

Evaluating School-Based Interventions The Lions Quest Program

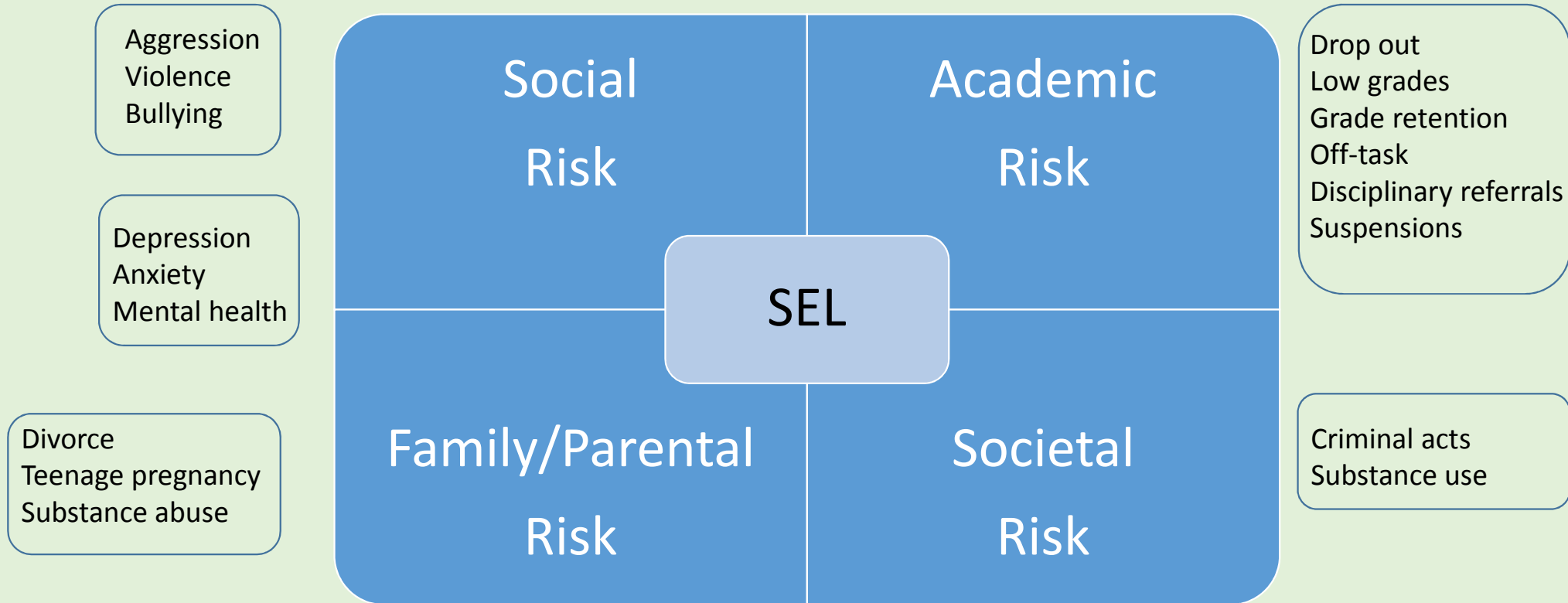
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Research Brown Bag Forum

The Agenda

- Why do we need school-based interventions?
- What are the programs aiming to develop Social Emotional Learning (SEL)?
- What are the characteristics of effective SELs?
- What does research tell us?
- What is Lions Quest Program?
- The study

From the Risk Perspective

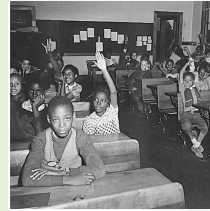


Changing Role of Family and School Perspective



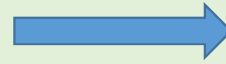
Family

- Work
- Single parenting
- Composition
- Technology
- Income



School

- Values
- Expectations
- Improvement
- Needs



Social and Emotional Learning

- Character Education
- Values Education
- Life Skills Education
- Democracy and Citizenship Education
- Peace Education
- Moral Education

