Using the Second Step: A Violence Prevention Curriculum and a Reinforcement Point System to Increase Respect Skills in Pre-Adolescent Boys

by
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Dedication

This paper and the purpose of my studies are dedicated to my late mother, Karen E. Chircoski.
Abstract

The present study examined Second Step Middle School/Junior High version (1997) together with reference and selected skills from Goldstein and McGinnis, SkillStreaming the Adolescent, (1997) with 6 pre-adolescent boys with diverse behavioural difficulties in a Counseling and Skills Development class to evaluate the program effectiveness in increasing respect behaviours. Direct observations of respect skills were collected in 3-15 minute intervals in each phase, during class and lunch. Results suggested all six participants slightly increased their knowledge about Second Step skills; however statistical analysis indicated non-significant results. Results of attitude survey exhibited significant results on an individual basis, where some participants changed their attitude towards physical aggression, verbal derogation, acceptance of social exclusion, and reported increased socio-emotional competence. However, statistical analysis indicated nonsignificant findings for all subscales. Results of direct observations indicated an increased frequency from baseline to intervention to maintenance, with an overall increases of the respect skill for all participants. Outcomes of this study demonstrated that Second Step in combination of Goldstein’s skills may increase knowledge of content, socio-emotional competence and respect skills decrease negative attitude regarding physical aggression, verbal derogation, and social exclusion. Further research of the application of Second Step to specific populations are also discussed.
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Chapter I: Introduction

Social skills are an important part in the participation of social interactions among humans. Individuals need to incorporate appropriate skills when engaging in conversations, asking for what they want, or working through problems; to name a few interactions. To possess appropriate skills, creates opportunities such as positive interactions with others, even when the topic is negative, for instance expressing an opinion or asking a question when one is in trouble for noncompliance. Including social skills in an interaction with another person can also mean inclusion from society. A person is more likely to be accepted when suitable skills are used contingent on the context the person is in. For example, a person can joke in a certain way amongst friends who understand, however the same person may not joke in the same way amongst grandparents who do not joke or would not understand. Children and adolescents can benefit if they are knowledgeable in utilizing correct social skills in a variety of contexts.

Unnecessary arguments, conflicts, frustrations, loss of control and violence can all occur if a child does not know how to respond to a stressful confrontation or a negative social interaction. Embarrassment, confusion, disappointment, setbacks, and failure can all occur when a child does not know how to respond to positive social interactions. Social exchange theory has long emphasized that social interaction entails both rewards and costs (Rook, 1984).

Children and adolescents can be affected by poor models of positive and constructive social interactions or they may be influenced by the adults around them. Some may need more guidance and self-confidence when confronted with a difficult situation or a positive experience where appropriate social skills are a necessity. In addition, some may also need competence when developing social skills, predominantly when emotions arise. Insufficient skills can lead to misunderstandings, disagreements, misinterpretations of specific situations and in extreme situations violence among adolescents. Children and adolescents can consequently be excluded from their peers and other social groups, and hence be placed in specialized programs to learn appropriate social skills.

Second Step Program

The Committee for Children created an award winning violence prevention curriculum called Second Step (Committee for Children, 1997). It is a combination of academics and social-emotional learning through practice and application of social skills. The objective is to educate prevention strategies for substance abuse, bullying, and violence, develop skills and strategies for empathy, communication, emotional management, coping strategies, problem solving, decision-making, and goal setting.

The Second Step program has proven to be effective through a pilot project in 1986 with ‘normal’ children in a district wide intervention. Also, different versions (1991, 1992a, 1992b, and 1997), have been developed to target different populations, and been modified to target different cultures, such as Australian, German, New Zealand, Norway, the United Kingdom, Danish, Japanese, and Spanish. Second Step Middle School/Junior High version (1997) together with reference and selected skills from Goldstein and McGinnis, SkillStreaming the Adolescent, (1997) will be implemented with 6 pre-adolescent boys with diverse behavioural difficulties in a Counseling and Skills Development class to evaluate the program effectiveness in increasing respect behaviours.
Amendola and Oliver (2008) identified that social skill training, which enables a wide range of strengths and competencies are needed for youth to move effectively into adulthood. As identified by Goldstein in *Skillstreaming the Adolescent: New Strategies and Perspectives for teaching Prosocial Skills*, “individuals of low economic status, with variable learning styles may not learn communication and prosocial skills at the same rate as someone of higher class” (Goldstein & McGinnis, 1997, p. 17). According to Goldstein and McGinnis, these individuals with skill deficiencies, may do very well when participating in a “…prescriptive strategy and offered an intervention tailored to this learning style” (p. 17) The authors incorporate effective behavioural strategies, modeling, role-playing, performance feedback, and generalized training for increasing communication and prosocial skills. They have intervened with such strategies to a diverse population, for instance young children (preschool and elementary school), elderly adults, child-abusing parents, industrial managers, and police officers. With all these populations, the authors identified skill development in adolescents was essential to guide individuals to becoming a prosocial adult.

For the purpose of this study, Second Step Middle School/Junior High version (1997) together with reference and selected skills from Goldstein and McGinnis, *SkillStreaming the Adolescent*, (1997) will be implemented with 6 pre-adolescent boys with diverse behavioural difficulties in a Counseling and Skills Development class to evaluate the program effectiveness in increasing respect behaviours.

**Hypothesis**

It is hypothesized that teaching Second Step: A Violence Prevention Curriculum to 6-pre-adolescent boys will; (a) increase their knowledge of social skills; (b) change their attitudes about the acceptance of violence showing a decrease in their acceptance of physical or relational aggression; (c) demonstrate a perceived confidence of the use of social and emotional skills; and (d) increase frequency of demonstrating respect skills.

**Overview**

In the next sections, the literature review will be covering the three components of this study; Second Step program, the point system and Goldstein’s book *Skillstreaming the Adolescent: New Strategies and Perspectives for teaching Prosocial Skill*. The method will be describing the participants, informed consent procedures, the design, setting and apparatus, the measures of the Grade Five Knowledge Assessment, Middle School Attitude Survey, and the direct observations. The results section will describe the outcomes of the two pre- and post-treatment assessments, in addition to the pre-, mid- and post-direct observations of the target behaviour respect. The discussion will describe the limitations, and multi-level challenges in association with developing this thesis.
Chapter II: Literature Review

Second Step.

Cooke, Ford, Levine, et al. (2007) examined the effects of a complete, citywide Second Step program implementation. The authors evaluated aggressive-antisocial and prosocial behaviours, which included seven hundred and forty-one, 3rd to 5th graders in six schools, via data collection from student surveys, behavioural observations, and discipline referrals. Results indicated improvements in positive approach coping, caring-cooperative behaviour, suppression of aggression, and consideration of others. However, no significant gains were shown in aggressive-antisocial behaviours, behavioural observations and discipline referrals. Due to the geographical implementation of every school in a certain district, comparison group was either not available, or insufficient. Therefore, the authors could not determine if the source of positive changes in students’ behaviours was due to the implementation of Second Step. The authors conclude that future longitudinal studies, with more appropriate comparison groups are essential for further evaluative outcomes.

Grossman et al. (1997) developed a study to determine the effectiveness of the Second Step program among children in elementary schools. It was a randomized controlled study where six matched pairs of schools with seven hundred and sixty 2nd grade and 3rd grade students were taught the program. Schools were randomly assigned to intervention or control group. The authors wanted to determine if the curriculum would decrease aggressive behaviours and increase prosocial behaviours. They utilized parent and teacher reports as well as direct observations of a random sub scale of five hundred and eighty-eight students in the classroom, cafeteria, and playground 2 weeks and 6 months post intervention. The Archenbach Child Behaviour Checklist, Teacher Report Form, the School Social Behaviour Scale, and the Parent-Child Rating Scale were the questionnaires to aid in the measurement of the targeted behaviours. The Second Step program implemented utilized 30 specific lessons to teach social skills related to anger management, impulse control and empathy training. Results, when compared to control schools, showed no change in teacher and parent ratings after implementation of Second Step, however, direct observation did indicate an overall decrease in physical aggression two weeks after the program implementation of physical aggression and an increase in neutral/prosocial behaviour. Follow-up at 6 months post implementation obtained similar results.

Taub (2001) conducted a quasi-experimental evaluation of the Second Step: A violence prevention curriculum with fifty-four students ranging from 3rd to 6th grade in a rural elementary school. The purpose was to determine if a stable social skills program would be effective at increasing social skills and decreasing antisocial behaviours in an area with low socio-economic status, white population. She utilized teacher rating scales as well as direct observations of prosocial behaviours. When compared to the control group, second step intervention increased social competence, showing higher levels of peer interaction skills and decreased antisocial behaviours, and showing higher rates of compliance to rules and engaging appropriately with peers. Teacher ratings indicated that after a year of Second Step implementation, students were rated higher in social competencies than that of the control group.

Shoiak-Edstorm, Frey, and Beland (2002) conducted a quasi-experimental evaluation of the Second Step Middle School curriculum to determine the effectiveness on attitudes about physical and relational aggression and perceived difficulty of demonstrating appropriate social skills. Five schools were included in the study from the United States and Canada. Lessons took
place over a year with seven hundred and fourteen students, in 6th through 8th grades, (51% girls), where Year 1 included sixth and seventh graders only and Year 2 included 7th and 8th graders. Implementation was performed by ten female teachers and one principal in intervention classrooms, with lesson delivery one to five times per week and program completion at 99%. A randomized assignment of the teachers and principal to experimental and control classrooms were only available in Canada. Program effects were tested by the Endorsement of Aggression Scale, in which the authors changed wording slightly to ensure language was appropriate for junior high and middle school students and included five items about gossip and social exclusion from peer nomination instruments utilized by Crick and colleagues (Crick & Bigbee, 1998; Crick & Grotpeter, 1995) to assess relational aggression. In addition, the Perceived Social Difficulty Scale (Perry, Perry & Raumussen, 1986) identified by the authors as the attitude assessment was also utilized to rate students self-reported difficulty to specific Second Step skills, such as managing anger, understanding another’s point of view, standing up for oneself, and generating solutions to problems. During Year 1 pre- and post-Endorsement of Aggression Scale indicated that boys’ endorsement of aggression remained stable, however girls’ decreased over time. Pre- and post- attitude assessments determined that both male and female participants indicated less social exclusion and social difficulty after participating in the Second Step program. However, differences in sex and grade level occurred. The 7th grade females showed less approval of physical aggression compared to male seventh grade participants. During Year 2 pre- and post-Endorsement of Aggression Scale indicated that when compared to control, endorsement of physical aggression, verbal derogation and social exclusion decreased. Pre- and post- attitude assessments, when compared to control indicated that students perceived social skills as less difficult to perform.

