2022

Increasing Above and Beyond Behavior Through Social Emotional Learning

Lars Olson
Minnesota State University, Mankato

Follow this and additional works at: https://cornerstone.lib.mnsu.edu/etds

Part of the School Psychology Commons

Recommended Citation

Olson, L. (2022). Increasing above and beyond behavior through social emotional learning [Doctoral dissertation, Minnesota State University, Mankato]. Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. https://cornerstone.lib.mnsu.edu/etds/1210/

This Dissertation is brought to you for free and open access by the Graduate Theses, Dissertations, and Other Capstone Projects at Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. It has been accepted for inclusion in All Graduate Theses, Dissertations, and Other Capstone Projects by an authorized administrator of Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato.

Increasing Above and Beyond Behavior Through Social Emotional Learning

Lars Olson

Dissertation Submitted in Partial Fulfillment of the

Requirements for the Degree of

Doctor of Psychology

School Psychology

Minnesota State University, Mankato

Mankato, Minnesota

May 2022

April 6th, 2022

Increasing Above and Beyond Behavior Through Social Emotional Learning

Lars Olson

This dissertation has been examined and approved by the following members of the dissertation committee.

_____

_____
Kevin J. Filter, Ph.D., Advisor

_____
Angela Aguirre, Ph.D., Committee Member

_____
Elyse Farnsworth, Ph.D., Committee Member

_____
Laura Strunk, Psy.D., Committee Member

Copyright

Dedication

This dissertation is dedicated to my incredible wife for her unwavering support over the last five years. Thank you for inspiring me to be the best I can be.

To my family for their encouragement in my journey through graduate school. Your belief in me sustained a fire that kept me going.

To the faculty of Minnesota State for giving me the tools I need to succeed and for being the Jedi knights to my padowan. Your guidance and teachings will serve me for the rest of my life.

To my advisor, Dr. Kevin Filter, for showing me the way. You were my sifu, my guiding light, and my friend. Keep on rockin' in the free world.

To Dr. Sean Wachsmuth for presenting me with such a lifechanging opportunity. It is a gift I could never repay and can only hope to pay forward.

Table of Contents

List of Tables and Figures

Abstract

Social Emotional Learning (SEL) has demonstrated utility to schools. Research has shown how SEL programs can be used to improve behavior, academics, and school climate. However, SEL is most often utilized to improve behaviors that are necessary to function within the mores and norms of a classroom setting. These behaviors can be categorized as meeting expectations of the classroom climate; however, there is a lack of research demonstrating that the implementation of an SEL curriculum can also increase the frequency of behaviors that go above and beyond these basic expectations. In order to increase the frequency of behaviors that go above and beyond the expected behavior of students, research is needed to determine if an SEL curriculum can be implemented to systematically and explicitly teach above and beyond behaviors. The present study addressed this hypothesis by implementing the PurposeFull People social emotional learning curriculum in three elementary school classrooms. Above and beyond behaviors were recorded weekly by independent observers before and after the curriculum was introduced and effects were evaluated within a multiple-baseline design across three classrooms. Results indicate that there was limited effect according to Tau-U statistical analysis and visual analysis. Teacher implementation fidelity, social validity of the PurposeFull People program, and limitations to the study are also discussed.

CHAPTER 1: LITERATURE REVIEW

Since the early days of the modern education system, academic learning has been the driving force in its development and evolution. As mental health has become an important aspect of education, treating the whole child has become a more widely accepted practice. The effects of mental health on students' ability to learn and be successful in school are well-researched. Positive school motivation, achievement, and mental health are interrelated and academic problems often co-occur with social and emotional problems (Roeser et al., 1999). Mental health concerns can also occur despite academic motivation. Students who are motivated for school and achievement can still experience frequent feelings of sadness, hopelessness, and anger (Durlak, 1985).

Dryfoos (1991) estimated that, by age 15, approximately one in four children will engage in a high-risk lifestyle characterized by poor school motivation and academic failure, truancy, drug use, depressed mood, and engagement in other risky behaviors. Roeser, Eccles, and Freedman-Doan (1999) attempted to find an explanation for this behavioral decline in adolescence. The authors conducted a longitudinal study of 124 children from grades 2 to 9 assessing their academic functioning and emotional well-being. They found that children who were poorly motivated experienced a sharper decline in academic performance between 4th and 8th grade. It was determined that inappropriate skills and behavior rather than general cognitive difficulties led to this "maladaptive trajectory of development." Poor social emotional learning (SEL) skills could lead to failure, frustration, poor conduct, and teacher disapproval. Caprara et al. (2000) found that changes in achievement in eighth grade could be better predicted from knowing a child's social competence from third grade than from knowing their third grade achievement scores. In a study of over 500 children who were adopted within several days of