Associations

- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- National School Climate Center
- Institute for Democratic Education in America (IDEA)
- Character Education Partnership (now character.org)
- Alternative Education Resource Organization

Some examples

- Promoting Alternative Thinking Strategies (PATHS)
- I Can Problem Solve (ICPS)
- Center on Social and Emotional Foundations for Early Learning (CSEFEL)
- Lions Quest: Skills for Growing
- Al's Pals: Kids Making Healthy Choices
- The Incredible Years
- PALS: Social Skills Program
- First Step to Success
- Second Step
- RULER Approach
- Responsive Classroom

Common Characteristics of the Programs

School Based

- Community building
- Group/team work
- Service learning
- Common values
- Safe and caring environment
- Participatory well managed environment

Skill Based

- Self awareness
- Social awareness
- Self-management
- Relationship skills
- Responsible decision making

What are the characteristics of an effective SBI?

- Grounded in **theory and research**
- Teaches children to apply **SEL skills** and **ethical values** in daily life
- Builds **connection** to **school** through caring, engaging school practices
- Provides **developmentally and culturally** appropriate instruction
- Helps schools **coordinate and unify programs** that are often fragmented
- Enhances school performance by addressing the affective and social dimensions of **academic learning**
- Involves **families** and **communities** as **partners**
- Establishes **organizational supports and policies** that foster success
- Provides high-quality **staff development** and support
- Incorporates continuing **evaluation** and improvement

CASEL, 2003. *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs.*

Evidence-based Research

That led to school based interventions in schools

What Research Tells...

- Reduce externalization behaviors (e.g., deviant, disruptive, off-task, aggressive behaviors, and bullying) (Bosworth & Judkins, 2014; Gansle, 2005; Kilian, Fish, & Maniago, 2007; Zins & Elias, 2007)
- Reduce internalization behaviors (e.g., depression, shyness, anxiety) (Gansle, 2005)
- Improve social skills (e.g., peer relations, self-control, assertiveness, self and social awareness, decision making, problem solving, management skills) (Denham & Brown, 2010; Gansle, 2005; Kilian, Fish, & Maniago, 2007)
- Develop positive beliefs and attitudes (e.g., self-efficacy, self-esteem, locus of control) (Gansle, 2005; Zins & Elias, 2007)
- Improve academic achievement (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Elias & Moceri, 2012; Payton et al., 2008; Zins, Bloodworth, Weissberg, & Walberg, 2007; Zins, Weissberg, Wang, & Walberg, 2004).
- Decrease in disciplinary referrals and suspensions (Kilian, Fish, & Maniago, 2007)

School Climate and Student Behavior, Skills, and Attitudes

- The relationship between school climate and student behavior is well established (Jennings & Greenberg, 2009; Jones, 2004; Wang & Holcombe, 2010).
- Creating a nurturing school climate has been shown to improve children's problem solving, conflict resolution, and prosocial behaviors such as building friendships and respecting others (Stoiber, 2011; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013).
- Improvement in school climate results in less aggression and more negotiation in conflict situations (Clayton, Ballif-Spanvill, & Hunsaker, 2001; Jones, 2004).
- Positive school climate fosters positive attitudes, which lead to higher academic achievement (Wang & Holcombe, 2010).
- Students are less likely to suffer from mental health problems or to engage in aggressive behavior (Van Acker & Talbott, 2000; Walker, 2004; Zins & Elias, 2007).

Lions Quest Program

- In 1975 in the USA
- First funded by Lions Clubs International in 1984.
- Implemented in 85 countries, employing 31 languages
- Aims
 - Taking responsibility
 - Collaborating
 - Using conflict resolution strategies
 - Showing resiliency to peer pressure
 - Respecting differences and appreciating diversity
 - Feeling grounded in family, school, and community
 - Making positive decisions
 - Living healthfully, avoiding violence, drug and alcohol use
- Levels and Grades
 - Skills for Growing, grades K-5
 - Skills for Adolescence, grades 6-8
 - Skills for Action, grades 9-12

Background of the LQ in Turkey

- Turkish Lions Club
- Started in 2008
- Translated and adapted for each levels
- Two-day workshop format
- Implemented in 310 schools by 1700 teachers