Crick and Bigbee (1998) developed and utilized peer- and self-report instruments to assess a relational form of victimization in addition to the overt form (e.g. beating someone up). A total of three hundred and eighty-three 4th and 5th grade students (194 boys and 189 girls) from 4 Illinois public schools participated in this study. Shoiak-Edstorm, Frey, and Beland, (2002) utilized the Social Experience Questionnaire -Peer Report (SEQ-P) measure from this study to assess relational aggression with students in both the United States and Canada. The questionnaire assesses peer perception of children’s positive and negative treatment by peers. The measure consists of three sub scales: Victims of Relational Aggression (kids who are ignored by classmates when someone is mad at them), Victims of Overt Aggression (kids who are beat up frequently by their classmates) and Recipients of Caring Acts (kids who receive help from others when they need it). The participants were given a list of kids and were asked to nominate up to three classmates of either gender who fit each item descriptor. Crick and Bigbee (1998) used the SEQ-P in addition to the Social Experience Questionnaire – Self Report (SEQ-S). The SEQ-S also consists of three subscales: Relational Victimization (frequency with which peers attempt or threaten to harm their peer relationships), Overt Victimization (frequency with which other children attempt or threaten to harm their physical well-being) and Receipt of Prosocial Acts (frequency with which children targets of peers’ caring acts). Analysis of both SEQ-P and SEQ-S showed that overt victim groups were significantly more rejected by peers than all other groups, peer-identified overt victims were more rejected than self-identified relational victims and non-victims.

Crick and Grotpeter (1995) assessed relational aggression, (which is more typical aggression for girls), via a peer nomination instrument for a sample of four hundred and ninety-one 3rd through 6th grade children. Overt aggression and social-psychological adjustments were
also assessed. The participants were given a peer nomination instrument to assess social adjustment. It consisted of 19-items, which included a peer sociometric and 4 subscales to assess social behaviour; relational aggression, overt aggression, prosocial behaviour, and isolation. Overt aggression was assessed through a three-item peer nomination where items evaluated physical and verbal aggression. Relational aggression was assessed through a five-item nomination scale where items describe behaviours that represent purposeful attempts to harm, or threats to harm another’s peer relationships. The items were generated by the authors, however the wording of the items and the chosen items were based on a previous pilot testing with grade-school-age children. Prosocial behaviour scale contained five items, the isolation scale consisted of four items and peer-sociometric contained two items. Participants were given a class list and to choose up to three students to nominate for each of the items. Subjects completed assessments during two 60-minute group assessments session in their classrooms. With the interest of comparing boys and girls, results indicated that both genders were classified as nonaggressive, (73.0% of the boys and 78.3% of the girls). Conversely, overt aggression was found mainly in boys (15.6% boys versus 0.4% girls), relational aggression was found mainly in girls (17.4% girls versus 2.0% boys) and combined groups of both types of aggression consisted of both boys and girls, (9.4% of boys and 3.8% of girls). The authors concluded that when both forms of aggression are assessed, girls are just as aggressive as boys but in a different form. This study also utilized a peer-nomination method of assessment similar to the one used by Shoiak-Edstorm, Frey, and Beland (2002) to assess relational aggression in students to assess Second Step program effects.

Perry, Perry, and Rasmussen (1986) examined the relationship between aggression and two classes of cognitions; children’s perceptions of self-efficacy and children’s response-outcome expectations. They hypothesized that when comparing aggressive children to nonaggressive children, the aggressive children would report that it is relatively easy to enact aggressive responses, they would have greater difficulty inhibiting contemplated aggression, they would sometimes resort to aggression because they lack confidence in their ability to use socially appropriate forms of verbal persuasion and that aggression may be less common in children who feels confident in their ability to perform prosocial behaviours. Participants were selected by an administration of a modified version of the Peer Nomination Inventory (PNI) to one hundred and seventy-two children in the 4th through 7th grades attending a university school serving an upper-middle-class community. Results from the PNI resulted in one hundred and sixty children overall, 10 aggressive boys, 10 aggressive girls, 10 non-aggressive boys and 10 non-aggressive girls, from each of the four grade levels. Children were administered two questionnaires about a month apart. The Self-Efficacy Questionnaire consisted of 46 items, where children were to pretend what was happening in the item was happening to them and then indicate how easy it would be for them to perform the behaviour specified in the item by circling one of four response choices: HARD!, hard, easy, EASY!. Eight items addressed perceived self-efficacy for inhibition of aggression, 22 items assessed perceived self-efficacy for verbal persuasion skills and eight addressed perceived self-efficacy for prosocial behaviour. The Outcome-Expectations Questionnaire consisted of 48 items, where children were told to imagine themselves performing behaviour toward a specific classmate and then indicates by checking one of four response alternatives, their level of confidence that a particular consequence would arise; “very sure” that the consequences would not occur, “pretty sure” that the consequences would not occur, “pretty sure” that the consequences would occur and “very sure” that the consequences would occur. The children who were completing the questionnaires were also asked to name the students to
help make the imagined scenarios more realistic. Results showed that aggressive children were more confident in their ability to aggress and held stronger beliefs that aggression produces positive outcomes for the self. Self-efficacy perceptions and outcome expectations are independent contributors to aggression. Aggressive children also reported that aggression is easy to perform and difficult to inhibit, however, when comparing the non-aggressive children to the aggressive children, they did not differ in reported ease of engaging in verbal persuasion or prosocial behaviours. The Shoiak-Edstorm, Frey, and Beland, (2002) study utilized the first questionnaire: The Self-Efficacy Questionnaire as their attitude assessment to evaluate students’ self-reported difficulty to specific Second Step skills.

Edwards, Hunt, Meyers, Grogg, and Jarrett (2005) evaluated the efficacy of an adopted version of the Second Step program (Beland 1992) to prevent early risk behaviours and school dropout by assisting the development of competencies needed to adjust to school, and to promote positive teacher and peer relationships. Implementation was in a small urban school district located in the Southeastern United States with 455 students (two hundred and fourteen 4th graders and two hundred and forty-one 5th graders) with equal division of culture, (African American 31%, Hispanic 32%, and Caucasian 30%). Individual interview were only conducted with 113 students due to the time period of the pre- and post-testing and absentees. The Behavior Assessment System for Children (BASC) was reviewed by the authors and selected subscales which were thought to be directly related to the Second Step were administered as pre- and post-measures. The authors required to select only few items due to district’s interest in minimizing time for interruption of the children’s day. The items selected were: relations with parents, anxiety, interpersonal relations, sense of inadequacy and self-reliance. In addition, the authors thought that three items from the Self-Reliance Scale were also directly related to the problem solving section of the Second Step and added to the modified version of the BASC. The revised Bully Survey (Garrity, Jens, Porter, Sager & Short-Camili, 1996) was administered to examine the impact of the intervention. The author also administered content tests which covered the three main sections of the Second Step program: Empathy, Impulse Control and Anger Management. Originally the tests’ had only five items which were directly related to the main topics however the authors created fifteen new items to produce three 10-item tests; one for each section. The content tests were administered pre- and post- section wherein six separate testing sessions. Behavioural observations were based on school grades, where there are four quarters to the grading school year. The first quarter grades were the pre-intervention measures, whereas the forth quarter grades were the post-intervention measures. Behaviours included were: Respects the Rights of Others, Listens and Follows Directions, Cooperates with teacher and with classmates. Student interviews were also conducted with length of 15-30 minutes per student, to verify students’ perceptions of the acceptability and impact of the Second Step. Teacher interviews were also established to determine the views of the strengths, weaknesses, and outcomes of the Second Step program. These semi-structured interviews ranged in length from 15-30 minutes. Lessons from the revised Second Step (Beland, 1992) were taught once a week in 45 minute intervals which included two lessons over a 17-week time period. Sessions were conducted by the school counselor or a trained staff person from the university research project; however teacher were encouraged to help, to observe and participate in role-plays. In addition the Second Step problem solving steps and the anger management strategies were posted in the classroom and where students were sent for discipline problems to promote coaching of desirable skills from teachers and other school personnel. Results from the BASC revised with a partial scale from the Self-Reliance Scale showed significance only for the partial scale; however effect
size was very low. An analysis of means for the result of the Bully Scale confirmed that negative coping decreased and positive coping increased from pre- to post- testing; however, effect size was very low. Content tests’ post-hoc analysis indicated that there was a significant interaction between grade and pre- and post- outcomes in only one section; 5th graders became more knowledgeable about Anger Management Skills than 4th graders. Behavioural data collection procedures exhibited overall statistical significance, where an analysis of means indicated that desired behaviours increased from pre-testing (first quarter grades) to post-testing (fourth quarter grades). Conclusions to the student interviews revealed that students (60%) learned more skills and provided more instances of using the skills (66.1%) from the Anger Management section which match with item on the Content tests. Students also indicated that they used the learned skills at home (34.3%), more often than at school (21.6%) or in the community or neighborhood (12.7%). Students also thought that their parents were overall involved with the program and in coaching to learn the skills taught from the Second Step program. Interestingly, 98% of students indicated that they thought that other students/children should learn the skills taught during the intervention. Teacher interviews induced feedback suggesting ways to improve the mechanics of implementation, such as starting the intervention at the beginning of the school year.

McMahon and Washburn (2003) implemented the Second Step program to students in 5th through 8th grades in a geographical location of Chicago where violent criminal acts are excessively high. Participants were a hundred and fifty-six African American students in two separate schools with age range from 11 to 14 with a mean age of 13. Sample sizes for pre- and post- testing varied due to inconsistent attendance. Passive parental consent and active student assent were required for participation in the results of implementation. Four hours of training, group meetings and pairing with DePaul’s highly trained staff and graduates of the Second Step program was provided to the teachers in each school. There were 15 lessons in total where the first 8 sessions were taught by the DePaul staff, the seven remaining sessions taught by the trained teachers. The authors began intervention at the start of the school year for school A and post winter break for school B. Pre- and post measures of aggression were conducted through self-reports, and peer- and teacher-ratings, prosocial behaviours were conducted through peer- and teacher-report, and empathy, impulsivity and sense of school membership were conducted through self-report. Data collection included Second Step Knowledge and Skill Survey to assess knowledge and skills related to the content of the program, Aggressive Behaviour Scale, which investigates the frequency of aggressive behaviours, Peer Ratings, where participants completed ratings of their classmates’ aggressive and prosocial behaviours and Teacher Checklist wherein they rated each child in their class based on two separate subscales: aggression and prosocial behaviours. In addition students filled out the Psychological Sense of School Membership Questionnaire (PSSM) to assess sense of personal belonging, respect and support felt at school (Goodenow, 1993), completed the Empathy Scale (Bosworth & Espelage, 1995) which assesses the student’s ability to care, listen and trust others, and completed the Impulsivity Scale (Bosworth & Espelage) which measures the frequency of impulsive behaviours. The Second Step Knowledge and Skills results indicated that the students gained knowledge concerning violence, the consequences of violence and violence prevention skills, wherein older students reported more knowledge and skills. Peer ratings of aggression increased for grade eight, decreased slightly in grade seven and demonstrated no change for grades 5 and 6. Teacher ratings of aggression decreased from pre-to-post testing for school B whereas ratings increased at school A. Prosocial behaviours analyses was conducted and found multivariate effects, where teachers in school B rated their students more favorably and ratings increased over time than ratings from
teachers at school A; however ratings of prosocial behaviours at school A did not change. The self-reported Empathy Scale scores increased from pre- to post-testing, were greater for school B, and were predictive of lower self-reported aggression at posttest, taking into account pretest aggression scores. The self-reported Impulsivity Scale results indicated no effects for either school. Outcomes for the PSSM did not vary from pre- to post-testing, however school membership decreased for school A and increased for school B. The authors suggested that this may be due to differences in the school culture over the year. This study lacks the importance of facilitation of the Second Step program, where effectiveness may be related to the practice and reinforcement schedules of the schools during implementation.