birth wherein unemotional and callous maternal behavior from the birthparents was replaced by strong positive support from the adoptive family, children 27 months of age exhibited the same callous traits even though they were not reared by the biological parents (Hyde et. al, 2016). These inherited traits of callous emotion are not permanent as other studies on exposure and training behaviors have found that early intervention may reverse these negative traits. Children have been observed acting prosocially at 18 months of age (Eisenberg & Miller, 1987). In another study, children shared more often after role-playing and practicing sharing (Iannotti, 1985). Positive reinforcement was shown to be a significant mitigator in the expression of unemotional and callous behaviors in follow-up tests. These points highlight the need for early intervention in youth in conjunction with the delivery of positive reinforcers.

SEL is a term that was first developed at the Fetzer Institute Conference of 1994. The initial framework for SEL was envisioned to provide opportunities for young people to acquire the skills necessary to attain and maintain personal well-being and positive relationships across the lifespan (Elbertson et al., 2010). This broad concept has given way to multiple studies involving different aspects of SEL which have been translated into various curricula. Current programs teach lessons on understanding and managing feelings, listening and developing empathy, being assertive, solving conflict creatively and nonviolently, honoring diversity, standing up to teasing and bullying, learning to get along with others, using self-control, accepting differences, coping skills, and making healthy choices.

Core Features of Effective SEL Interventions and Programs

To date, the majority of SEL studies are centered around six different student outcomes: increasing social and emotional skills, increasing attitudes towards self and others, increasing positive social behavior, decreasing conduct problems, decreasing emotional distress,

and increasing academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Social and emotional skills include recognizing emotions from social cues, goal setting, conflict resolution, decision making skills, and regulating emotions. Attitudes toward self and others encompasses self-perceptions, self-esteem, beliefs about drug use, helping others, and social justice. Positive social behavior includes outcomes such as getting along with others derived from the student, teacher, parent, or independent observer. Conduct problems include measures of different types of behavior problems such as disruptive behaviors, aggression, bullying, and suspension. Emotional distress consists of internalizing mental health issues including depression and anxiety. Academic performance includes standardized test scores and school grades, such as GPA.

Durlak and colleagues (2011) conducted a meta-analysis of school-based universal interventions to determine what strategies are most successful and essential to training SEL competencies. Of the 213 studies in the analysis, 83 used SAFE (Durlak, Weissberg, & Pachan, 2010) practices (i.e., Sequential, Active, Focused, and Explicit learning goals). *Sequential* means that activities are connected and coordinated in order to achieve objectives related to skill development. These activities should utilize *active* forms of instruction that include modeling, practice and generalization. The skills learned should be *focused* on either personal or social skills and the activities should *explicitly* teach specific skill development as opposed to targeting skills in general terms. Extensive research in school, community, and clinical settings has led several authors to offer these SAFE practices as recommendations for effective skill training. There is broad agreement that programs are likely to be effective if they use a sequenced step-by-step training approach, use active forms of learning, focus sufficient time on skill development, and have explicit learning goals (Durlak, 1997; Gresham, 2002). A meta-analysis of after-school

programs that sought to develop personal and social skills found that program staff who followed these four recommended practices were more effective than those who did not follow these procedures. In this meta-analysis by Durlak, Weissberg, and Pachan, (2010), participants demonstrated significant increases in their self-perceptions and bonding to school, positive social behaviors, school grades, levels of academic achievement, and significant reductions in problem behaviors compared to controls. Only the group of SAFE programs yielded significant effects on any outcomes (d=.14 to .37). In addition to the prevalence of SAFE practices, Durlak and colleagues (2011) found that lessons taught by teachers (d=.62) and non-school personnel (d=.87) both had high effect sizes. Single component programs (i.e., lessons taught only in school) were just as impactful as multi-component programs (i.e., lessons taught at school with at-home components) at teaching requisite skills. Generalization was found to be better when children were supported through direct instruction with opportunities to practice in natural contexts through the use of prompts and with a contingent delivery of positive reinforcement.

Behavioral Skills Training. Student SEL outcomes are teachable behaviors. Durlak and colleagues (2011) noted the SAFE practices that can be effective when teaching these behaviors. A similar and well-established approach to teaching social-emotional behaviors to typical learners is behavioral skills training, which is a four-step process that includes instructions, modeling, rehearsal, and feedback (Miltenberger, 2011). Instructions are a necessary component of skills training to ensure that the learner understands what is expected of him/her. Instructions can be in the form of a story or other lesson design that will allow the learner to conceptually understand the information that is presented within the skill acquisition. For example, if you were teaching a lesson on expressing negative emotions, during the instruction period you might discuss the importance of expressing emotions, the pros and cons of expression, and how it

relates to school functioning. Once instructions have been given and are understood, modeling can be used to teach the behavior.

