11	41.22	41.06	39.44	43.05	43.58
SD	6.39	5.95	5.96	5.92	6.31	5.14	6.40	6.15	5.93
Percentile	19	27	30	11	19	19	16	24	25
Tier	2	1	1	2	2	2	2	1	1

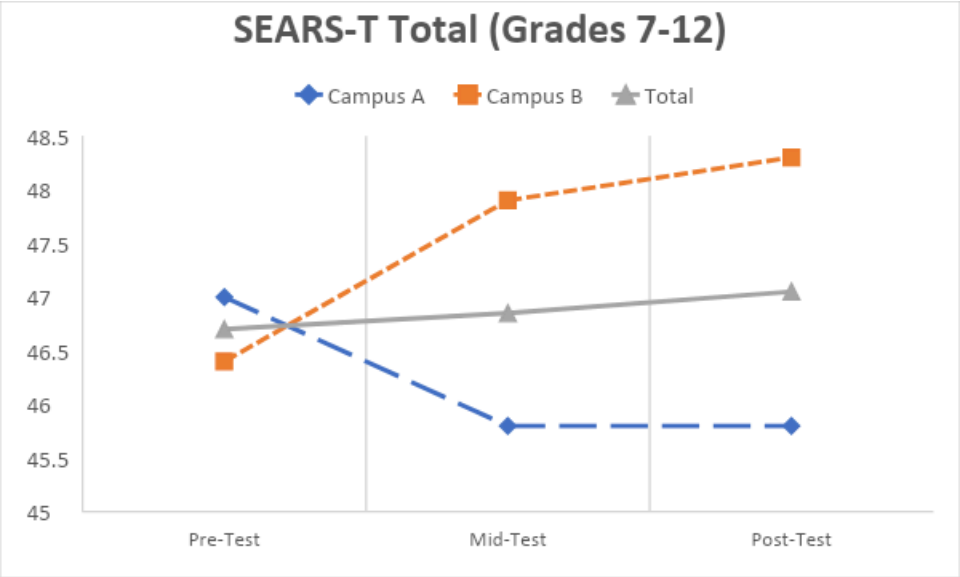


SEARS-T Total for Grades 7-12. We conducted a mixed between/within subjects ANOVA to assess the impact Choose Love had on students in the seventh through twelfth grades across three time periods and between the two campuses. There was no statistically significant interaction between campus and time, Wilks' Lambda = .74, $F(2, 17) = 2.94$, $p = .08$, partial $\eta^2 = .26$. There was also no statistically significant main effect for time, Wilks' Lambda = .99, $F(2, 17) = .12$, $p = .89$, partial $\eta^2 = .01$. Teachers at both campuses reported no significant increase in seventh through twelfth grade students' SEARS Total scores across the three time periods (see Table 3). There was a statistically significant main effect between campuses, $F(1, 18) = .13$, $p = .01$, partial $\eta^2 = .13$, indicating a moderate effect size. A review of the graphed means reveals that the adolescents at Campus A actually showed a decrease in Total scores whereas campus B showed a non-significant increase over time. According to these results, the Choose Love curriculum does not appear to be an effective way for increasing seventh through twelfth grade students' Total scores on the SEARS-T.

Table 3

Mean Scores, Percentiles, and Tiers for Grades 7-12 SEARS-T Total Scale

	Campus A (N=10)			Campus B (N=10)			Total (N=20)		
	Pre	Mid	Post	Pre	Mid	Post	Pre	Mid	Post
Mean	47	45.8	45.8	46.4	47.9	48.3	46.7	46.85	47.05
SD	8.73	8.31	9.28	8.40	8.70	7.73	8.34	8.35	8.41
Percentile	38	34	34	35	40	42	36	36	38
Tier	1	1	1	1	1	1	1	1	1



Research Question 2

How does the Jesse Lewis Choose Love Movement curriculum impact students' in a therapeutic day treatment program social emotional learning as measured by the Total Scale on the Social Emotional Assets and Resiliency Scale-Child/Adolescent (SEARS-C/A) forms?

Hypothesis 2

Students in a therapeutic day treatment program will show an increase in social-emotional learning as measured by the total scale on the SEARS-C/A. Further, there will be no statistically significant difference across campuses or between elementary and secondary levels.