Goodenow (1993) discusses the development and validation to evaluate students’ perceived belonging or psychological membership in the school environment. An initial measure was administered to early adolescent students in a suburban middle school (n=454) and two multi-ethnic urban junior high schools (n=301). Items of low variability and items detracting from scale reliability were removed, resulting in a final 18-item Psychological Sense of School Membership (PSSM) scale, which consisted of good internal consistency reliability with both urban and suburban students and in both English and Spanish versions. The scale had been substantially supported scale construct validity and was strongly correlated with self-reported school motivation. McMahon and Washburn (2003) applied the Psychological Sense of School Membership Questionnaire (PSSM) to assess sense of personal belonging, respect and support felt at school.

Frey, Nolen, Schoiack-Edstrom, and Hirschstein (2005) evaluated the impact of the Second Step program and tested the conceptual basis of the program by examining relations among behaviours and motivation. In addition, they extended previous research by examining links between social cognitions and observed behavior. The authors measured behaviours with teacher reports, self reports, and direct observations and measured social cognitions, and affects through hypothetical vignettes, and in-the-moment interviews during structured conflicts. Direct observations of structured conflicts was accomplished by blind observers over two conflict situations: negotiations between partners regarding choices they would make jointly during a school yard game and the prize division of four “thank you” gifts. A coded system was added to determine individual differences in aggression and cooperative behaviours. Structures conflicts also enabled the authors to examine linkages between observed behaviours, cognitions and affect. In this study, social cognitions were measured via observations through individuals interviews concerning goals, empathic reasoning, and satisfaction with the outcomes of the school yard game and prize division. Classroom behaviours of social competence and antisocial behaviours were measured via teacher reports and hypothetical social cognitions of attributions of intent and intended behaviours were measured via student surveys. Data was collected concurrently in the second intervention and control cohort year. Four schools’ data from cohort year 1 were all assigned to control group. Students from fifteen elementary schools, located near western Washington, 620 in intervention and 615 in control participated in this study. Seven schools had grade levels from kindergarten to grade 5 and eight schools had grade levels from kindergarten to grade 6. Schools were reluctant to agree upon a wait-list control group therefore, all school assigned to both intervention and control received program materials, teacher training and substitute teachers during training, although for different grades. Two-thirds of the schools were randomly assigned to intervention and one-third of the schools to control. Parental consents and assents over two years was obtained for 63% of the student for active participation in the study, (N= 1253) however, all children in intervention classrooms received Second Step program
lessons. Loss of participants throughout the two years yielded samples of 462 interventions and 436 controls. Teachers received two-day training from the Committee for Children program consultants and met twice monthly to discuss and document program implementation throughout the two years, resulting in 95 teachers. Lessons were typically taught once to twice per week with a variety of completion ranging from 42% of material completed to 100%. Results of intervention group showed less aggression when compared to control and had reduced coercive strategies that fall into aggression or antisocial behaviours. Girls in the intervention group were more likely to use higher-level negotiation strategies and to adopt a collaborative strategy, whereas boys were more likely to check for agreement from their partners and responded with increases in cooperation. The intervention had no effect on joint cooperative choices in the school yard game. Results also indicated some convergence between teacher-reports and direct observations of increases in social competence and decreases in antisocial behaviour when compared to control. Intervention participants were more likely to adopt prosocial goals and stated that mutual good fortune during the school yard game contributed to their satisfaction of outcomes. The Second Step program had no benefits associated to attributions and intentions. The authors found evidence that cooperative negotiating strategies and social competence were positively related to cooperative goals especially those involving social cognitions and behaviours. Students who shared cooperative goals and non-hostile attributions were more cooperative and less coercive during the school yard game and prize division.

McMahon, Washburn, Felix, Yakin, and Childrey compared the effectiveness of Second Step program with at-risk children in preschools and kindergarten classrooms. The children were geographically located in Chicago’s public housing community and referred to by the local mental health centre in requests for violence intervention. In the preschool setting, 56 African American, Latino and European American children participated in three classes, ages 3 to 5 with a teacher student ratio of 4:1. In the elementary setting, fifty-three African American children participated in two classes, ages 4 to 7 with a teacher student ratio of 27:1. The Second Step curriculum designed for children in preschool and kindergarten consisted of three main sections: Empathy (12 lessons), Impulse Control (10 sessions) and Anger Management (6 sessions). Each lesson consisted of an introductory activity, a photograph with accompanying vignette, and role-plays. Teachers also coached through specific exercises, and when opportunities arise in addition they reinforced appropriate skills. Child interviews were conducted to assess knowledge and skills related to empathy, impulse control, problem solving, and anger management. Each interview took about 20 minutes and were conducted by study blinded trained psychology students. The interview format followed the Second Step semi-structured interview which consisted of five gender-specific photographs where the child had to answer 20 questions where they were required to identify feelings, solutions and consequences of specific scenarios. Points were rewarded for acceptable answers. The Social Skills Rating System (SSRS) was used as pre- and post-teacher rating scales. Behavioural observations were conducted by two graduate students in each classroom in both the morning and afternoon utilizing 5-minute interval recording in 2-4 hours. The frequency of disruptive behaviours, verbal aggressive behaviours, and physically aggressive behaviours were calculated for the entire classroom. Child interview results suggest that the children gained knowledge in identifying feelings and facial cues, in thinking about how and why children might respond in conflict situations, and in predicting the consequences of their responses. Kindergarten children scored higher on the interview than preschool children. The results of the teacher interview indicated that kindergarten children scored significantly higher on Problem Behaviours than preschool children in addition the author
also found that standard scores of the scales decreased across time for the children in the kindergarten setting. Behavioural observations indicated significant decreases in all three target behaviours, where kindergarten children had higher levels of these problem behaviours than preschool children and decreased disruptive behaviour across time was more pronounced for the kindergarten children than for the preschool children.

Orpinas, Parcel, McAlister, and Frankowski (1995) conducted a study to evaluate the effect of Second Step: A Violence Prevention Curriculum and of trained peer leaders on self-reported aggressive behaviours, knowledge about violence and conflict-resolution skills, self-efficacy and attitudes among two hundred and twenty-two 6th graders. Participants within two schools, three 6th grade classes were assigned to one of three conditions; control, intervention group with teacher only, intervention group with trained peer leaders to modify social norms toward violence. One week before post-tests were completed, one week post intervention baseline was completed and three months after intervention post-tests were completed. The questionnaires evaluated self-reported aggressive behaviours, the 11-item Aggression Scale, violence prevention knowledge and skills, the 13 multiple-choice and four open ended question assessment developed by the Committee for Children specifically for Second Step, attitudes via semantic differential pairs; “good-bad”, “fair-unfair”, “important-unimportant”, “right-wrong”, and “foolish-smart” and self-efficacy via semantic differential pairs; “I know how to do –I do not know how to do”, “hard to do, even if I wanted –easy to do, if I wanted”, “I am able to do-I am not able to do”, and “I could do if I wanted-I could not do, even if I wanted”. Second Step was taught by the teacher 2-3 times per week. Prior to intervention, teachers participated in an 8-hour training workshop conducted by trainers certified by the Committee for Children (Seattle WA). They also completed implementation logs and evaluated the quality of the curriculum. Peer leaders included two boys and two girls whom were nominated by other students in the same class and were admired and respected. Training for peer leaders completed by a counselor specialized in violence prevention once per week for six weeks. After intervention the peer leaders were asked to evaluate their perception of the selection, training, training process, and curriculum. Results showed intervention groups exhibited an overall increased knowledge about violence and skills to reduce violence. Students also developed a more negative attitude toward responding violently when provoked. Attitude change was stronger among the students in teacher/peer leader intervention group. Overall, there had been reduction in aggressive behaviours in both intervention groups; however it was limited to one or two classrooms and changes were not maintained over time, concluded via follow-up procedures.

Point System.

Musser, Kehle, and Jensen (2001) conducted a multi-component intervention with three students all identified for serious emotional disturbance, diagnosed with oppositional defiant disorder and attention-deficit hyperactivity disorder combined type and prescribed Ritalin. The students attended a classroom with others also identified for serious emotional disturbance. A control consisting of two in-class students, with similar diagnosis and teacher referral were also involved. A multiple baseline across subjects across 2 1/2-month period included baseline, intervention and follow-up. Direct observations of disruptive behaviour were recorded on a twenty-minute, partial time intervals of 10 minutes. The teacher also completed the Child Behavior Checklist- Teacher Report Form to indicate that any changes that may occur are a direct result of the intervention. Intervention consisted of posted class rules, teacher movement
around the room, and teacher request in an appropriate way and token economy including response cost, and mystery motivators’ components. Results confirmed that all three students decreased levels of disruptive behaviours from 37% to 10%.

Mottram, Bray, Kehle, Broudy, and Jenson (2002) evaluated the success of an in-class token economy which consisted of posted class rules, response cost and mystery motivators. Three diagnosed, third grade students with Oppositional Defiant Disorder were observed using partial interval time sampling. A criterion for disruptive behaviour was met for 50% of the intervals. A multiple baseline across students design was utilized were baseline, treatment and follow-up were measured over a 3 ½-month period. A comparison group of five male students in the same class who displayed appropriate classroom behaviour was also observed. Result indicated a dramatic decrease in disruptive behaviours for all three students. In addition their rates of disruptive behaviours were also below that of the control group.

Goldstein.