Research on LQ

- Reduces risky behaviors and increases prosocial behaviors (Berkowitz & Bier, 2005)
- Reduces drug, alcohol, and cigarette use and empowers to resist social influences (Eisen, Zellman, & Murray, 2003; Eisen, Zellman, Massett, & Murray, 2002; Foxcroft & Tsertsvadze, 2012)
- Helps developing relationships, improves grades, increases motivation and attitudes toward learning, reduces risk of dropping out (Laird & Black, 1999)
- Reduces drop out and increases positive interpersonal attitudes (Laird, Bradley, & Black, 1998)
- Helps developing strong connections to school and family (Quest International, 1995).

Criticism

- LQ Skills for Action (9-12 grades) has been studied but Skills for Growing (K-5) has not.
- Mostly evaluation reports are available but peer-reviewed journal articles are not.
- Evaluation studies are outdated, conducted in 1990's.
- Although the program is widely implemented, less is known how it affects the children and youth in other nations.

The Study

























Schools in Turkey

- MoNE (2007) reported that 34% of the incidents of violent/aggressive behaviors consisted of physical violence, 24% consisted of bullying.
- One student out of every four, reported that they were victims of aggression (MoNE, 2008).
- 18% reported that they were exposed to violence at school, compared to 9% who were victimized at home.
- 76% stated that they were victims of verbal/emotional violence, 22% declared they were physically abused.
- 29% was victimized by peers, 15% was victimized by teachers and principals.

The study aims

- the effect of the Lions Quest Program on school climate;
- the differences in student behaviors before and after implementation;
- students' perceptions of school, teachers, and peer relationships before and after implementation;
- the students' conflict management skills before and after implementation.

Method

The design

- Quasi-experimental design with a control group
- Sample
 - 1 public 1 private school made up the experimental group
 - Based on some features (e.g., managerial set-up, number of students, resources) 2 schools made up the control group.
 - One classroom in grades one through four in all four schools was selected randomly
- Procedures
 - Pretest in September 2013, Posttest in May 2014 (8 months)
 - School climate and student behavior were observed. Student perception and conflict resolution skills were measured by asking structured questions to the students.

Measurements

- **School Climate:** Indicators of Orderly Classroom developed by Golly and Snead (2004)
- **Student Behavior:** Observational Checklists for Prosocial Behaviors of Elementary School Children (n.d.)
- **Student Perception:** Child Development Project by the Developmental Studies Center was used (“Child Development Project”, 1988-2005)
- **Conflict Resolution Skills:** Child Development Project by the Developmental Studies Center was used (“Child Development Project”, 1988-2005)

School Climate

- **Physical arrangement of the classroom** (13 items): cleanliness and layout of the furniture, appropriateness of the furniture for a specific age group, durability of the materials, adequate number of amenities, traffic flow, and use of open space.
- **Classroom organization** (7 items): an orderly daily schedule, visibility and use of the schedule by students and teachers, age appropriateness of the activities, rules reflecting positive expectations, rules made by students and teacher together, rules addressing different needs, a responsibility chart available for use by students, and an attendance record accessible to students.
- **Classroom management** (31 items): interaction and communication among teachers and students; use of reinforcement, praise, and feedback; problem solving strategies of teachers and students; sharing strategies of rules and expectations; transition activities in lessons and between lessons; monitoring and guiding strategies used by teachers.
- **Classroom atmosphere** (26 items): communication/relationship among teachers, teachers' communication with students, students' communication with students, teachers' behavioral strategies.

Student Behavior

- **Positive behaviors (10 items):** helpfulness, cooperation, leadership, problem solving, and decision making.
- **Negative behaviors (10 items):** selfishness, unresponsiveness, bossiness, rudeness, belittling, and avoidance of work.