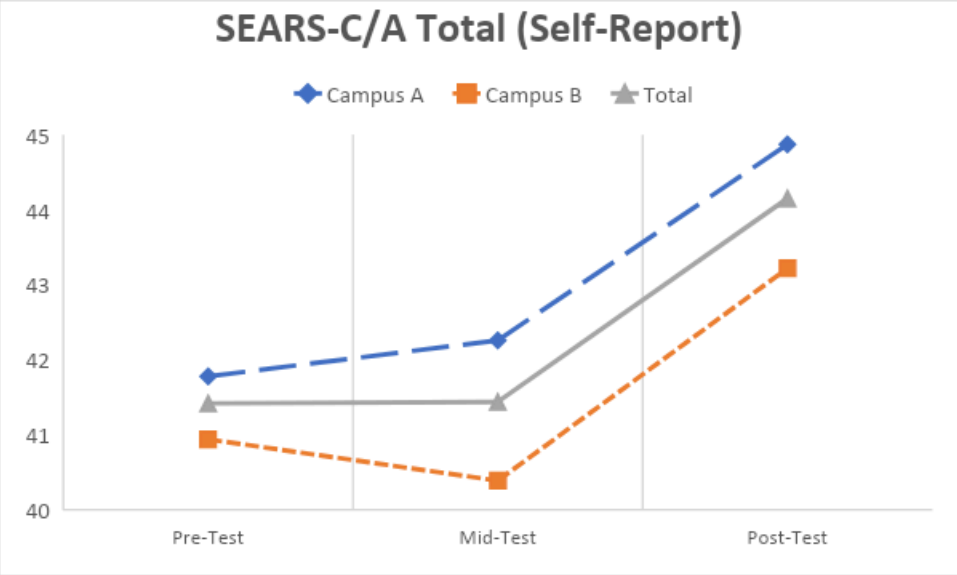
To answer his research question, we ran two mixed between/within ANOVAs. We conducted the first mixed between/within subjects ANOVA to assess the impact Choose Love had across three time periods and between the two campuses using SEARS-C/A Total Scale scores as the dependent variable. Table 4 contains the SEARS-C/A Total scale means, standard deviations, and sample size for the pre-, mid-, and post-tests. There was no statistically significant interaction between campus and time, Wilks' Lambda = .997, $F(2, 38) = .06$, $p = .94$, partial $\eta^2 = .003$. Although there was not a statistically significant main effect for time, Wilks' Lambda = .89, $F(2, 38) = 2.41$, $p = .1$, a moderate to large effect size (partial $\eta^2 = .11$) indicated that there was a difference in students' self-reported SEARS Total scores. Based on the means,

students' self-reported SEARS Total Scale scores increased across the three time periods (see Table 4). Further, an observed power of .46 indicates that the small sample size likely impacted the statistical significance testing and that based on the moderate to large effect size and means, the Choose Love curriculum did increase students' self-reported Total Scale scores. There was not a statistically significant main effect between campuses, $F(1, 39) = .24$, $p = .63$, partial $\eta^2 = .006$, indicating no difference between the effectiveness of the Choose Love curriculum between the two campuses.

Table 4

Mean Scores of Campus A and Campus B Students for SEARS-C/A Total Scale

		Pre-test		Mid-test		Post-test	
	N	Mean	SD	Mean	SD	Mean	SD
Campus A	23	41.78	10.00	42.26	10.41	44.87	12.18
Campus B	18	40.94	11.03	40.39	7.87	43.22	13.14
Total	41	41.42	10.34	41.44	9.32	44.15	12.48



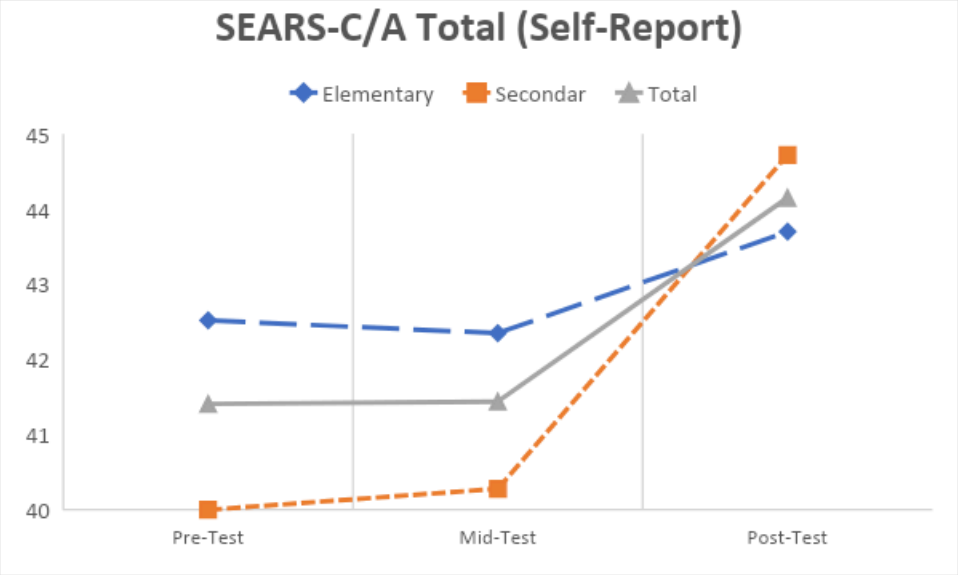
We conducted the second mixed between/within subjects ANOVA to assess the impact Choose Love had across three time periods and between the elementary and secondary students using SEARS-C/A Total scale scores as the dependent variable. Table 5 contains the SEARS-C/A Total Scale means, standard deviations, and sample size for the pre-, mid-, and