Leeman, Gibbs, and Fuller (1993) evaluated a pilot version of EQUIP, (Equipping Youth to Help One Another), a multi-component group treatment program for antisocial youth. The program was conducted at a medium-security correctional facility maintained by the juvenile corrections department of a Midwestern state in the United States. The young offenders who attended the institution were committed for parole violations, or for less serious felonies such as breaking and entering, receiving stolen property and burglary. The subjects were consecutively admitted to the institution and totaled 54, (18 experimental and 36 controls). The mean age was 16 and many subjects were from welfare backgrounds. Direct measures included an examination of the subject’s pre-incarceration archival data, which consisted of the felony level of offence, a self-report questionnaire which pertained to pre-incarceration and institutional misconduct, another self-report questionnaire which pertained to pre-incarceration and institutional misconduct, and another self-report questionnaire which pertained to the months before incarceration. The study also consisted of measures of mediating variables, which included moral judgment assessed using the Sociomoral Reflection Measure-Short Form (SRM-SF; Gibbs et al., 1992) and social skills assessed using the Inventory of Adolescent Problems-Short Form (IAP-SF; Gibbs et al., 1987). Procedures to the study included the EQUIP staff, and took place in an exclusive wing in the institution. Subjects were randomly assigned to either experimental, or control (simple or motivational) wings. All subjects were included in the pre- and post testing. Control groups were told the testing was for delinquency research. The EQUIP met daily, five days a week for 1 to 1 1/2 hours. Results indicated that the EQUIP program was found to stimulate substantial social skill and behavioural gains. When compared to control, the EQUIP group had less self-reports of misconduct, staff-filed incident reports, and unexcused absences from school. Staff also reported that the EQUIP unit was dramatically easier to manage than other units with fewer instances of fighting, verbal abuse, staff defiance and AWOL (leaving without permission) attempts. At 12 month follow-up, the program’s impact was evident after subjects were released, showing the EQUIP results are stable over time and without treatment, it is likely that recidivism increases. Glick and Goldstein, 1987 conducted a study to evaluate the effectiveness of Aggression Replacement Training (ART) including social skills identified in Goldstein’s book; Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills, utilizing two incarcerated facilities. The first was at Annsville Youth Centre, a New York State Division for Youth residential facility for boys aged 14-17 who have committed less intense crimes such as assault, burglary and auto theft, possession of stolen property, criminal trespass,
and drug use. The second was at the MacCormick Secure Centre, also a New York State Division for Youth facility for male juvenile offenders, aged 13-21. Both facilities were located in a rural area of New York State. Procedures included a pre- and post tests for three groups; experimental (receiving ART), control (condition 2, receiving moral education classes) and control (condition 3, no treatment), in addition, behavioural data collection via weekly reports of behaviour incidents completed by staff and rated impulsiveness on the Kendall-Wilcox Self-Control scale. The authors conducted the study in two phases, phase one to evaluate the effectiveness, and phase two to reform the groups utilizing the controls to compare their incident reports during weeks 11-20 with their incident reports during weeks 1-10. Groups met for 30 sessions over 10 weeks. When comparing results to controls, the ART groups in both the Annsville and MacCormick facilities changed significantly more on all study outcomes. ART groups changed their overt, in-facility behaviours in terms of both number and intensity. In phase two, both the number and intensity of behavioural incidents decreased significantly from the first 10 weeks to the last 10 weeks of intervention. Aggressive Replacement Training proved to teach what to do instead of being aggressive, taught how to control anger, and more frequently perceived value in choosing socially acceptable alternatives to resolve problems. In addition, follow-up data suggests that ART skills may be extended to other environment throughout the institution and in the community.

Goldstein, Sherman, Gershaw, Sprafkin, and Glick (1978) describes the effects of Structured Social Learning Theory (SLT) were it is now designed to teach prosocial behaviours to aggressive adolescents. The author indicate through a list that there are numerous studies in progress or being planned to teach a broad range of prosocial skill alternatives to aggression, in addition to the practical combinations or sequences of these skills by means of Goldstein’s book; Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skill. The authors describe the method of SLT to administer these techniques to enhance the outcomes of this therapy. The method includes transfer of training techniques, provision of general principles, response availability, identical elements, stimulus variability, performance feedback, and prescriptive implementation. The authors wanted to describe its usage with aggressive adolescents and provide detailed guidelines by which pre-scriptiveness and transfer of training may be implemented.

How the literature review relates to this study

The current studies on Second Step: A Violence Prevention Curriculum have resulted in large population sizes, this can account for lack of reliable results as a whole population include in the Second Step studies. The authors of each study described above incorporate five hundred or more participants in each study. When utilizing large sample sizes, variables such as personality and environments can affect treatment outcomes. The pre-dominant research supports the ideation that Second Step is effective on an individual basis when taking demographics such as gender, grade, and age into account. However, when accounting for the studies’ population as a whole, few differences was found between comparisons of schools in different geographical areas, thus teaching Second Step can have an influential effect on an individual basis. Therefore, this thesis’ small population of six participants can offer valid and reliable results, indicating a change, or learnt social skills. This can occur when the application of the Second Step program is taught and geared to the specific population, in this case; six participants in a Counseling and Skills Development program.
Additionally, the research also supports the Knowledge Assessment and the Attitude Survey. As described by McMahon and Washburn (2003), implementation of the *Second Step* program had increased general knowledge concerning violence, the consequences of violence, and violence prevention skills, including social skills. Therefore, application of the Grade Five Knowledge Assessment to the six participants for evaluation of acquired knowledge through facilitation of the *Second Step* program. Moreover, application of a later and modified form of the assessment described by Perry, Perry, and Rasmussen (1986) was measured with the six participants in this study. The Attitude Survey conducted as a pre- and post-measure had the participants indicate how easy it would be for them to perform the behaviour specified in the items by circling one of four response choices: HARD!, hard, easy, EASY!; similarly to the application by Perry, Perry and Rasmussen (1986).

The Counseling and Skills Development program incorporated a pre-existing in-class point system, where response cost was a predominant factor in the success of the students to be re-integrated into a ‘normal’ classroom. Incorporating a token economy can be of use when applied systematically and specifically to its population. As a result of the behavioural difficulties, in specifics; anger management amongst the participants, a response cost was incorporated. In addition, the points kept during the course of the morning and/or afternoon consequently resulted in positive reinforcement of free time.

The insertion of the Goldstein book; *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*, (1997) assisted in developing a more focused implementation of the *Second Step* program. The book specifies crucial skills and steps the adolescent should learn in order to be successful in any (positive or negative) social interaction with others. Research supporting Goldstein’s skills resulted in successes among those who are identified with insufficiencies in social skills; in specifics those involved in macro systems, such as a youth correctional facility. Hence the application of Goldstein’s simplified skills and steps to the participants in this study. Additionally, Goldstein identifies supplementary skills for adolescents to acquire, which is absent in the *Second Step* program.
Chapter III: Method

Participants

Participants were six boys ages 12-14 in a behavioural reintegration classroom with variable difficulties in social competence. The school is located in a small suburban community outside of Kingston Ontario, Canada.

Participant 1: Age 10, in grade 6 is diagnosed with mild mental retardation, and epilepsy. He is taking seizure medication to lower the frequency of seizures during the day. His seizures are type one, where he would go into a trans-like state with no responding to any stimuli in the environment and experience uncontrolled reactions, such as drooling and headaches. He was referred to the program on a full-time basis due to behavioural difficulties such as controlling his anger and violent outbursts, and his educational/learning difficulties, he could not read or write. He was assigned a full-time educational assistant to aid him in academics. He has a younger brother who lives with his mother, mother’s boyfriend, grandfather and grandmother. He is in the supervision of the Children’s Aid Society (CAS) due to reports of abuse in the mother’s household. The mother has supervised visitations with her son once a week at lunch hour. He lives with his father, uncle and grandmother in the family home. Father is very supportive and will do anything to help in the development of his son. Upon arrival to the classroom, it was observed that he demonstrated incompetence using appropriate social skills and eventually, could not gain or remain in friendships.

Participant 2: Age 12, in grade 7 is taking medication for ADHD. He was referred to the program on a part-time basis due to his anger and violent outbursts. He was home schooled all his life until September 2009, where he attended a ‘normal’ grade seven class in the morning and the Counseling and Skills Development program in the afternoon. He has three sisters and two brothers whom are all older than he. He was removed from the family home by CAS and currently resides in a foster home with other adolescents and children. He engages in supervised visitations with his mother and one of his older brothers on a weekly basis. Upon arrival to the classroom, it was observed that he demonstrated inappropriate social skills, for example, maintaining eye contact when engaged in conversation, using manners, resolving anger appropriately and engaging in appropriate topics of conversation.

Participant 3: Age 13, in grade 8 is taking medication for ADHD. He was diagnosed with Oppositional Defiant Disorder in grade 6, when he began the Counseling and Skills Development Program. He was referred to the program on a full-time basis initially for his lack of control of behaviours, such as sitting still, lack of concentration, among others. He then graduated to another program on a part-time basis (across the hall), but remained in the classroom on a part-time basis to work on his skills. He was removed from the family home by CAS and placed in an all male group home, however he maintains biweekly weekend, unsupervised visitations with his parents and occasionally his grandparents. At the beginning of the school year, it was observed that he lacked many crucial social skills, such as maintaining appropriate conversations, beginning and ending conversations, maintaining eye contact, remaining seated during lectures, resolving anger appropriately, speaking in general and engaging in compliant behaviour.

Participant 4: Age 12, in grade 7 is taking a type of medication for ADHD. He was referred to the Counseling and Skills Development Program when he was in grade 5, since he engaged in violent outbursts and noncompliant behaviours. Following the review of his file, his behaviours
have seemed to have followed the traumatic event of his parents’ divorce and his father’s sudden remarriage and development of another family. He currently lives with his mother in the family home along with his younger sister and his mother’s boyfriend. All of his family members, including his step mother and grandparents are all supportive of his achievements and involved in the reestablishment of his life. At the beginning of the school year, it was observed that there were very few social skills he was missing. He had been in the program for the past two years and was knowledgeable of the demands of the classroom. Nonetheless, he required some skills, such as compliant behaviours and beginning a conversation appropriately and using manners, such as please and thank you. During the four months of this study, he was slowly being re-integrated into a ‘normal’ grade 7 & 8 classroom on the upper floor of the same school, twice a week. The re-integration process can take up to two years and hence participation in the ‘normal’ classroom for this individual will systematically increase to 5 days a week.

Participant 5: Age 12, grade 6 and is of native descent, is taking medication for ADHD. He was referred to the program on a part-time basis due to his violent outburst and lack of skills. He participates in a ‘normal’ grade 5/6 classroom on the upper floor of the school. He was taken by CAS from the family home following his father’s sudden death and mother’s instability of mental health issues. He currently resides with his visually impaired grandmother, uncle, older brother, and female friend of grandma. Upon arrival to the program, it was observed that he lacked appropriate social skills such as dealing with anger appropriately, stating an opinion, maintaining eye contact, engaging in appropriate conversation and remaining seated during lectures.

Participant 6: Age 12, grade 7, is taking medication for ADHD. He was referred to the program on a full-time basis by his home-school teacher due to his lack of skills, and control, in addition to violent outbursts. Upon review of his file, his temper seemed to have increased since grade 5, where demands of academic achievement and social interactions were of utmost importance in his success of completing a grade. He currently resides with his mother, step-father, older sister, and younger brother in a rural community. When he arrived to the program, it was observed that over exaggerations of non-verbal communication was inhibiting positive social interactions at school and in the home. He also engaged in violent outbursts where environmental damage occurred. He demonstrated deficiencies in the use of social skills such as maintaining appropriate conversation, starting and ending conversations, and asking for help.