With modeling, the correct behavior is demonstrated for the learner. The learner observes the model's behavior and then imitates the model. For modeling to be effective, the learner must have an imitative repertoire; that is, the learner must be able to pay attention to the model and perform the behavior that the model just demonstrated (Miltenberger, 2011). This may include a scripted scenario where the teacher acts out the correct way to express emotions. For example, "When Billy cut in front of me that made me very upset. The best way to handle this situation is to do this…" Miltenberger outlines several factors that influence the effectiveness of modeling. When the model exhibits the correct behavior, it should result in a successful outcome (a reinforcer) for the model. The model should resemble the people observing the model (students) or should have high status. Teachers model correct behavior for children because teachers have high status. Because of their status, the children are more likely to learn from the model. The complexity of the model's behavior should be appropriate to the developmental or ability level of the learner. Lessons that are too complex or that are taught at a pace that is too fast for the age group may be harder to grasp by the group. The behavior should be modeled in the real situation or in the context of a role-play of the real situation to ensure a better chance of generalizability.

Once the behavior is modeled it must be practiced by the participant. The rehearsal of the SEL behavior allows the teacher to assess if the learner has learned the behavior and to make any corrections or to provide feedback if the learner does not fully understand the behavior. This opportunity to practice and receive feedback also gives the learner immediate reinforcement for performing the behavior correctly. An added benefit to practice is the opportunity to perform the behavior in a variety of settings to promote generalization.

Research has demonstrated the efficacy of BST over other models. In one such study that analyzed different approaches to teaching children firearms safety, the chance to rehearse and role-play scenarios of firearms safety made a significant impact on the efficacy of skills training (Himle & Miltenberger, 2004). Children who were able to roleplay scored much higher than the control group or the 2nd treatment group. In the second treatment the National Rifle Association's Eddy Eagle program was used to *tell* children about gun safety and were not allowed to act out any scenarios. When assessed using roleplay scenarios, the BST group scored significantly better than the Eddy Eagle group (P < .01) and the control group (P < .01). These results highlight the importance of giving students the opportunity to practice skills they are developing.

In a study evaluating the effectiveness of a behavioral skills training for on-task engagement in six young adults with high-functioning Autism Spectrum Disorder, the percentage of intervals where off-task behaviors were observed was below baseline levels during a follow up 6 months after the conclusion of the intervention (Palmer & Didden, 2012). In this study, participants were given training in technical skills, keeping appointments, greeting, asking for help, and job-related tasks using modeling, rehearsal, and feedback. During baseline, participants were recorded as being off task in 28-52% of intervals. During intervention, off-task behavior was observed in only 10-14% of intervals. During a six-month follow up the mean range of off-task behavior for participants was 20-22% of intervals. This efficacy of BST and its parallels to SAFE emphasize the importance of including an opportunity for students to rehearse behaviors they are being taught. The empirical evidence for BST further supports the results found by Durlak and colleagues (2011) in their meta analysis that programs are more successful when they offer an opportunity to practice and receive feedback.

Empirical Support for SEL Programs

Since the Fetzer Conference, many programs that incorporate elements of effective practices (e.g., SAFE, behavioral skills training) have been developed to address the growing need for SEL in schools. With the large number of programs to choose from, choosing the program(s) in which to invest district dollars can be arduous. Out of the Fetzer Conference, the Collaborative for Academic, Social, and Emotional Learning (CASEL) was formed. CASEL has established itself as the premier authority on SEL curricula and research. Since its initial framework, CASEL has further defined SEL as the acquisition of skills including self- and social awareness, self-management, responsible decision making, problem solving, and relationship management (Lawson et al., 2018). Many SEL programs have been created and studied to address and develop these core-components (Durlak et al., 2011; Wilson, Gottfredson, & Najaka, 2001; January, Casey, & Paulson, 2011). Programs that meet the rigorous criteria of CASEL and demonstrate efficacy through valid experimental research are included in the CASEL SELect database. This database functions as a resource for educators to quickly find validated instructional and intervention methods, much like What Works Clearing House or Intervention Central. To be included in CASEL's SELect program database, an SEL program must target five areas. They must provide students with an opportunity to practice, they must be multi-year, offer teacher training and other supports, have at least one evaluation study, provide a positive impact on academics, reduce conduct problems, reduce emotional distress, and increase positive social behavior. CASEL has identified these five target areas as being necessary based on the empirical support and demonstrated effectiveness in the SEL research literature (CASEL Guide, 2013). For example, multi-year programs have been demonstrated to be more effective at maintaining and developing SEL competencies than programs that only lasted one year. The efficacy of multi-year programs over single-year programs is so stark that multi-year programs are now a key