post-tests. There was no statistically significant interaction between campus and time, Wilks' Lambda = .96, $F(2, 38) = .884$, $p = .42$, partial $\eta^2 = .04$. Although there was not a statistically significant main effect for time, Wilks' Lambda = .87, $F(2, 38) = 2.90$, $p = .07$, a moderate to large effect size (partial $\eta^2 = .13$) indicated that there was a difference in students' self-reported SEARS Total scores over time. This is consistent with the main effect for time in the previous analysis. Based on the means, students' self-reported SEARS Total Scale scores increased across the three time periods (see Table 5). Further, an observed power of .53 indicates that the small sample size likely impacted the statistical significance testing and that based on the moderate to large effect size and means, the Choose Love curriculum did increase students' self-reported Total Scale scores. There was not a statistically significant main effect between students in elementary and secondary, $F(1, 39) = .16$, $p = .69$, partial $\eta^2 = .004$, indicating no difference between the effectiveness of the Choose Love curriculum for elementary and secondary students.

Table 5

Mean Scores of Elementary and Secondary Student for SEARS-C/A Total Scale

		Pre-test		Mid-test		Post-test	
	N	Mean	SD	Mean	SD	Mean	SD
Elementary	23	42.52	10.51	42.35	9.72	43.70	12.78
Secondary	18	40	10.24	40.28	8.91	44.72	12.41
Total	41	41.41	10.34	41.44	9.32	44.15	12.48



Research Question 3

How does the Jesse Lewis Choose Love Movement curriculum impact students' in a therapeutic day treatment program Self-Regulation, Social Competence, Empathy, and Responsibility as measured by the SEARS-T?

Hypothesis 3

Students in a therapeutic day treatment program will show an increase in Self-Regulation, Social Competence, Empathy, and Responsibility as measured by the SEARS-T.

Table 6 contains the SEARS-T Self-Regulation, Social Competence, Empathy, and Responsibility scales means, standard deviations, and sample size for the pre-, mid-, and post-tests. We conducted a Doubly-MANOVA to assess the impact Choose Love had across three time periods and between the two campuses with Self-Regulation, Social Competence, Empathy, and Responsibility as dependent variables. There was no statistically significant interaction between campus and time, Wilks' Lambda = .86, $F(8, 66) = 1.38$, $p = .22$, partial $\eta^2 = .14$. There was a statistically significant main effect for time, Wilks' Lambda = .58, $F(8, 66) = 6.08$, $p < .001$, partial $\eta^2 = .42$, indicating a very large effect size. Teachers at both campuses reported students' SEARS Self-Regulation, Social Competence, Empathy, and Responsibility scales increasing across the three time periods (see Table 6). Because we violated Mauchly's test of sphericity, we interpreted within subject effects using Greenhouse-Geisser statistic. Post-hoc univariate analyses revealed that teachers reported statistically significant increases on all variables. See Table 7 for details. Pairwise comparisons indicated that there were statistically

significant differences between times 1 and 2 ($p < .001$) and 1 and 3 ($p < .001$), but not 2 and 3($p = .63$) for Self-Regulation. For Social Competence, there was a statistically significant difference between times 1 and 3 ($p = .003$), but not between 1 and 2 ($p = .07$) or 2 and 3 ($p = .75$). For Empathy, there was a statistically significant difference between times 1 and 3 ($p = .01$), but not between times 1 and 2 ($p = .07$) and times 2 and 3 ($p = .56$). For Responsibility, there were statistically significant differences between times 1 and 2 ($p < .001$) and 1 and 3 ($p = .002$), but not times 2 and 3 ($p = 1.0$). There was not a statistically significant main effect between campuses for any of the variables indicating no difference between the effectiveness of the Choose Love curriculum between the two campuses. See Table 8 for detailed Between-Subjects Effects. Based on teacher report, the Choose Love curriculum was effective in increasing students' levels of Self-Regulation, Social Competence, Empathy, and Responsibility across campuses.