The participants were selected to partake in the group based on their inadequate social skills, behavioural difficulties, and lack of anger management skills. All participants were on medication to inhibit excessive behaviours ranging from aggression to non-compliance. A difficulty in the consumption of food was prominent in all the students, they would claim to not feel like eating, but were hungry. This was due to medications and continuous changes in medications.

Informed Consent

Informed consent was obtained by four of six participants’ parents/guardians through a letter home (Appendix A) discussing data collection procedures, intervention, risks and benefits, and confidentiality. A meeting was also offered to the parents/guardians to discuss the Second Step program and to address any questions. Two participants, ages 11 and 13 were found competent to provide informed consent. They understood through explanation what was entailed to participate in the thesis, including risks and benefits and signed the consent form independently.
The program was also described to all the participants during the first session and assent was obtained from the participants with options of thesis presentation and/or publication of the results. Furthermore, this study was approved by the St. Lawrence College Research Ethics Board via thesis proposal.

**Design**

Two pre- and post-tests, one of knowledge and one of attitude were administered via paper and pencil for three participants and computer for three participants. In addition, behavioural observations of respect skills at baseline, intervention and maintenance was used in an AB design. The Second Step program was administered in the classroom by the Behavioural Psychology student with the teacher and educational assistants to co-lead and aid in the teaching process. The five Second Step modules were taught in combination with Goldstein’s book *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills* (1997). The book identifies specific skills to promote prosocial behaviour in adolescents. Each session lasted approximately 35 minutes, 3-4 days per week. Intervention ceased once the program was completed.

The target behaviour was respect and was defined as; To use manners such as “thank you”, “please”, and “your welcome”; Beginning, having and ending a conversation appropriately using a calm tone of voice, greeting the person, making small talk, bringing up the main conversation, listening to the other person, asking questions and saying a closing statement; To listen when someone is talking by looking at the person and not speaking when they are speaking.

The measures; the Grade Five Knowledge Assessment and the Middle School Attitude Survey were evaluated utilizing attached scoring methods provided by the Committee for Children. This consisted of calculating the mean and standard deviation for each assessment. The Middle School Attitude Survey consists of two parts, which are analyzed separately to yield a mean and standard deviation for each group of questions within the two parts. Frequency of direct observations were compared at baseline, intervention and maintenance to assess change in the use of the skill, as defined by the operational definition.

**Setting and Apparatus**

The class was a counseling and skills re-integration school program where the participants had to earn an average of 80% in the classroom point system for three consecutive months in order to be re-integrated back into a ‘normal’ classroom. The point system was based on three qualifications; Respect, Compliance, and Non-Provoking. The participants would loss points based on being disrespectful, non-compliant, or provoking, and (5 point loss for one occurrence for a total of up to 10 points lost for each behaviour). Implementation of the Second Step program was delivered in the classroom, around an L-shaped table, where all the participants could see the presentations and videos. The classroom was equipped with a Smart Board©, 7 computers, two washrooms, a mini kitchen, and each participant shared a desk with another student from the morning class.

The following materials were required for this study; the Second Step: A Violence Prevention Curriculum program (Committee for Children, 1997 version), Microsoft Power Point Software©, Smart Board Software and board©, a photocopier, computer, 6 duo tangs, edibles,
markers, a VCR, a television, computer software for completing the assessments on computer, computers, Bristol board, q-cards, a classroom display board, a blackboard and a laminator.

**Measures**

*Grade Five Knowledge Assessment*. The *Grade Five Knowledge Assessment* was developed by the Committee for Children for Second Step (1997) designed to assess knowledge of social skills learned during the implementation of *Second Step* (Appendix B, also see Committee for Children website, www.cffichildren.org). The assessment was completed as a pre- and post-test. The assessment was chosen due to teacher’s assumptions that the participants could not fulfil the requirements of a middle school knowledge assessment as a result of deficiencies in social skills among the participants.

*Middle School Attitude Survey*. The *Middle School Attitude Survey* developed by the Committee for Children for Second Step (1997) was used as a pre- and post-test measure (Appendix C). This assessment consists of two parts. The first part evaluates students’ acceptance of physical aggression and relational aggression; students indicate their level of agreement with using various forms of aggression. Part one also includes three subscales; Acceptance of Physical Aggression, Acceptance of Verbal Aggression, and Acceptance of Social Exclusion. The second part asks students to rate their competence using social and emotional skills addressed in the Second Step program, for example identifying emotions and problem solving. Students are asked also to rate how often they use skills and to identify the particular skills they have used and those that “need work”.

*Direct observations*. Frequency of direct observations of the target behaviour *respect* were collected during baseline, intervention and maintenance phases. *Four* participants were continuously observed for one week during each phase, at baseline, mid- and post-intervention. Frequency of the target behaviour *respect* was collected during fifteen minute intervals trice throughout the observation period, during class, and lunch hour to increase the likelihood that the students will engage in the target behaviour of respect, in a natural environmental. Therefore, each participant was observed once during class time, and twice during lunch for fifteen minutes each period. Each participant were randomly assigned time periods to be observed via names drawn from a hat. The teacher assisted in developing the definition of *respect* based on the requirements of the *respect* component of the in-class point system. The *Second Step* program teaches respectful behaviours in concordance with the modules. Therefore the definition was developed in accordance with the teacher based on the components of respect skills the teacher was observing to be absent. Refer to appendix D for a sample of the observation form.

*Procedures*

*Initial group meeting*. Initial meeting was in typical group format (everyone sitting in a circle) to enhance sharing of opinions and feelings. The role play format included the participants sitting in a semi-circle, the performers in the front and the lead instructor off to the side with educational assistants and other professionals in the audience (sitting with the other participants in the semi-circle). Group norms are integrated with the in-class point system, which included a 5-point response cost for any disrespectful, non-compliance, and provoking behaviours. Edibles were available during group due to increase participation and hand raising. They were contingent upon appropriate hand-raising and appropriate responses. When a student would raise their hand
and give an appropriate response to a question being asked by the leader, he would receive a candy. Introductions were limited as the students had already started school and oriented themselves in the classroom.

Implementation of Second Step and Goldstein. Second Step, module 1, *Understanding the Problem* explores understanding of interpersonal conflicts and factors that contribute to violence and nonviolent resolutions. This module facilitates defining interpersonal conflict and interpersonal violence as well as identifying contributing factors to violence and nonviolence. This module also includes additional social skills training from Goldstein, which are starting, having, and ending conversations. These skills do not officially correlate to the first module but were identified by the teacher as a need for the participants and thus were taught during this initial module. Facilitation of module one required 3-35 minutes sessions, which include lesson scripts, a survey on violence, (provided by the *Second Step* program), in-class activities, and role-plays.

*Second Step* module 2, *Training for Empathy* helps students understand people’s feelings and points of view as well as the understanding of their own. This module facilitated an increased ability to identify others’ feelings, take others’ perspectives, and respond empathically to others. Participants were able to identify a variety of emotions when presented with physical, verbal and situational cues, recognize that other people’s perspectives (points of view) are based on their own experiences, needs, feelings, and beliefs, to respond emotionally to another person, identify common labels and stereotypes, and recognize ways to enhance empathy. They also are able to give “I” messages when communicating feelings and needs, and actively listened. This module also included additional social skills training from Goldstein: Knowing Your Feelings, Expressing Your Feelings, and Understanding the Feelings of Others. Facilitation of module two required 7-35 minute sessions, which included lesson scripts, in-class activities, overhead power points and role-plays.

*Second Step* module 3, *Anger Management* guides students in the use of anger-management skills, which included knowing when you are angry, how it happened, what caused the feeling to occur, and what to do when anger occurs. This module facilitated participants to learn and practice skills in anger management which are; identification of positive and negative consequences, personal physical signs of anger, impulsive situations, triggers (things that happen to make them angry or impulsive), hot thoughts, (things that they think about that make them angry or impulsive). This module also describes strategies when feeling angry such as breathing exercises and counting. It included additional social skills training from Goldstein: Dealing with Someone Else’s Anger and Dealing with Fear. Facilitation of module three required 7-35 minute sessions, which included lesson scripts, in-class activities, and reflections, overhead power points, and role-play.

*Second Step* module 4, *Problem Solving* teaches students steps for thinking through a problem and possible consequences to certain choices. Participants identified problems within a given situation by stating what happened and the points of view of those involved, generated and evaluated multiple solutions to a problem, chose a solution and identified the skills in order to implement the chosen solution. They also evaluated potential obstacles, solution outcomes, and changes needed to an alternative solution. This module also included additional social skills training from Goldstein: Deciding on Something to Do, Gathering Information, Making a Decision, and Concentrating on a Task. Facilitation of module four required 5-35 minute sessions, which included lesson scripts, in-class activities, handouts, overhead power points, and role-plays.
Second Step module 5, Applying Skills provides practice in social skills, such as “making a complaint”, “dealing with peer pressure”, “dealing with bullying”, and “defusing a fight”. This module demonstrates deep-breathing techniques and counting, verbalized self-statements, use of the skills and effective responses to a complaint, generates responses to potentially dangerous situations, skills to resist peer pressure, and use of problem-solving strategies. This module also identifies reasons and consequences to joining a gang, ways to resist gang pressure, coping skills for dealing with bullying, triggers to bullying and know how to prevent a fight. Module 5 also included additional social skills training from Goldstein: Making a Complaint, Negotiating, and Standing Up for Your Rights, Dealing with Group Pressure, Using Self-Control, Responding to Teasing, Avoiding Trouble with Others, Keeping out of Fights, Dealing with an Accusation, Getting Ready for a Difficult Conversation, and Dealing with Group Pressure. Facilitation of module five required 7-35 minute sessions, which included lesson scripts, in-class activities, videos, overhead power points, and role-plays. Prompts (verbal and nonverbal), earned points, and modeling aided in coaching desirable skills in each module. Prompts included any verbal or nonverbal cue or sign given to the participant at any time in order to provide accurate skill acquisition during a critical learning opportunity. There was also a ‘skills board’ located at the top of the black board, q-cards with the skills posted at each participant’s desk, in the hall and at the back of the room, each skill presented in a different colour.

Goal and Objectives

The goals and objectives were selected based on the results from the two pre-test and the baseline direct observation results provided in the results section of this thesis. The participants will practice the learned skills in the classroom, at the park during lunchtime and on walks from approximately 8:30 a.m. to 3:30 p.m. Monday to Friday. The goal for the Grade 5 Knowledge Assessment is an increase of 2-5 in the total mean for all participants from pre- to post-testing. They will increase their scores by; attending the group 3 times per week for 35-minute sessions, participating in the group by answering questions, asking questions and listening, participating in the required role-plays.

The goals for the Attitude Survey are a decreased mean of 0.5 in all three subscales and an increase mean of 0.3 in the second part of the assessment from pre- to post-testing. Results will increase if the participants; attend the group 3 times per week for 35-minute sessions, participate in the group by answering questions, asking questions and listening, participate in the required role-plays, learn alternatives to problem solving solutions, brainstorm or think of other possible solutions, learn how to evaluate a solution.