component of the CASEL selection criteria. These five key areas are malleable, and their inclusion and possible exclusion are based on empirical evidence. If, for some reason, through research and development, teacher training fails to be an integral element to successful SEL implementation, then it would no longer be included as a key area. Some of the programs in the CASEL SELect database that will be reviewed here include the Second Step and PATHS curricula.

As can be seen in programs reviewed below, curricula can be used for specific or broad outcomes depending on the program and the needs of the school. For example, two studies are reviewed in this paper that use the same PATHS curriculum with different end goals in mind. One study specifically looked at decreasing aggressive behavior (Crean & Johnson, 2013) while the other focused on several different aspects of SEL competency including emotion recognition and bias towards anger (Domitrovich, Cortes, & Greenberg, 2007). The ability to address multiple SEL skills is an important consideration to make when choosing an SEL program to invest limited district dollars in.

PATHS (Greenberg & Kusche) is an SEL program with lessons that focus on skills related to emotions. Forty percent of lessons focus on skills related to understanding and communicating emotions, 30% focus on skills related to the increase of positive behaviors such as social participation and communication skills, and 30% of lessons focus on self-control and other steps in social problem solving. A total of 30-45 lessons are taught several times per week by the teacher throughout the year and lesson objectives are practiced throughout the week to promote generalization. Greenberg and Kusche (1998) found that compared to controls, children in PATHS followed rules better, expressed their emotions more appropriately, and more often stayed on task.

9

Domitrovich, Cortes, and Greenberg (2007) implemented the preschool PATHS curriculum in a randomized control trial of twenty schools. Ten schools were given the PATHS curriculum and ten control schools were used as a control group. To measure the efficacy of the PATHS curriculum, children were given the Assessment of Children's Emotions Scale (ACES) to assess their emotion expression knowledge and to determine whether they exhibited any anger bias. In this task, interviewers present children with 12 photographs of elementary-aged children posing facial expressions. ACES included two validated expressions for happy, sad, scared, and mad. To elicit children's emotional biases, an additional set of four expressionless faces were included. After presenting a photograph, the interviewer asks a child, "Does s/he feel happy, sad, mad, scared, or no feeling?" Two different scores are created from children's responses on the ACES. The emotion accuracy score reflects how many items a child correctly identifies an emotion, and the anger bias score is the percentage of time children incorrectly identified the faces as displaying anger. Effect size for emotional expression knowledge over controls was d=0.37 and for anger bias the effect size was d=0.40.

The Denham Puppet Interview (DPI) was also given to the children to assess their affective perspective-taking skills. In this task, interviewers used puppets to act out eight vignettes depicting situations that typically provoke targeted emotions of happiness, fear, sadness, anger. After each vignette was presented, children were asked, "How does the puppet feel?" and were instructed to put a corresponding feeling face on the puppet. The effect size for the PATHS participants over the control group was d=0.28.

In another study using the PATHS curriculum, Crean and Johnson (2013) randomly assigned fourteen elementary schools to either a PATHS or a control condition. The researchers were investigating the use of PATHS in lowering student's aggressive behavior. Students were

followed from the third to the fifth grade. Study results indicate that PATHS has beneficial effects on student aggressive outcomes at the end of fifth grade. Teachers noted less aggressive behavior, less conduct problems, and less acting out problems. End of study effect sizes were moderate -0.20 for aggression, -0.24 for acting out behavior problems, and -0.15 for conduct problems.

Second Step is a universal, classroom-based program designed to increase children's school readiness and social success by building their social-emotional competence and self-regulation skills. It supports skill development in four key areas of social-emotional competence: empathy and compassion, emotion management, friendship skills and problem solving, and skills for learning (CASEL). The Second Step model stipulates that students who are provided direct instruction in social–emotional skills, opportunities to practice those skills, and receive reinforcement for exhibiting them, are likely to experience a range of improved intermediate outcomes and a cascade of positive distal outcomes (Low et al., 2015). There are a total of 22 lessons that are organized across the four key areas. These four areas of social-emotional competence: empathy and compassion, emotion management, friendship skills and problem solving, and skills for learning cover a range of skills and behaviors such as being respectful learners, planning to learn, identifying others' feelings, showing compassion, making friends, and managing disappointment. Teachers implement the student-focused lessons as part of their normal classroom activities, and each lesson takes roughly 25–40 min, depending on grade level, one time per week.