Student Perception



- **Liking School** (4 items): (e.g., “Do you like your school?”)
- **Classroom Supportiveness** (4 items): (e.g., “Do you help one another during the tasks and assignments?”)
- **Trusting the Teacher** (6 items): (e.g., “Does your teacher keep her/his promises?”)
- **Student Autonomy and the Power of Affecting the Classroom Procedures** (5 items): (e.g., “Does your teacher ask for your opinion when he/she makes decisions?”)
- **Self-esteem** (2 items): (e.g., “Do you like yourself as you are?”)
- **Academic Self-Esteem** (4 items): (e.g., “Are you a successful student?”)

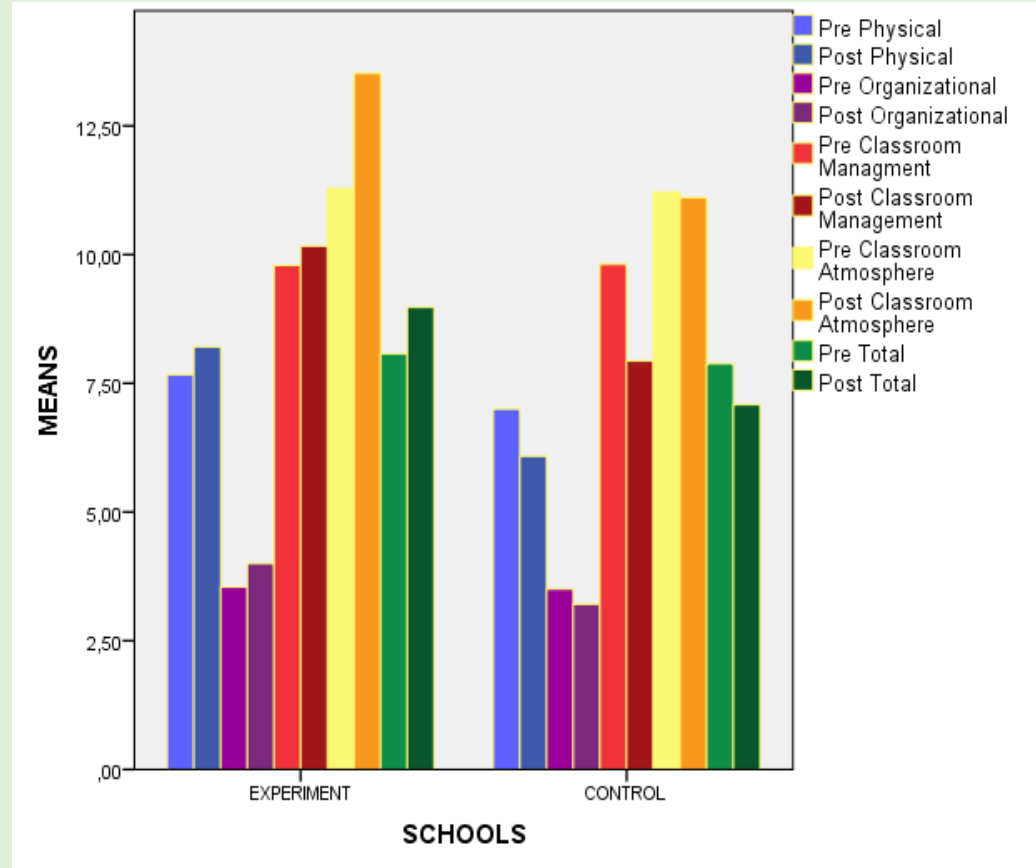
Conflict Resolution Skills

“Imagine that someone comes and takes your pencil when you leave it on your desk for a minute. You ask him/her to give it back to you. He/she says ‘No.’ What would you do?”

- A. I take the pencil from him/her;
- B. I say ‘I really need the pencil to finish my work’;
- C. I ask my teacher to take the pencil from him/her;
- D. I help him/her find another pencil or I say, ‘You can use the pencil after you finish your work’;
- E. I threaten to beat him/her up or take something that belongs to him/her.