The goal for the direct observations of respect skills is an increased frequency of 2.0 at intervention, and 8.0 at maintenance when compared to baseline raw scores for all participants combined. Raw scores will increase in frequency if the participants; attend the group 3 times per week for 35-minute sessions, participate in the group by answering questions, asking questions and listening, participate in the required role-plays, remember what is learned within the group, transfer knowledge to their natural environment.
Chapter IV: Results

Grade Five Knowledge Assessment Results
The results of the Grade 5 Knowledge Assessment (See table 1) demonstrated an increase in the students’ overall knowledge of the Second Step skills from pre- \((M=17.2, \ SD=2.9)\) to post-assessment \((M=20.2, \ SD=1.0)\). The data showed a 17.5 percentage of change for the participants combined. Objectives for the Grade 5 Knowledge Assessment was met with an overall increase in mean by 3.0.

Table 1.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>19</td>
<td>58.3</td>
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<td>6</td>
<td>20</td>
<td>21</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
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<td>121.0</td>
<td>17.5</td>
</tr>
<tr>
<td>Mean</td>
<td>17.2</td>
<td>20.2</td>
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</tr>
<tr>
<td>Standard Deviation</td>
<td>2.9</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

The t-test statistical analysis (Appendix E, Table 2) comparing the pre- and post-means of the Grade Five Knowledge Assessment for all participants indicated nonsignificant results, \(t(5) = -3.5, p>0.05\).

Middle School Attitude Survey Results
The results of the Middle School Attitude Survey (See Table 3, Appendix F for raw scores) are stated in two parts; part one: Acceptance of Physical Aggression, Acceptance of Verbal Derogation, and Acceptance of Social Exclusion; part two: Perceived Socio-Emotional Competence and Frequency of Student Skill Use (See Appendix F). The Acceptance of Physical Aggression subscale post-test results produced a mean of 4.7 \((SD=3.1)\) to show a positive percentage of change of 12.5 when compared to pre-test \((M=4.2, SD=5.0)\). Analysis suggests that the students’ attitude to physical aggression remained somewhat similar to pre-testing where participants 1 & 3 decreased their attitude toward physical aggression to solve problems, participants 2 & 6 increased their attitude towards physical aggression, and participants 4 & 5 thought that physical aggression would not resolve issues at both pre- and post-testing. The
Acceptance of Verbal Derogation subscale ratings required to be “reversed”. Therefore, to subtract 3 from the mean, this provides a reversed mean of 6.17 (SD= 4.2). Post-test results created a reversed mean of 6.5 (SD= 4.4) and a positive percentage of change of 3.2. This result suggests that some participants (2, 4, & 6) continued to think that ignoring and positive solutions are not beneficial ways to solve problems, as indicated on the assessment. In addition, post-intervention results suggest that participants 1, 3, & 5 thought that there were other alternatives to problem solving and that ignoring a problem, like watching another kid get pushed around, is not a sound solution.

The Acceptance of Social Exclusion subscale generated a calculated mean of 2.8 (SD= 2.6). When compared to pre-test results, post-test resulted in a mean of 2.0 (SD=1.9), which produced a negative percentage of change of -40.0. Analysis of results indicates that participant 4 agreed with ignoring or holding a grudge against a friend when that friend is experiencing a problem with that particular friend, more so at post- than at pre-assessment. Conversely, participants 2, 3, & 5 did not agree that ignoring and begrudging a friend, when difficulty arises. These participants agreed with the solutions even less at post-treatment.

Part 2 results of Perceived Social-Emotional Competence demonstrated an increase from the pre-test, (M=10.33, SD= 2.9) to post-test (M=12.5, SD= 4.9) and yielded a positive percentage of change of 17.6. Analysis suggests that at post-test the participants continued to think that it was hard to empathize with others, solve problems easily, and create solutions, and stand up to peer pressure. Some participants (1, 3, 4, & 6) thought it was even harder at post-test. Assessment of Frequency of Social Skill Use produced a mean of 1.8 (SD= 1.0) at pre-testing. Post-tests produced a mean of 1.3 (SD= 0.2) when compared to pre-tests, a negative percentage of change of -38.5 was generated. Analysis of data suggests that some boys have tried the skills in the past month, in spite of this, compared to pre-test results, the participants reported to use the skills less during and after the implementation of Second Step.

Statistical analysis (Appendix G, Table 5-9) indicates that the comparison of means from pre- and post-testing of Acceptance of Physical Aggression Subscale, for all participants, was not significant subsequent to the implementation of the Second Step program, t(5) = -0.32, p >0.05. Results also suggest that the difference between the pre- and post-means of the Acceptance of Verbal Derogation Subscale, for all participants, was also nonsignificant subsequent to the implementation of the Second Step program, t(5) = -0.23, p > 0.05. The Acceptance of Social Exclusion Subscale results indicate significant results, for all participants following Second Step implementation, t(5) = 1.5, p > 0.05.

Part two, for the Perceived Social-Emotional Competence, statistical analysis did not reveal differences, for all participants, post-Second Step intervention, t(5) = -2.3, p > 0.05. The Frequency of Student Skill Use (item 24), were significant, t(5) = 2.2, p > 0.05, for all participants succeeding Second Step Implementation. The goal for the Attitude Survey was only met in one of five subscales, the Acceptance of Social Exclusion Subscale with a decrease in the total mean of 0.8.

Direct Observations Results

The respect skills increased in all participants (Table 10) from baseline, to intervention to maintenance.
Table 10.

*Mean and Standard Deviation of Respect Skills for Participants 1, 3, 4 & 6*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Baseline</th>
<th>Intervention</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.3(.58)</td>
<td>2.7(1.2)</td>
<td>8.7(.58)</td>
</tr>
<tr>
<td>3</td>
<td>0(0)</td>
<td>1.7(.58)</td>
<td>11.7(1.5)</td>
</tr>
<tr>
<td>4</td>
<td>2.3(.58)</td>
<td>4.3(.58)</td>
<td>13.0(2.6)</td>
</tr>
<tr>
<td>6</td>
<td>1.7(.58)</td>
<td>3.3(.58)</td>
<td>11.0(1.0)</td>
</tr>
</tbody>
</table>

Visual analysis indicates a significant increase for all participants in the observed frequency of the *respect* skill (See graphs in Appendix I). The goal of an increase of 2.0 at intervention and 8.0 at maintenance for the direct observations of *respect* was over achieved. Increased frequencies of 7.0 at intervention to 25.0 at maintenance for participant 1, 5.0 to 35.0 for participant 3, 8.0 to 34.0 for participant 4, and 5.0 to 28.0 for participant 6.
Chapter V: Discussion

General Discussion

The Grade Five Knowledge Assessment results suggest that the participants did acquire some knowledge of the material from *Second Step* and could recognize the appropriate answers in the post-test, however change was statistically nonsignificant. Comparison of results from pre- and post-testing of the Middle School Attitude Survey implies that some participants’ were more likely to accept physical aggression to solve problems during implementation of *Second Step*. As indicated in the results, the assessment scores varied. Participant 4 continued to agree that ignoring and positive solutions are *not* beneficial ways to solve problems. Results of the Acceptance to Social Exclusion subscale indicated that the participants thought that it is improbable that they will ignore or exclude a friend when they are experiencing a problem with that particular friend. Part two, Perceived Social-Emotional Competence results suggest that some participants continued to think that it was hard to empathize with others, solve problems easily, create solutions, and stand up to peer pressure. Confounds in data can be attributed to lack of participation in the implementation of the *Second Step* program, misunderstanding of the *Second Step* skills, or differentiation in technique of implementation. *Second Step* is meant to be a year-long intervention, however for this study, a more intense and shorter time period of implementation was required in order to fulfil the requirements of the thesis.

The target behaviour *respect* increased significantly when comparing pre- mid- and post-direct observations. Environmental changes included three novel placement students from St. Lawrence College in the classroom and at lunch, the addition of an educational assistant and the implementation of a point system during lunch for participant 3. These changes significantly increased prompting and implementation of the defined *respect* skill in association with the in-class point system, which defined *respect* in a similar way to the target definition. In addition, participants had greater opportunity to engage in respectful behaviours with a 2:1 ratio of adults to youth. Moreover, as the time period of treatment grew, the more the participants habituated to the expectancies of the classroom rules, hence dramatic frequency increases of *respect* behaviours.

Program Changes

Change in format occurred due to interaction with the lessons, as well as viewing the power point presentations. It became difficult to see and teach the modules when sitting in a circle. Hence, participants were seated at a table in an L-shaped with the lead instructor at the front to enhance the facilitation process. Many lessons of the *Second Step* program were tailored to enhance learning to participants with learning disabilities, specifically to the participants in the Counselling and Skills Development classroom. Modification included utilizing both verbal and nonverbal cues and prompts, and the addition of a fixed ratio edible reinforcement schedule contingent upon hand-raising and appropriate responding to facilitator questioning was incorporated to enhance participation in the group. Furthermore, two participants (2 and 5) were excluded from direct observations, as a result of an insufficient frequency and duration of observation period. They attended the classroom on a half-day basis therefore, harder to gather natural environmental data.
Strengths and Limitations

The strengths of implementation of Second Step was that it was reliable and created for decreasing inappropriate social behaviour and increasing socially acceptable behaviours. It had also been thoroughly researched and has been applied to many different populations in various geographical locations. It also supplied pre- and post-testing measures to assess the outcomes subsequent to the implementation of the Second Step program. Overall the implementation of the Second Step program was structured, well written to enhance student learning, in addition provided opportunity for modifications to enhance specific population learning of the necessary skills.

Limitations of the program were numerous. The first was the application of the Committee for Children’s Grade five Knowledge Assessments, which were not directly related to the Middle School program version of Second Step, however, no other knowledge assessment for the Middle School version was available. The assessment was intended for the use of another version of the Second Step program directed to students in grade five. However, it was thought it would apply to the implementation of the Middle School version and would contribute to desired results.

Furthermore, the participants lacked the skills being taught through Second Step implementation, as well as the skills required to answer the questions on the grade five assessments. Another limitation to the program was group participation. The research regarding the implementation of Second Step involved support from the school. It would have been beneficial to imitate this support, and thus enabling more attendance during the implementation of the Second Step program for the participants in this study. Attendance was limited due to participants’ involvement with another class, suspension, absenteeism, undesirable behaviours or compliance with medication, and time-outs.

The utilization of self-reports (the Grade Five Knowledge Assessment and the Middle School Attitude Survey) implies confounds in itself, as self-reports are less reliable and valid to data outcomes. While there were many confounding variables in the results of this intervention, the teacher reported less unacceptable social behaviours and more desired behaviours exhibited from all participants. The teacher also noted that the in-class point systems’ points are at the highest she had ever noticed in her 15 years facilitating the Counselling and Skills Development program. This increase in points may be due to the Second Step program, involvement of the leader in the classroom or other factors such as a different combination of participants’ personalities and/or implementation of daily yoga and relaxation sessions.