In a separate study a randomized trial with 31 preschool classrooms was conducted using the Second Step Early Learning (SSEL) curriculum compared to the usual curricula. Sixteen schools administered the curriculum and 15 schools used their usual curricula. After one year,

students in the Second Step classrooms improved their social emotional and prosocial skills over their classmates with an effect size of 0.17 (Upshur, Heyman, &Wenz-Gross, 2017). Though these effect sizes are small, they are significant because this curriculum is administered to entire classrooms. Not all of the students in the study needed to improve their prosocial skills. If used within a targeted population, hypothetically, the effect sizes would be much higher.

Above and Beyond Behavior and SEL

SEL competencies such as attitudes towards self and others, positive social behavior, conduct problems, emotional distress, and academic performance are important and taught out of necessity so that students can learn in the classroom and become functioning members of society. These positive behaviors could be classified as behaviors that meet expectations of what is expected out of a functioning member of society. The importance of raising your hand, being patient when you stand in line, how to tell someone that you are angry, how to deal with stress and anxiety, and why bullying is harmful are all important skills to learn, but they are basic expectations for success. In order to not be a bully, all a student needs to do is not act aggressive towards others. In order to wait patiently for your turn at the drinking fountain, one must do nothing other than stand still. These behaviors possess similar dimensions in that they are prompted (i.e., requested by others directly or indirectly), directed toward self, and passive in nature. Above and Beyond (AaB) behaviors inhabit the opposite end of the spectrum for those dimensions in that AaB behaviors are behaviors that are unprompted (i.e., not directly requested by others), directed toward others (i.e., helps others and not behavior done only for self), and active in nature (i.e., involves effortful action) (Cowger et al., 2022).

Cowger et al. (2022) summarized the results of a survey that addressed the dimensions that characterized behaviors that teachers considered to be AaB behaviors. 164 teachers and

other staff from schools in training to implement PBIS were surveyed to list behaviors that they considered to be AaB and to list behaviors that they considered to be meeting expectations. Results indicate that 30% of behaviors listed as meeting expectations were considered to be active rather than passive compared to 73% of behaviors listed as AaB. An example of a passive behavior would be remaining quiet while the teacher is speaking. 5% of behaviors listed as AaB were described as unprompted (rather than prompted) which contrasts with 0% unprompted for behaviors that were considered meeting expectations. AaB behaviors were directed at others (rather than directed towards self) 56% of the time as opposed to 24% of behaviors that meet expectations. Thus, AaB behaviors are characterized by being active rather than passive, directed toward others rather than self, and unprompted rather than prompted. Examples of behaviors that were considered AaB included: helping others socially and academically, including a new student in an activity, picking up trash in the hallway, standing up to a student who is teasing another student, and helping an injured student. Behavioral examples of meeting expectations included: passing out paper when asked, sitting quietly during work time, and saying please and thank you.

Social emotional learning has demonstrated importance in schools. The aforementioned studies have demonstrated efficacy for increasing school readiness and emotional well-being, as well as decreasing problem behaviors such as aggression. These skills help individuals to be successful in school. AaB behaviors are important because they help others succeed as well. Helping another student academically, including others, and rendering aid are all skills that directly benefit other people. It is important for children to grow up into well adjusted adults. It is for this reason that children are taught emotional regulation and social skills. It could be argued that teaching behaviors to children that have the ability to impact others is equally as

important as teaching children behaviors that impact the self. The degree to which effective SEL

training can explicitly teach these important behaviors is the primary research question of this

study. If students can be easily and effectively taught how to go above and beyond, it could have

far reaching implications for how SEL can be utilized in schools.

Character Strong PurposeFull People as an SEL Program for Training AaB

Behavior. Character Strong PurposeFull People (2019) is a recently developed SEL curriculum

that focuses on developing character in students through self-awareness, self-management, social

awareness, relationship skills, and responsible decision-making. The focused development of

character makes PurposeFull People an ideal program to teach AaB behaviors. Lessons are

centered around 10 character traits: Courage, Kindness, Perseverance, Responsibility, Honesty,

Cooperation, Respect, Creativity, Gratitude, and Empathy. Lessons are differentiated by grade

and each trait is comprised of several lessons each, totaling over 80 lessons for every two grade

levels. Lessons are conducted in the classroom by the teacher and are approximately 30 minutes

in length. In each lesson there is a teaching component to explicitly explain each topic and

discuss its meaning. Following the teaching lesson, subsequent lessons focus on skill

development around the character trait that involve modeling, opportunities to practice, and

feedback. PurposeFull People programs have been adopted in over 3,000 schools, but as a

recently published curriculum, no empirical evidence is available for PurposeFull People. More

research is needed to demonstrate the benefits and efficacy that the PurposeFull People SEL

curriculum may have for students in improving social-emotional skills, including prosocial skills.