Findings

School Climate



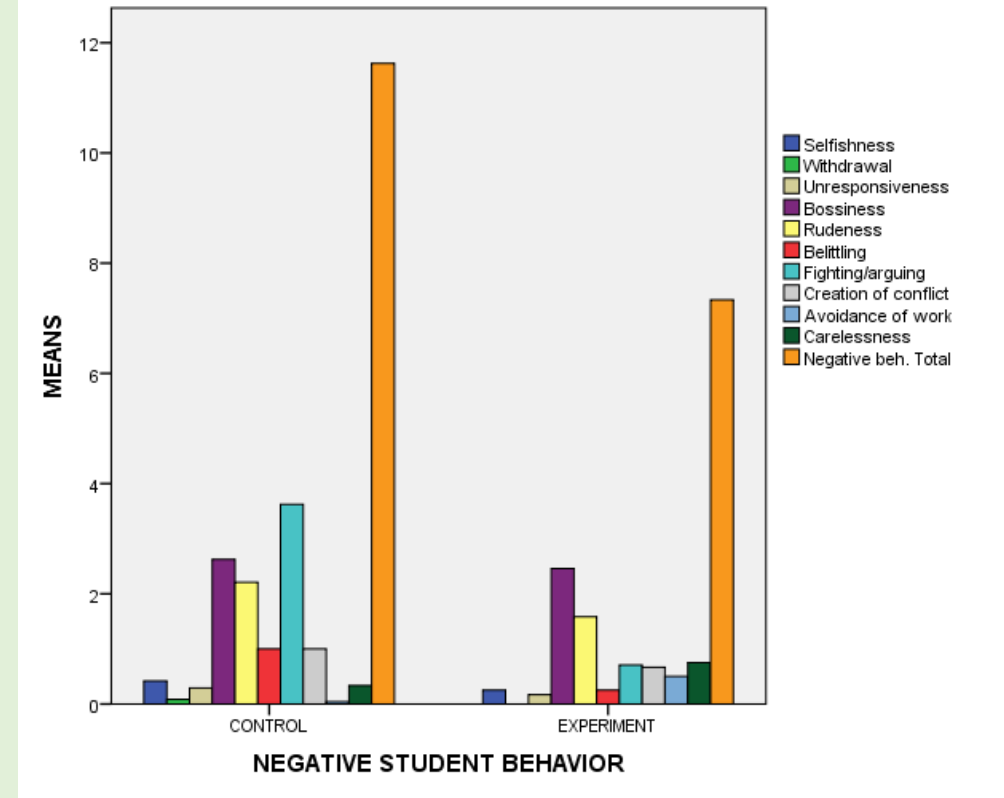
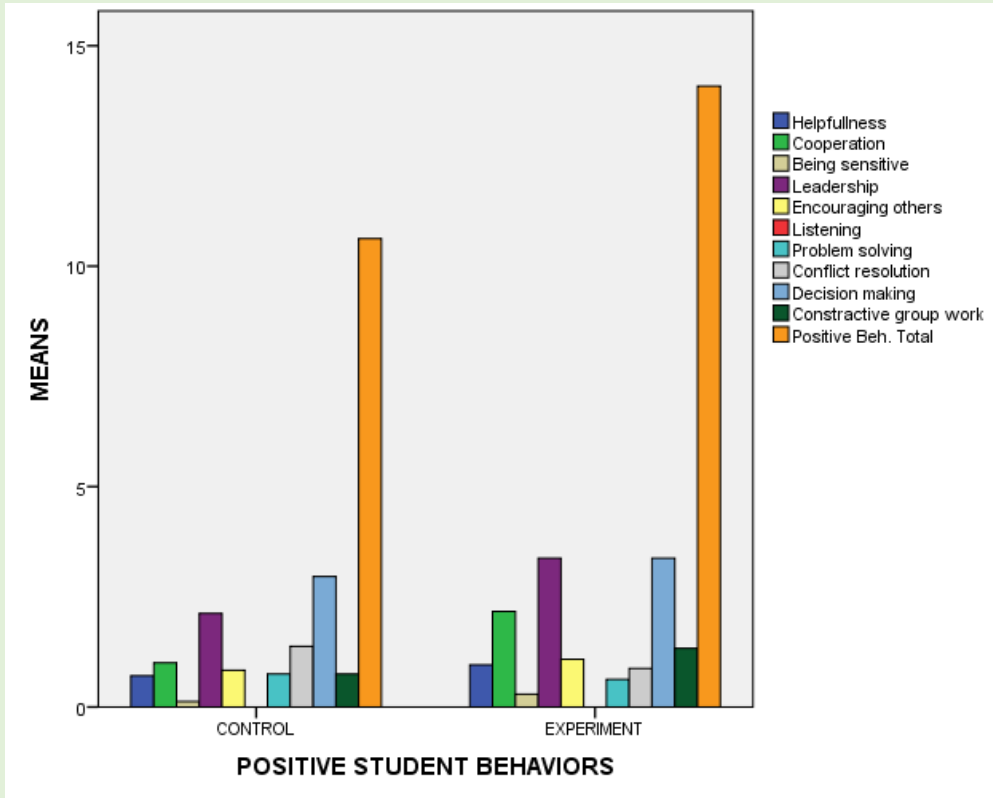
School Climate