Table 6

Mean Scores for SEARS-T Self-Regulation, Social Competence, Empathy, and Responsibility Scales

		Pre-test		Mid-test		Post-test	
	N	Mean	SD	Mean	SD	Mean	SD
Campus A							

	Self-Regulation	47	41.66	6.59	44.40	6.72	45.77	6.60
	Social Competence	47	44.40	7.48	45.70	7.19	46.30	6.66
	Empathy	47	42.70	8.69	44.70	7.58	45.45	8.08
	Responsibility	47	42.23	7.87	44.38	6.64	44.38	6.95
Campus B								
	Self-Regulation	28	40.43	7.79	44.71	6.85	44.14	6.99
	Social Competence	28	43.75	6.59	45.57	7.00	46.21	6.52
	Empathy	28	41.93	9.30	43.43	8.55	44.39	7.5
	Responsibility	28	40.00	8.60	42.86	9.08	42.75	7.98
Total								
	Self-Regulation	75	41.20	7.04	44.29	6.72	45.16	6.75
	Social Competence	75	44.16	7.12	45.65	7.07	46.21	6.52
	Empathy	75	42.41	8.87	44.23	7.93	45.05	7.83
	Responsibility	75	41.40	8.16	43.81	7.62	43.77	7.34

Table 7

Post Hoc Univariate Results for Self-Regulation, Social Competence, Empathy, and Responsibility

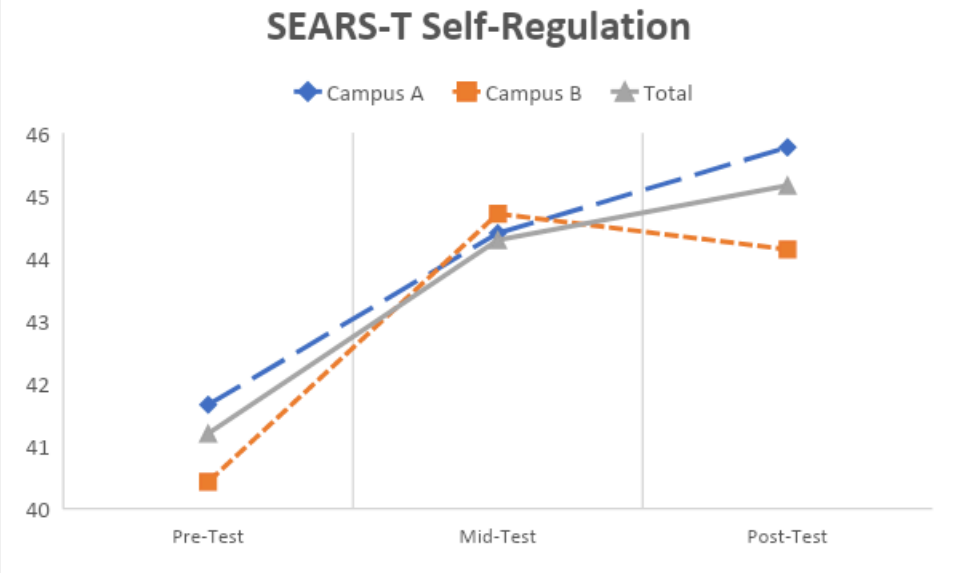
	SS	df	Means Square	F	Sig.	partial η^2
Self-Regulation	625.61	1.83	342.48	29.66	<.001	.29
Social Competence	167.85	1.74	96.44	6.79	.003	.09
Empathy	247.43	1.79	137.95	6.04	.004	.08

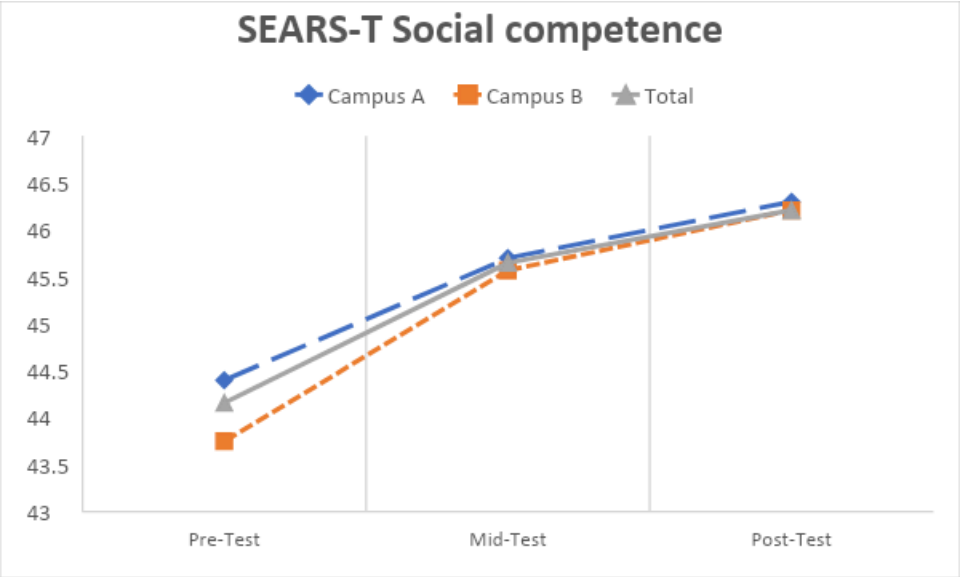
Responsibility	287.02	1.76	162.75	11.30	<.001	.13
Self-Regulation Error	1539.76	133.35	11.55			
Social Competence Error	1804.28	127.05	14.20			
Empathy Error	2992.28	130.93	22.85			
Responsibility Error	1853.76	128.74	14.40			