Multilevel Challenges

Service implementation in a school system has many challenges and limitations as it has strict regulations and financial limitations, and responsibility to meet every individual’s needs. These challenges occur at the client, program, organization, and societal levels.

Client Level. The students in the Skills and Counseling Development Program had previously been recognized by the Board of Education as having various behavioural difficulties, are dysfunctional in a ‘normal’ classroom amongst ‘normal’ peers, are diagnosed with multiple abnormalities/diagnosis including attention-hyperactivity disorder, conduct disorder, oppositional defiance disorder, and various learning disabilities, in addition they also require medication(s). Second Step had been developed for the ‘normal’ middle school child, tailoring the program to meet the individual needs of the students was critical to program outcomes.
Program Level. The students’ participation in the program relied upon uncontrollable contingencies, such as suspension and consequences to behaviours expressed in the classroom, such as going home for threatening another student. These consequences maintained inconsistencies throughout program implementation. However, reviewing past lessons and linking lessons together assisted the absent student and increased participation in the current lesson. In addition, visual prompts in the classroom reminded students of their participation in the Second Step program and gave a sense of group involvement.

Organization Level. The school system contains many limitations however, applying an approved program: Second Step was of assistance to implementation of treatment for this study. As mentioned above, implementation of Second Step benefits from school support, therefore the implementation of this program for this study would have also benefitted from school support. Lessons were conducted using a similar classroom method which was consistent with the every day teaching method. This maintained appropriate behaviours throughout facilitation of the program, it also provided consistency in method and daily routine.

Societal Level. There are many different theories of discipline in the community; those which were included in the Counseling and Skills classroom. All participants’ environments and learning backgrounds were of different obedience; group homes, parents, peers, and dispersed communities. Additionally, professionals and other placement students in the classroom, were of different disciplines and of a variety of programs. Meetings were held to discuss each child’s identified needs and meet expectations with each discipline. The meeting involved all members of the child’s life and addressed all disciplinary needs of each individual.

Contribution to the Behavioural Psychology Field

Although implementation of Second Step has shown to be effective amongst ‘normal’ child populations, studies have been only effective when demographics such as age, grade and gender are taken into account. Hence, there is currently a lack of research to indicate its effectiveness with populations with multiple behavioural difficulties, diagnosis, and the use of multiple medication. The purpose of this study was to implement a social skills program, Second Step in conjunction with a social skills book, Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills, (1997) by Goldstein to six pre-adolescent participants to learn, practice and increase appropriate social skills. Statistical analysis suggests that the participants slightly increased their knowledge about social skills; however they did not change their attitudes about violence. The participants were more likely to accept physical aggression to solve problems, and they continued to think that ignoring and positive solutions are not beneficial ways to solve problems. Implementation of Second Step should be incorporated as a full year program, to facilitate the program for a longer period to enhance learning. Also, the addition of Goldstein’s book could be viewed as a first step of research into the capabilities and potential modifications of the Second Step program and the implementation to populations such as the one in the Counseling and Skills Development program.

Recommendations for Future Research

One area of research to investigate would be the effectiveness of the implementation of Second Step with other child populations, such as autism, developmental disabilities and dual diagnoses. In addition, research on what specific modifications are needed to the Second Step program in
order to implement to these populations may also be of benefit. Suggestions, such as incorporating discrete trial training facilitation of *Second Step* modules to individuals with behavioural difficulties, and incorporating clear roles and modelling strategies for the facilitators may also contribute to constructive results of implementation.

Goldstein’s book *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills* (1997), has not thoroughly been studied on the effects of skill acquisition and generalization in adolescent populations. Research conducted on ‘normal’ developing individuals versus individuals in school programs, such as the Counseling and Skills Development may potentially generate effective results in comparison studies.
References


http://findarticles.com/p/articles/mi_qa3717/is_199701/ai_n8749482.

social-emotional competence program; Linking children’s goals, attributions, and behavior.

*Applied Developmental Psychology, 26, 171-200.*


**APPENDICES**
APPENDIX A: Consent Form

From the class of Mrs. Audrey Buttle at Bugs Public School

Dear Family,

We are beginning Second Step: A Violence Prevention Curriculum, a program designed to increase social skills and reduce violence among young people. This program teaches problem solving and other skills needed in getting along with others and resisting peer pressure. We want you to know about the Second Step program so that you can continue classroom work at home. This program is divided into five units:

**Unit I: Understanding the Problem** explores the problem of interpersonal conflicts among young people, in addition starting, having, and ending conversation skills.

**Unit II: Training for Empathy** helps students understand people’s feelings and points of view as well as the understanding of their own.

**Unit III: Anger Management** guides students in the use of anger-management skills, which include knowing when you are angry, how it happened, what caused the feeling to occur, and what to do when anger occurs.

**Unit IV: Problem Solving** teaches students steps for thinking through a problem and possible consequences to certain choices.

**Unit V: Applying Skills** provides practice in social skills, such as “making a complaint”, “dealing with peer pressure”, “dealing with bullying”, and “defusing a fight”.

You will receive more information about Second Step skills through the following letter. We hope you will help practice these skills at home. Thank you for all your support.

PARENT CONSENT FORM

St. Lawrence College
Dear Family,

I am a student in the Bachelor’s Degree in Behavioural Psychology program at St. Lawrence College. This forth-year degree program is based on a behavioural framework, which has been demonstrated to be effective in developing positive skills with a wide range of individuals. Currently, I am completing an Applied Thesis that involves an intervention or project that I will summarize in a written report.

My intervention/project, *Second Step: A Violence Prevention Curriculum* from the international Committee for Children (1997), will be taught three times a week from September 30th to December 5th. The lessons will be taught as a group with the whole class, which will be assisted by Mrs. Audrey Buttle and the educational assistants, (Mrs. Riley & Tina). The program will include five modules; Understanding the Problem, Training for Empathy, Anger Management, Problem Solving, and Applying Skills. Your child will be engaged in fun activities, role-plays, and in-class exercises to facilitate their learning. Praise, (saying things like “nice work” or “good job””) will be done when your child has tried to practice the skills being taught by the program. The intervention will also include two student surveys, one of knowledge and one of attitude, which will be given at the start and end of the *Second Step* program. Direct observations, studying your child to see if they are expressing any respectful behaviour in school, will be fifteen minutes, once a day for 5 days. It will be carried out before the beginning, in the middle and at the end of the Second Step program. This client-focused intervention/project will be developed in collaboration with you, Bugs staff members, and other team members.

Your child can benefit from the participation in this project: increasing prosocial behaviour. The risks in allowing your child to participate in this project are talking outside the group with other peers who will not be participating, talking about difficult topics, which may make students hesitant and/or uncomfortable.

This project had been approved by the Counseling and Skills program and by the Ethics Board at St. Lawrence College. The intervention/project will be developed under the supervision of Marie Line Jobin, my supervisor from St. Lawrence College and in collaboration with Audrey Buttle at Bugs Public School.

I would like your permission to implement the intervention/procedures described above. All information collected will be kept strictly confidential. The information will be coded and stored in a locked cabinet. Upon request, we will gladly share a copy of a brief report of the intervention. Participation in this project is voluntary and you may withdraw your child at any time without incurring undue biases to current or future treatment. Your child will be asked of he wishes to participate in the project (assent) he may refuse to participate.

If you allow your child to be included in this project, please complete the form at the bottom of this letter and return it to me as soon as possible. A copy of this signed document will be given to you for your own records.

I sincerely appreciate your cooperation. If you would like to receive more information about the applied thesis or have any additional questions or concerns, please contact me College Supervisor, Marie Line Jobin of St. Lawrence College at 613-544-5400 ext: 1112.

Sincerely,

Anne Chircoski
BPSYCH St. Lawrence College Student

Please sign the form on the next page and return it asap to the school:
I, ______________________ (print parents name), give permission for my child, ______________________ (print child’s name), to participate in a personalized learning support program offered by Anne Chircoski at Bugs Public School. I understand that his participation is voluntary and that I may withdraw my consent at any time. If I have any questions, I may contact St. Lawrence College supervisor, Marie Line Jobin.

**NOTE:** all information identifying your child will be removed from any reports to protect confidentiality and a copy of this consent form will be provided to you

_____ I agree for my child to participate in this intervention/project conducted by Anne Chircoski.

_____ I do NOT agree for my child to participate in this intervention/project conducted by Anne Chircoski.

_____ I consent for the data collected as part of this intervention/project to be put in a report in the college library.

_____ I consent for the data collected as part of this intervention/project to be presented at a conference and/or published in a peer reviewed journal or professional publication.

Parent/Guardian Signature: ______________________ Date: ______________

Printed Name: ___________________________________

Witness/Teacher Signature: ______________________ Date: ______________

Printed Name: __________________________________

SLC Student Signature: _________________________ Date: __________

Printed Name: _________________________________

33
Knowledge Assessment for
Second Step®: A Violence Prevention Curriculum

Grade 5

Student Name: ________________________________

Student ID: __________________________________

Teacher Name: ________________________________
Practice Story

Pam is waiting at the bus stop for the school bus.
It is a warm day, so Pam is not wearing her coat.
The sky is gray, and it begins to rain.
Pam likes rainy weather, but sunny weather is her favorite.

1. What is Pam waiting for?

2. List TWO WORDS that describe what the weather is like in the story.
   1. 
   2. 

3. Do you think that Pam is waiting for the train?
   Circle one answer.

   Yes  No

Describe the ways that you know whether or not Pam is waiting for the train.

© 2004 Committee for Children
4. Circle the word that BEST describes the weather that Pam likes most.

*Circle one answer.*

| Snowy | Sunny | Rainy |

Explain all of the ways that you know that the word you circled describes the weather that Pam likes most.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What is the weather like in the story?

*Check the “Yes” or “No” box for each answer. There may be more than one “Yes.”*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. It is warm.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>B. It is sunny.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>C. It is raining.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>D. It is cold.</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<<STOP>>
Anita worked hard on her social studies project, but she didn’t like the way it turned out.

Claire sees Anita sitting alone at lunch.

Anita’s shoulders are slumped, and her eyes are droopy.

1. What are two different ways that Claire can give emotional support to Anita?

   1. ____________________________________________________________

   2. ____________________________________________________________

2. Anita feels upset about her project. If Claire gives her emotional support, how could Anita’s feelings change?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

<<STOP>>
Emily is in the living room tossing a football in the air before her mom gets home from work.

She misses the ball, and it breaks a lamp.

Emily is not allowed to throw the football indoors, so she doesn’t want to tell her mom what happened.

Emily is pacing around the living room.

1. Circle the word that BEST describes how Emily is feeling.

   *Circle one answer.*

   | Frustrated | Guilty   | Nervous |

   Explain all of the ways that you know that the word you circled describes how Emily is feeling.