Sub-scales	Experiment		Control		Group X Time Interaction		
	M	SD	M	SD	F	p	Np2/Cohen's d
Physical							
Pre-test	7.66	3.08	7.00	2.06			
Post-test	8.20	3.37	6.08	1.19	2.819	.115	.168/.83
Organization							
Pre-test	3,54	1,06	3,50	1.30			
Post-test	4.00	1.00	3.20	.733	3.227	.094	.187/.91
Management							
Pre-test	9.79	2.60	9.81	2.04			
Post-test	10.1	2.73	7.93	1.56	4.001	.065	.222/.97
Atmosphere							
Pre-test	11.28	3.01	11.21	2.61			
Post-test	13.52	3.60	11.10	1.18	3.251	.093	.188/.90
Total							
Pre-test	8.07	2.33	7,88	1.85			
Post-test	8.97	2.56	7.08	.97	3.797	.072	.213/.97

Cohen (1977): Cohen's d: .2=small, .5=moderate, .8=large

Cohen (1988): partial eta squared η^2 : .02=small, .13=medium, .26=large

Student Behavior



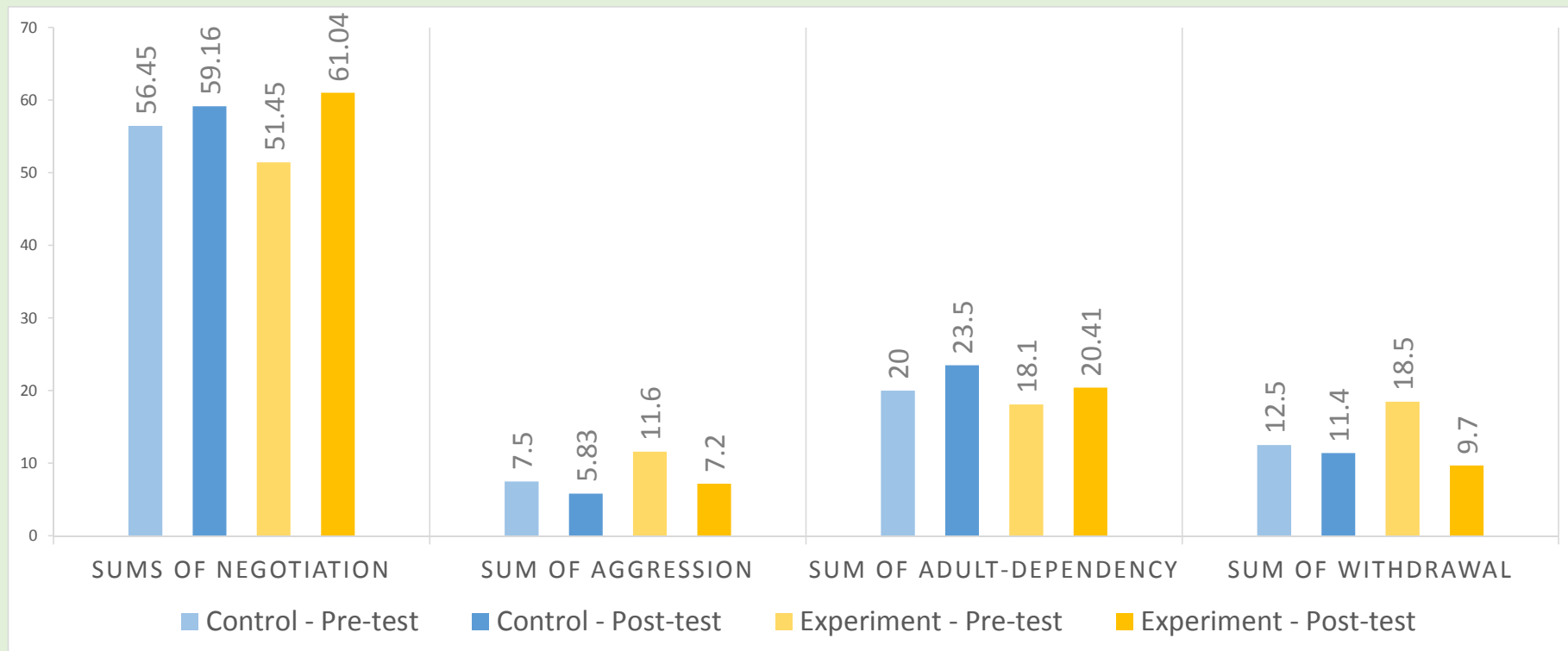
Student Behavior

		Means	SD	F test (p) df=46	Cohen's d
Cooperation	Experiment	2.17	1.68	8.050 (.007)	.82
	Control	1.0	1.10		
Leadership	Experiment	3.38	2.28	3.314 (.07)	.52
	Control	2.13	2.47		
Positive Behaviors	Experiment	14.08	5.77	3.706 (.06)	.55
	Control	10.63	6.64		
Belittling	Experiment	.25	.44	4.404 (.04)	.13
	Control	1	1.69		
Fighting/arguing	Experiment	.71	1.42	3.372 (.07)	.11
	Control	3.63	7.64		
Negative Behaviors	Experiment	7.33	6.11	3.093 (.08)	.11
	Control	11.63	10.27		

Student Perception

Sub-Scales		Means	SD	F test df=78	p
Liking School	Experiment	2.75	.35	1.123	.29
	Control	2.83	.32		
Classroom Supportiveness	Experiment	2.68	.33	.418	.52
	Control	2.73	.35		
Trusting the Teacher	Experiment	2.60	.32	1.113	.29
	Control	2.67	.23		
Student Autonomy	Experiment	2.27	.29	2.674	.10
	Control	2.38	.26		
Self-esteem	Experiment	2.82	.38	1.825	.18
	Control	2.92	.26		
Academic Self-esteem	Experiment	2.31	.41	.019	.89
	Control	2.33	.39		

Conflict Resolution



Conclusion