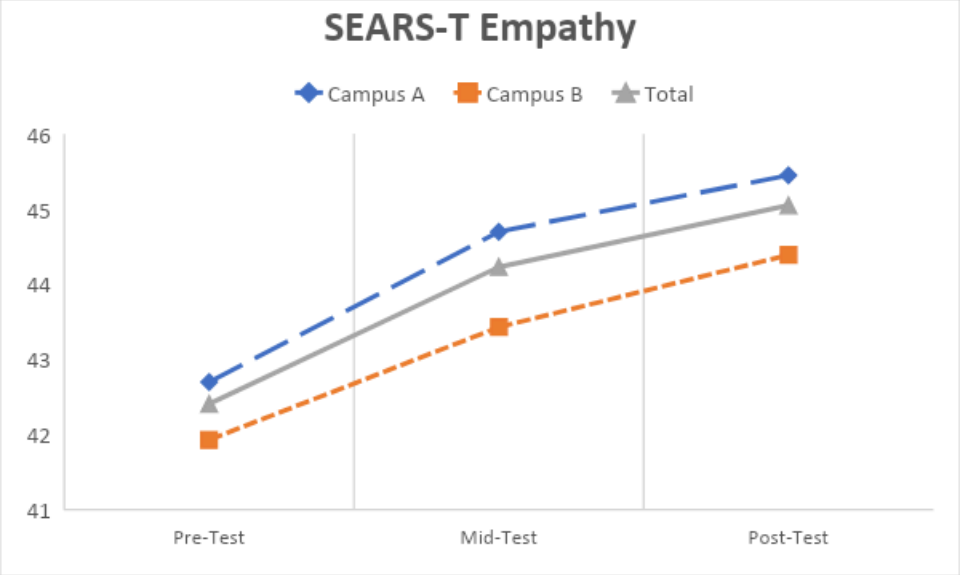
Table 8

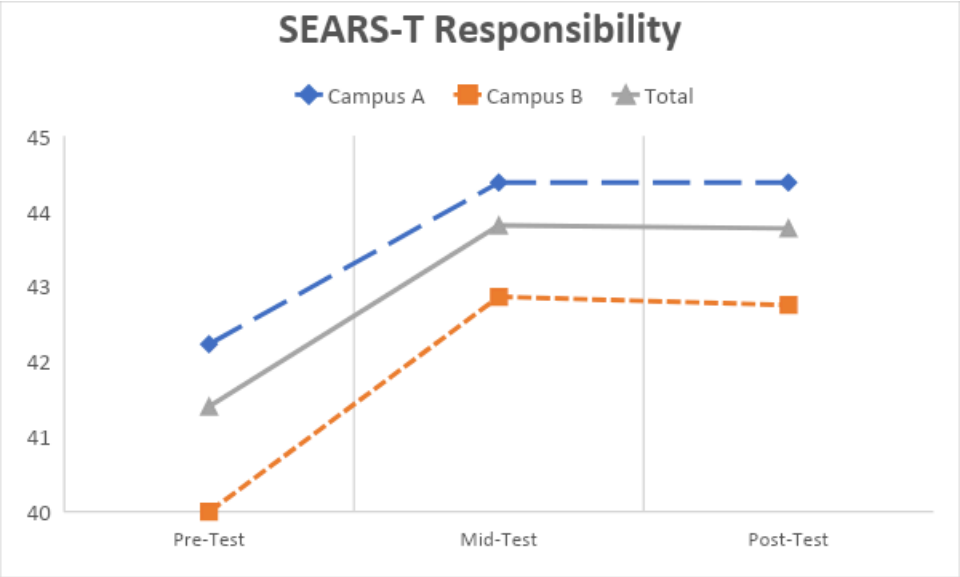
Tests of Between-Subjects Effects for Self-Regulation, Social Competence, Empathy, and Responsibility

	SS	df	Means Square	F	Sig.	partial η^2
Self-Regulation	9.29	1	9.29	.23	.63	.003
Social Competence	1.99	1	1.99	.05	.82	.001
Empathy	18.75	1	18.75	.343	.56	.005
Responsibility	56.70	1	56.70	1.11	.30	.02
Self-Regulation Error	2921.05	73	40.01			
Social Competence Error	2929.56	73	40.13			
Empathy Error	3986.80	73	54.61			
Responsibility Error	3727.19	73	51.06			




SEARS-T Social competence
Campus A
Campus B
Total
47
46.5
46
45.5
45
44.5
44
43.5
43
Pre-Test
Mid-Test
Post-Test


SEARS-T Empathy
Campus A
Campus B
Total
46
45
44
43
42
41
Pre-Test
Mid-Test
Post-Test



Research Question 4

How does the Jesse Lewis Choose Love Movement curriculum impact students' in a therapeutic day treatment program Self-Regulation, Social Competence, Empathy, and Responsibility as measured by the SEARS-A?