Although there is currently no evidence that PurposeFull People can be used to teach SEL

behaviors, the program uses sequential, active, focused, and explicit (SAFE) lessons to teach

SEL skills. PurposeFull People also incorporates the BST elements of instruction, modeling,

rehearsal, and feedback. The fact that the lessons focus on many AaB behaviors in addition to using the empirically supported SAFE and BST practices suggest that PurposeFull People is an ideal program to test the hypothesis that implementing an SEL curriculum can improve AaB behaviors.

Present Study

More research is needed to determine if SEL programs can be used to teach AaB behaviors to students. Research has shown that BST techniques, in combination with positive reinforcement can be used to teach prosocial and empathetic behaviors (Low et al., 2015; Greenberg & Kusche, 1998). Due to the similarity of prosocial and AaB behaviors, it is hypothesized that BST can be used to teach AaB in the same way as empathetic behaviors. The present study will use the PurposeFull People curriculum to determine if implementation increases AaB behaviors and will address the following research questions:

1. Does implementing the Purposeful People Social Emotional Learning curriculum increase the rates of above and beyond behavior exhibited by the students?

2. Are teachers able to administer the lesson with a high level of fidelity?

3. Do the lessons have a high level of social validity?

CHAPTER 2: METHODS

Participants and Setting

For this study, three elementary school classrooms that serve first grade students in one rural school in the Upper Midwest participated. Of the students in the school, 92.9% were white, 1.5% were Black, 0.6% were Asian or Pacific Islander, 3.5% were Hispanic or Latino and 0.4% were American Indian or Alaskan Native. The percentage of students that qualified for free and reduced lunch was 24.4% and 0.3% of the student population were English Language Learners. Classroom 1 was comprised of 16 students and was taught by a white female teacher that was in her fifth year of teaching. Classroom 2 was comprised of 16 students and was taught by a white female teacher that was in her first year of teaching. Classroom 3 was comprised of 17 students and was taught by a white female teacher that was in her eighth year of teaching. Classroom precautions to mitigate the spread of Covid-19 were in effect. This included the use of masks for both staff and students schoolwide as well as social distancing when appropriate.

As previously discussed, the occurrence of AaB behaviors is likely dependent on opportunity; they are more likely to occur when social interactions are possible and less likely to occur during teacher-led instructional time. For this reason, observation sessions were conducted at a time that included a transition from one activity to the next. In order to maintain consistency, each classroom was observed concurrently during an independent activity that transitioned to a structured activity or vice versa. Classroom 1 was observed during the class morning meeting, a transition to a class-wide reading activity, and the reading activity itself. The morning meeting consisted of lessons on days of the week, the calendar, and the weather. The reading activity involved lessons that required students to write words on the board or in small groups. Classroom 2 was observed during an independent activity, a transition, and morning meeting.

The independent activity consisted of students quietly sitting at their desks reading or working on computers. The morning meeting took place on the carpet and involved a group activity and a morning greeting. The transition consisted of students moving from their desks to the carpet. Oftentimes the transition included students putting away materials from the independent activity. Classroom 3 was observed during morning meeting and a transition to a reading activity. The morning meeting consisted of a teacher-led call and response activity that required students to stay in their seats. The reading activity consisted of students reading independent or in small groups. During this activity, students were occasionally permitted to read about the room and under tables or with the lights off using finger flashlights.

Procedures

Participants were recruited by approaching principals at participating elementary schools to see if they would be willing to allow the research team to conduct research. The participating sites were provided a signed letter of permission. Once granted permission, potential teacher participants were contacted with recruitment materials. Interested teachers contacted the researcher if they wished to participate. The researcher met with interested teachers to describe the study and obtain written consent. All students in a participating teacher's classroom were provided with an opt-out informed letter of consent. This opt-out form informed parents that their child's classroom would be participating in this study. Parents were told that this participation was voluntary and if they desired that their child not participate, then they were instructed to sign the provided form and return it to the classroom teacher. No opt-out letters were returned and all students participated in the study.

Prior to beginning the PurposeFull People curriculum, participating teachers met with the researcher to learn about each lesson (See Appendix A Lesson Outline in appendix), select

elements (such as books and pictures) to use in the lessons, and plan for logistics of lesson delivery that were to begin in the intervention phase described below. During this meeting, any concerns or questions from the teachers were addressed.