The overall conclusion is that the program has a positive effect on school climate, students' behaviors and a moderate effect on students' conflict resolution strategies. However, no statistically significant results were found on students' perceptions of school.

Discussion

- While school climate in the experimental schools was getting better, it was getting worse in the control group. Similar improvement in school climate caused by intervention programs is well documented in the literature (Greenberg et al., 2003; Jennings & Greenberg, 2009; Payton et al., 2000; Thapa et al., 2013).
- The positive behaviors of the experimental group's students increased in frequency during implementation, while their negative behaviors decreased. Opposite is true for the control group.
- Students in the two groups responded positively to questions about the learning environment. Other studies showed that the students tended to have an absolute views of their school, either they like it or do not like it (Conderman, Walker, Neto, & Kackar-Cam, 2013). Students had favorable things to say about their schools, teachers, and friends although violence had been observed in classrooms (Gol-Guven, 2014).
- The program seems to have had an effect on the students' conflict resolution skills. The increase of cooperation and leadership and the decrease in belittling and fighting/arguing provide evidence in support of the findings of students' conflict resolution skills.

Implications

- Cost
- Time
- Need of the school
- Teachers willingness
- Administrative support
- Evaluation procedure
- Family and community partnership
- Curriculum adaptation
- Appealing to children
- Cultural adaptation
- Research evidence

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