Hypothesis 4

Students in a therapeutic day treatment program will show an increase in Self-Regulation, Social Competence, Empathy, and Responsibility as measured by the SEARS-A.

Table 9 contains the SEARS-A Self-Regulation, Social Competence, Empathy, and Responsibility scales means, standard deviations, and sample size for the pre-, mid-, and post-tests. We conducted a Doubly-MANOVA to assess the impact Choose Love had across three time periods and between the two campuses with Self-Regulation, Social Competence, Empathy, and Responsibility as dependent variables. There was no statistically significant interaction between campus and time, Wilks' Lambda = .59, $F(8, 9) = .77$, $p = .63$, but the large partial $\eta^2 = .41$, indicates there might be a difference in scores between campuses and across the three time periods . There was no statistically significant main effect for time, Wilks' Lambda = .62, $F(8, 9) = .69$, $p = .66$, but the large partial $\eta^2 = .38$, indicates there might be a difference in scores across the three time periods. Table 9 contains the SEARS-A subscale means, standard deviations, and sample size for the pre-, mid-, and post-tests. Observed power for the main effect of time (.17) and interaction effect (.19) indicates that the small sample size (n = 18) likely impacted the statistical significance testing. Although post-hoc univariate analyses revealed no

statistically significant increases of any variables based on student report, moderate to large effect sizes for the main effect for time on all subscales and overall means indicates that there was an increase in students perceived levels of Self-Regulation, Social Competence, Empathy, and Regulation. Review of post hoc univariate analyses for interaction effects revealed no statistically significant increases for any of the variables, however effect sizes and review of campus mean scores for each subscale revealed that students at campus B reported an increase in all subscales, whereas students at campus A remained stable throughout the intervention. See Table 10 for detailed results. Finally, although there was not a statistically significant main effect between campuses for any of the variables, effect sizes and mean scores on all subscales in indicated that students at campus B had higher subscale scores than students at campus A. See Table 11 for detailed Between-Subjects Effects. Based on the effect sizes and means of student self-report, the Choose Love curriculum appeared to be more effective for increasing students' levels of Self-Regulation, Social Competence, and Responsibility at campus B than campus A and least effective in increasing empathy at both campuses.

Table 9

Mean Scores for SEARS-A Self-Regulation, Social Competence, Empathy, and Responsibility Scales

		Pre-test		Mid-test		Post-test	
	N	Mean	SD	Mean	SD	Mean	SD
Campus A							
Self-Regulation	8	39.38	13.19	39.38	10.27	39.75	8.21
Social Competence	8	36.75	10.74	35.88	12.37	36.13	9.17
Empathy	8	42.63	10.27	40.38	8.68	43.63	6.44
Responsibility	8	40.88	15.08	38.13	10.92	41.88	10.92
Campus B							
Self-Regulation	10	46.3	12.52	48.8	11.40	54.3	13.88
Social Competence	10	37.7	7.56	41.00	8.98	47.3	11.14
Empathy	10	48.8	9.99	46.6	7.89	51.3	10.03

	Responsibility	10	41.3	9.94	45.3	8.91	47.3	12.14
Total								
	Self-Regulation	18	43.22	12.93	44.6	11.64	47.8	13.6
	Social Competence	18	37.28	8.83	38.72	10.61	42.33	11.53
	Empathy	18	46.06	10.3	43.83	8.61	47.89	9.26
	Responsibility	18	41.11	12.08	42.11	10.23	44.89	11.61

Table 10

Post Hoc Univariate Results for Self-Regulation, Social Competence, Empathy, and Responsibility