Baseline. During the baseline phase of the experiment, classes operated under normal instructional conditions. Data were collected on the number of AaB behaviors that were observed prior to introduction of the PurposeFull People Curriculum. The teachers did not teach the PurposeFull People Lessons during baseline. Upon completion of the baseline phase, the researcher checked in with each teacher to give them an opportunity to ask any final questions before implementing the intervention.

Intervention. During the intervention, two PurposeFull People lessons were taught in each classroom twice weekly. Lessons were conducted in the classroom by the teacher and were around 30 minutes in length. Each lesson included a teaching component to explicitly explain each topic (e.g., respect) and discuss its meaning. Following the teaching lesson, subsequent lessons focused on skill development related to the character trait that involve modeling, opportunities to practice, and feedback.

Character Strong PurposeFull People (2019) is a recently developed SEL curriculum that focuses on developing character in students through self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The focused development of character makes PurposeFull People an ideal program to teach AaB behaviors. Lessons are centered around 10 character traits: Courage, Kindness, Perseverance, Responsibility, Honesty, Cooperation, Respect, Creativity, Gratitude, and Empathy. Lessons are differentiated by grade and each trait is comprised of several lessons each totaling over 80 lessons for every two grade levels. Lessons follow a similar pattern of introducing the character trait (Defining

Responsibility). Then there is a discussion (i.e. "What does Responsibility mean to you?") followed by an activity where skills can be practiced (See Appendix A: Lesson Outlines). Lessons are explicitly outlined with steps of implementation that include links to videos, projections, and printed materials embedded into the outlines. These outlines were transcribed into printable copies for the teachers implementing the curriculum. These outlines were requested by the teachers in order to maintain fidelity and to aid in lesson implementation.

Lessons from the kindness, empathy, and responsibility character traits were chosen for this study because they were active, directed towards others, and unprompted, which are defining dimensions of AaB behavior. The ten lessons selected explicitly taught skills related to behaviors that could be described as AaB.

During the intervention phase of this study, PurposeFull People lessons were delivered twice weekly by the classroom teacher for a total of five weeks. Teachers selected times to deliver lessons in a manner that was most convenient for their instructional periods. Teachers were provided with a log-in for the PurposeFull People curriculum so that they had access to all of the lesson outlines and materials. Teachers were provided with printed copies of the lesson outlines by the researcher for each lesson.

Measurement

Above and Beyond Behavior. The primary dependent variable is AaB behaviors exhibited in the classroom by the students. Behaviors that were classified as AaB are active rather than passive, directed towards others rather than directed toward self, and unprompted rather than prompted (Cowger et al., 2022). An example of AaB behavior is helping another student put up their chair or sticking up for a bullied classmate. A non-example would be raising

your hand or cleaning up your own mess. All independent and teacher observers received training in these definitions prior to data collection.

30-second partial-interval direct observation AaB data were gathered using the Above and Beyond Observation Form (See Appendix D). Classrooms were divided into two observation zones. Observers would alternate observing behavior between zones every thirty seconds. This was done in an attempt to observe half of each class at a time. In the occasional situation in which all students remained in one zone for an extended period of time, zones would be moved in order to continue observing only half of the class at one time. For example, the morning meeting for Classroom 2 occurred on the carpet of zone two in that classroom. When this occurred, the class (which was seated in a circle) would be divided in half so that only 50% of students would be observed during each interval.

Observers for this study were graduate students and undergraduate students from Minnesota State University, Mankato. Direct observations occurred three times per week during baseline and intervention in 20-minute sessions. Observation sessions were conducted during a consistent time of day within each classroom and did not occur concurrent with lesson delivery. Observations of Classrooms One and Two continued upon completion of lesson delivery in congruence with AaB behavior data being collected in Classroom 3. All observation data collected between implementation of the curriculum and the completion of the study was used to calculate effect sizes. Data from each observation session is summarized as percent of intervals with AaB behavior.

Recorded data were verified using interobserver agreement (IOA) for 43% of sessions. To calculate total agreement for each session, observers divided the number of agreements by the number of agreements plus disagreements and multiplied by 100%. The definition of

"agreement" used to calculate total agreement is defined as 'agreement on occurrence or non-occurrence" for AaB behavior. Observers were trained using preselected classroom videos where students exhibited AaB behavior. Observers were trained to divide the classrooms into zones and to observe each zone for 30 seconds. Observers watched the recordings and marked each occurrence of AaB behavior in the corresponding 30-second partial interval block of the recording sheet. If there were discrepancies in observer agreement, observers would review the training process and watch a second video. Total IOA across classrooms was 99.9%. Classroom 1 average IOA was 99.2%. In Classrooms 2 and 3 no discrepancies between observers were recorded throughout the entirety of the study.