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

2. Emily needs to calm down. How will calming down help her?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
Emily has a problem: She broke a lamp while doing something she wasn’t supposed to be doing, and she doesn’t want to tell her mom what happened. She decides not to tell her mom what she did and to pretend that she doesn’t know how the lamp got broken.

3. Do you think that this is a good solution to Emily’s problem?

*Circle one answer.*

| Yes | No |

What are three different reasons that this IS or IS NOT a good solution?

1. 

2. 

3. 

<<STOP>>
Koshi's friend wants her to call another student names. Koshi doesn't want to give in to her friend.

1. Describe two things that might happen as a result of Koshi calling the student names.
   1. 
   2. 

2. Describe one step that Koshi should take to resist peer pressure.
   1. 

<<STOP>>
Miguel and Delia are both ten-year-olds who live in the West Hills neighborhood.

Miguel goes to West Hills Elementary School like most of the other kids in the neighborhood.

Delia goes to a private school.

The kids in the neighborhood say that Delia is stuck up and unfriendly because she goes to a private school.

None of the kids has ever tried to talk to Delia.

One day Miguel is playing catch with his younger brother in front of their apartment.

Delia asks if she can play with them.

Miguel wants to play catch with Delia, but he is afraid the other kids will make jokes about him if he plays with her.

1. Miguel has conflicting feelings. What are Miguel’s conflicting feelings?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. The kids in the neighborhood are prejudiced against Delia. What are two ways that you can tell that they are prejudiced?

1. ____________________________________________________________

__________________________________________________________________________

2. ____________________________________________________________

__________________________________________________________________________
3. List three words to describe how Delia might feel if Miguel tells her he DOES NOT want to play with her.

1. 
2. 
3. 

4. List three words to describe how Delia might feel if Miguel tells her that he DOES want to play with her.

1. 
2. 
3. 

<<STOP>>
Marc is telling his friends Janie and Carl about a movie he watched.

While Marc is talking, Janie reads a comic book.

Carl looks at Marc and then looks at the clock.

Janie looks down the hall and waves at some students who walk by.

Carl nods at Marc and looks interested.

1. Which of the following actions from the story show good listening skills while Marc talks?

   Check the “Yes” or “No” box for each answer. There may be more than one “Yes.”

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reads a comic book.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>B. Looks at Marc.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>C. Looks down the hall.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D. Waves at some students.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>E. Nods.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<<STOP>>
APPENDIX C: Middle School Attitude Survey Sample

☐ Pretest
☐ Posttest

SecondStep®

Attitude Survey for Middle School Students

ID #: ____________________________

Name: ______________________________

Date: _____________________________
Part 1: What Do You Think?

Directions: Circle the answer that shows how much you agree with each statement.

1. If a friend upsets you, it’s okay to completely stop talking to him or her.
   
   Don’t agree  Agree a little  Agree a lot  Completely agree
   
   0    1    2    3

2. Sometimes you have only two choices—getting hit or hitting the other kid first.

   Don’t agree  Agree a little  Agree a lot  Completely agree
   
   0    1    2    3

3. Sometimes you have to fight other kids to get respect.

   Don’t agree  Agree a little  Agree a lot  Completely agree
   
   0    1    2    3

4. When two kids are fighting each other, it’s all right for you to stand there and watch.

   Don’t agree  Agree a little  Agree a lot  Completely agree
   
   0    1    2    3

5. If you’re angry at someone, it’s okay to keep him or her out of your group of friends.

   Don’t agree  Agree a little  Agree a lot  Completely agree
   
   0    1    2    3

6. It’s best to avoid repeating stories about others if you don’t know what’s true.

   Don’t agree  Agree a little  Agree a lot  Completely agree
   
   0    1    2    3
7. When one kid is picking on another, it's not right for you to join in.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

8. It's okay to hit someone who does something mean to you.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

9. There are always other ways to solve an argument besides insulting a kid or getting put down yourself.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

10. It's best to avoid listening to gossip or rumors.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

11. There are only two kinds of kids—the kids who fight and the kids who get beaten up.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

12. It's okay to say something mean to someone if he or she says something mean to you.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

13. When a friend of yours is in a fight, it's all right to cheer for him or her.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

14. It's okay to hit someone who really makes you angry.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

15. If you hear something bad about someone, you shouldn't pass it on.

<table>
<thead>
<tr>
<th>Don't agree</th>
<th>Agree a little</th>
<th>Agree a lot</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Part 2: What About You?

Directions: Circle the answer that describes you best.

16. When you’re having a problem with someone, how easy is it to understand his or her point of view? Is it EASY!, easy, hard, or HARD!?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

17. How easy is it to identify and name the emotions you feel?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

18. When you have a problem with other people, how easy is it to stop yourself from doing the first thing that pops into your head?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

19. How easy is it to think of more than one way to solve a problem?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

20. When you try to solve a problem and your solution doesn’t work, how easy is it to try something else?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

21. When someone says or does something mean to you, how easy is it to keep your anger under control?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

22. How easy is it to say “no” to your friends if they want you to do something you don’t want to do?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
23. How easy is it for you to stand up for yourself when someone picks on you?

<table>
<thead>
<tr>
<th>EASY!</th>
<th>easy</th>
<th>hard</th>
<th>HARD!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

24. How often have you used any of the above skills in the past month? Never, A little, Some, or A LOT?

<table>
<thead>
<tr>
<th>Never</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

25. Which skills have you used? Go ahead and write in your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

26. Please write down any areas you think you need to work on to get along better and solve problems with others.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
APPENDIX D: Sample of Direct Observations of Respect Skill Form

Day 4

Direct Observation Sheet

Oct. 9/08

Definition

**Respect (being respectful)**

- To use manners, (“thank you”, “please” and “your welcome”)
- Beginning, having and ending a conversation appropriately using a calm tone of voice, greeting the person, making small talk, bringing up the main conversation, listening to the other person, asking questions, saying a closing statement
- To listen when someone is talking by looking at the person and not speaking when they are speaking

Instructions: Place a line (lll...) to indicate the number of times each behaviour is demonstrated.

<table>
<thead>
<tr>
<th>Time</th>
<th>Participant</th>
<th>Respect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15-9:30</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:55-12:10</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX E:** The Grade Five Knowledge Assessment T-Test Results

Table 2.

*Grade Five Knowledge Assessment t-test Results*

<table>
<thead>
<tr>
<th></th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>17.2</td>
<td>20.2</td>
</tr>
<tr>
<td>Variance</td>
<td>8.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Observations</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.89</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-3.50</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>2.02</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.02</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.57</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: The Middle School Attitude Survey Raw Scores

Table 3.

Middle School Attitude Survey Raw Scores for all Participants

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acceptance of Physical Aggression</strong></td>
<td>6 10 9 0 0 0 4 16 5 0 0 4</td>
<td></td>
</tr>
<tr>
<td><strong>Acceptance of Verbal Derogation</strong></td>
<td>7 6 8 11 13 10 5 11 7 11 10 10</td>
<td></td>
</tr>
<tr>
<td><strong>Acceptance of Social Exclusion</strong></td>
<td>1 6 6 2 2 0 1 4 4 3 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perceived Social-Emotional Competence</strong></td>
<td>12 6 13 10 8 12 15 6 17 11 8 18</td>
<td></td>
</tr>
<tr>
<td><strong>Frequency of Student Skill Use (item 24)</strong></td>
<td>3 1 2 1 1 3 2 0 2 1 1 2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29 29 38 24 24 25 27 37 25 26 19 34</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G: The Middle School Attitude Survey Pre- and Post-Test Results

Table 4.

*Attitude Survey Pre- and Post-Test Results*

<table>
<thead>
<tr>
<th>Part One</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Reversed</td>
<td>Score</td>
</tr>
<tr>
<td>Acceptance of Physical Aggression Subscale</td>
<td>4.2</td>
<td>N/A</td>
<td>4.2</td>
</tr>
<tr>
<td>Acceptance of Verbal Derogation Subscale</td>
<td>9.2</td>
<td>6.2</td>
<td>6.2</td>
</tr>
<tr>
<td>Acceptance of Social Exclusion Subscale</td>
<td>2.8</td>
<td>N/A</td>
<td>2.8</td>
</tr>
<tr>
<td>Perceived Social-Emotional Competence</td>
<td>10.3</td>
<td>N/A</td>
<td>10.3</td>
</tr>
<tr>
<td>Frequency of Student Skill Use (item 24)</td>
<td>1.8</td>
<td>N/A</td>
<td>1.8</td>
</tr>
</tbody>
</table>
APPENDIX H: The Middle School Attitude Survey T-test Scores & Analysis

Table 5.

Acceptance of Physical Aggression Subscale t-test Results

t-Test: Paired Two Sample for Means

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>Variance</td>
<td>22.56667</td>
<td>35.06667</td>
</tr>
<tr>
<td>Observations</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.755994</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-0.31518</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.382678</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>2.015048</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.765355</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.570582</td>
<td></td>
</tr>
</tbody>
</table>

Table 6.

Acceptance of Verbal Derogation Subscale t-test Results

t-Test: Paired Two Sample for Means

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>9.2</td>
<td>9.5</td>
</tr>
<tr>
<td>Variance</td>
<td>6.966667</td>
<td>8.7</td>
</tr>
<tr>
<td>Observations</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.398189</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-0.26537</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.400658</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>2.015048</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.801316</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.570582</td>
<td></td>
</tr>
</tbody>
</table>
Table 7.

Acceptance of Social Exclusion Subscale t-test results

<table>
<thead>
<tr>
<th></th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.8</td>
<td>2.0</td>
</tr>
<tr>
<td>Variance</td>
<td>6.566667</td>
<td>3.6</td>
</tr>
<tr>
<td>Observations</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.863825</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>1.535738</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.092599</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>2.015048</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.185199</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.570582</td>
<td></td>
</tr>
</tbody>
</table>

Table 8.

Perceived Social-Emotional Competence t-test Results

<table>
<thead>
<tr>
<th></th>
<th>D</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.3</td>
<td>12.5</td>
</tr>
<tr>
<td>Variance</td>
<td>8.666667</td>
<td>24.3</td>
</tr>
<tr>
<td>Observations</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.950933</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-2.29095</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.035283</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>2.015048</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.070566</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.570582</td>
<td></td>
</tr>
</tbody>
</table>
Table 9.

**Frequency of Student Skill Use t-test Results**

**t-Test: Paired Two Sample for Means**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Variance</td>
<td>0.966667</td>
<td>0.666667</td>
</tr>
<tr>
<td>Observations</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.830455</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>2.236068</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.037793</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>2.015048</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.075587</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.570582</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I: Frequency of Respect Skill for Participants 1, 3, 4, & 6.

Figure 1. Frequency of Respect Skill for Participant 1
Figure 2. Frequency of Respect Skill for Participant 3

Figure 3. Frequency of Respect Skill for Participant 4
Figure 4. Frequency of Respect Skill for Participant 6