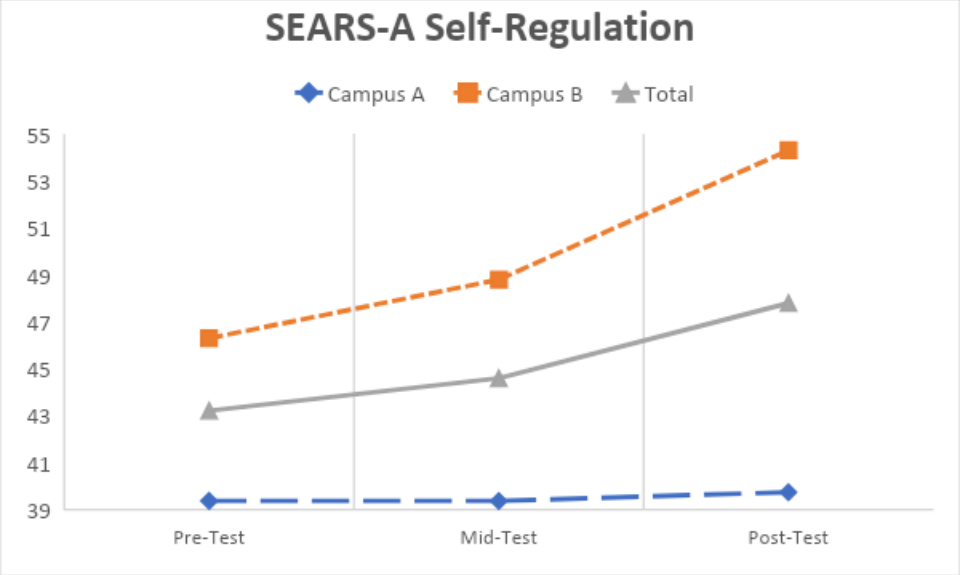
		SS	df	Means Square	F	Sig.	partial η^2
Time	Self-Regulation	164.31	2	82.15	2.11	.14	.12
	Social Competence	191.61	2	95.80	2.19	.13	.12
	Empathy	141.12	2	70.56	1.84	.18	.10
	Responsibility	123.89	2	61.94	1.36	.27	.08
Time*Campus	Self-Regulation	134.31	2	67.15	1.72	.20	.10
	Social Competence	234.94	2	117.47	2.69	.08	.14
	Empathy	6.45	2	3.23	.08	.92	.005
	Responsibility	109.07	2	54.54	1.20	.32	.07
Error	Self-Regulation	1247.58	2	38.99			
	Social Competence	1398.28	2	43.70			
	Empathy	1225.73	2	38.30			
	Responsibility	1459.00	2	45.59			

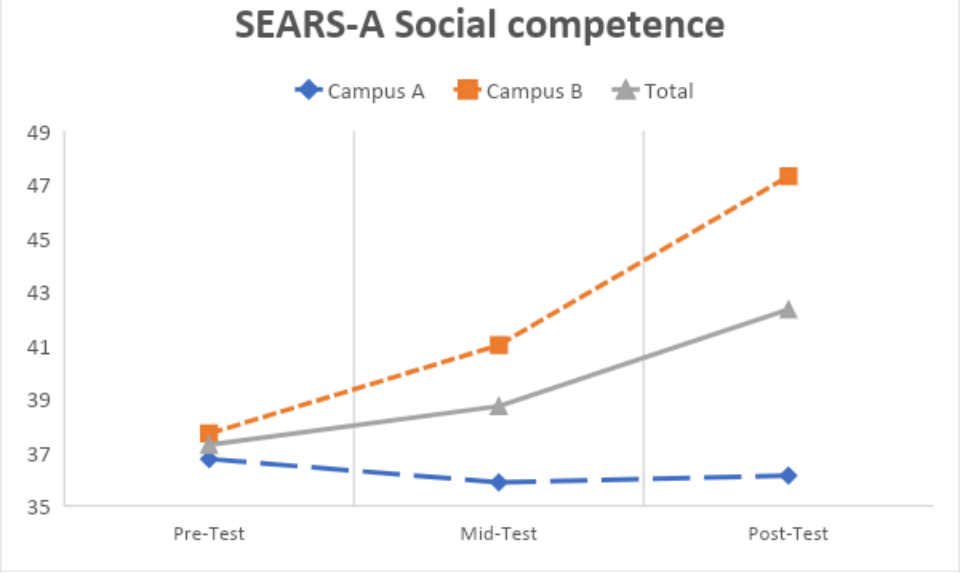
Table 11

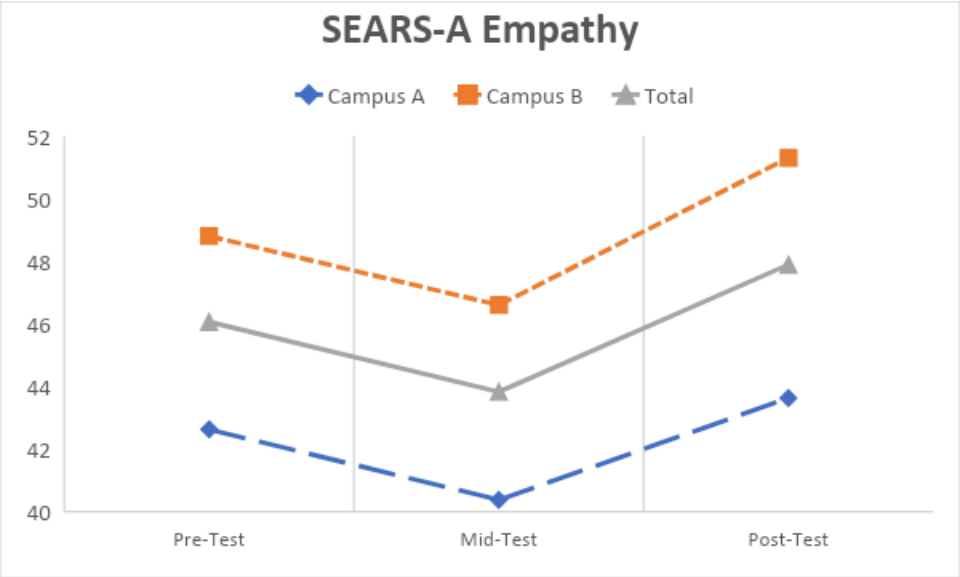
Tests of Between-Subjects Effects for Self-Regulation, Social Competence, Empathy, and Responsibility

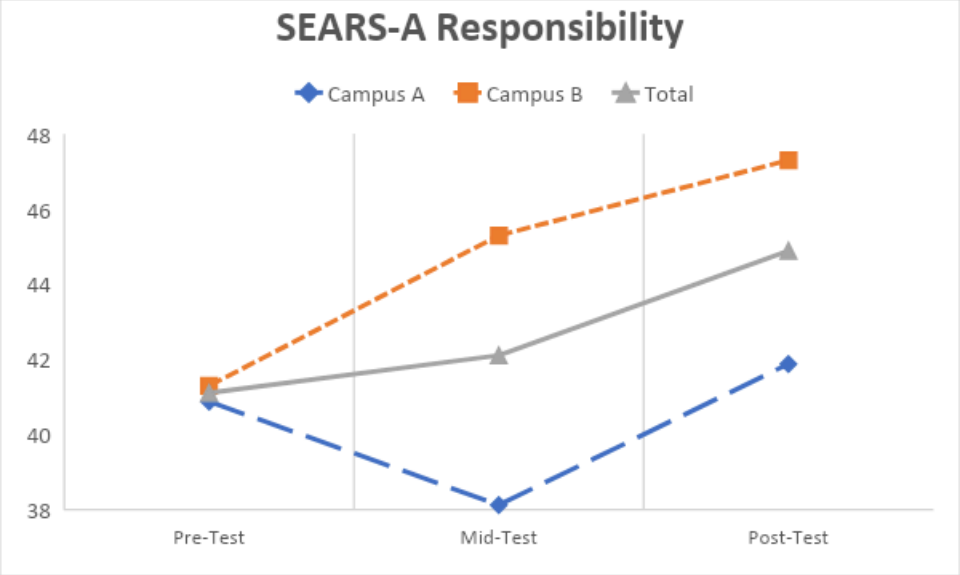
	SS	df	Means Square	F	Sig.	partial η^2
Self-Regulation	471.51	1	471.51	4.12	.06	.21
Social Competence	146.94	1	146.94	2.06	.17	.11

Empathy	199.02	1	199.02	3.55	.08	.18
Responsibility	83.78	1	83.78	.85	.37	.05
Self-Regulation Error	1831.16	16	114.45			
Social Competence Error	1141.72	16	71.36			
Empathy Error	898.00	16	56.13			
Responsibility Error	1577.31	16	98.58			






SEARS-A Empathy
Campus A
Campus B
Total
52
50
48
46
44
42
40
Pre-Test
Mid-Test
Post-Test


SEARS-A Responsibility
Campus A
Campus B
Total
48
46
44
42
40
38
Pre-Test
Mid-Test
Post-Test

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.

Limitations

The following are limitations related to the design and data analyses used during this study. First, by only utilizing students at a TDT school in the southeast, our sample lacked diversity and was limited to a specific setting. Second, although we had an adequate sample size, based on an a priori G*Power 3 analysis, attrition and lack of SEARS-C, A, and T completion reduced our sample used in statistical analyses which impacted our power and likely our statistical significance testing. Third, the research team created a treatment protocol consisting of a 10-week curriculum for each grade level used at both campuses in order to maintain treatment fidelity. They also provided the same training to staff at both sites. However, because they did not observe lessons, it is impossible to ensure that the delivery was consistent at both sites at all grade levels. Finally, because there was no control, waitlist, or comparison group used, it is possible that the results of this study are due to maturation. However, both TDT campuses planned to implement the Jesse Lewis Choose Love Curriculum as the primary intervention used to address students' social-emotional development before the research project was proposed, thus limiting our ability to have a control, waitlist, or comparison group. Finally, because the Jesse Lewis Choose Love Curriculum was the primary intervention used, it is likely that it was a main contributor to students increased social-emotional attributions and resiliency.

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 it 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.