Fidelity. Data from the fidelity checks performed by researcher was used to determine the level of successful implementation of the PurposeFull People Program. Data were measured as a percentage of steps of implementation that were followed. During the teaching of the lessons, the researcher observed the teacher, using the Intervention Fidelity Checklist (Appendix B). This checklist was used to determine lesson fidelity and adherence to the lesson outline. This checklist includes seven general steps that must be followed throughout the administration of the lessons. These steps include providing students an opportunity to respond with questions and practice behaviors. If teachers missed steps of implementation, the researcher would review the missed steps with the teacher in order to increase fidelity for subsequent lessons. Teacher 2 was not able to complete some observed lessons due to running out of time and needing to move on to another activity. This hindered implementation fidelity (See Results). Teacher Three maintained high levels of fidelity upon reviewing steps of implementation with the researcher after the first fidelity check.

Social Validity. Social validity refers to the acceptability of and satisfaction with the intervention as assessed by the teacher upon completion of the PurposeFull People program. This was measured using the Teacher Social Validity Questionnaire (Appendix C), which is a Likert scale that was submitted to each teacher upon completion of the final SEL lesson via a paper copy that was then returned to the researcher. This questionnaire was created for this study. The survey directly reflects questions of implementation fidelity and treatment acceptability that are useful in determining the utility of this SEL program as an agent of change on positive behavior.

Design and Analysis

To answer the first research question, data were recorded using a multiple-baseline design across classrooms and analyzed via visual analysis and statistical analysis. Data were collected in Classroom 1 for five sessions. This was done in order to establish a stable expression of baseline data. Once a stable baseline was recorded, the PurposeFull People curriculum was implemented in Classroom 1 while the second and third classroom remained in baseline until the experimental SEL curriculum has been applied in sequential, staggered fashion to all the classrooms in the study. Classroom 2 began implementation of the SEL lessons after a stable baseline was observed and after a period of at least one week following the implementation of the SEL curriculum in Classroom 1. Classroom 3 began lesson implementation following an expression of stable baseline data. These lessons were intended to be implemented in a similarly staggered fashion, but due to a classroom quarantine, lesson implementation began one month after Classroom 1. Effectiveness of the intervention was evaluated via visual analysis of graphed data with consideration of levels, trends, and degree of non-overlap between baseline and intervention. Statistical analyses of effect sizes were estimated using the Tau U statistic. Tau U combines nonoverlap between baseline and intervention with considerations of baseline trend

and is appropriate for single-subject research designs (Parker, Vannest, Davis, & Sauber, 2011).

A weighted Tau-U that combined baseline and intervention phases for each classroom is

reported. Interpretation of effect sizes were based on the guidelines reported by Ferguson (2016).

Minimal effect sizes for Tau U were .20 to .49, moderate effect sizes were .50 to .79, and strong

effect sizes were .80 and above.

      The second and third research questions regarding teacher acceptability of the

PurposeFull People program and fidelity of implementation were evaluated using descriptive

statistical summaries. Teacher responses were evaluated in terms of item means and overall

means of participant answers on the questionnaire. Fidelity was also evaluated via means and

patterns of consistency of implementation between teachers.

CHAPTER 3: RESULTS

The overall average number of AaB behaviors observed during baseline across all three classrooms was 0.38 (SD=.57). The average number of AaB behaviors observed during the intervention phase increased to .79 AaB behaviors across all three classrooms (SD=1.64). See Table 1 for phase means and standard deviations for each classroom, Table 2 for Tau-U results, Figure 1 for graphed results of AaB behaviors for all three classrooms.

Table 1

Average AaB behaviors and standard deviations during baseline and intervention overall and across classrooms.

| Classroom	Baseline Mean (and SD)	Intervention Mean (and SD)
Classroom 1	0 (0)	.92 (1.28)
Classroom 2	.38 (.52)	.55 (1.05)
Classroom 3	.54 (.66)	1.0 (2.66)
Combined	.38 (.57)	.79 (1.64)

Table 2

Weighted Tau PurposeFull People effect sizes for Above and Beyond Behavior for all three classrooms.

Classroom	Tau	*p-value*	90% Confidence Interval
Classroom 1	0.45	0.11	-0.02 to 0.93
Classroom 2	-0.02	0.93	-0.42 to 0.39
Classroom 3	-0.16	0.49	-0.54 to 0.22

Figure 1

AaB Observation Data for Classrooms 1,2, and 3
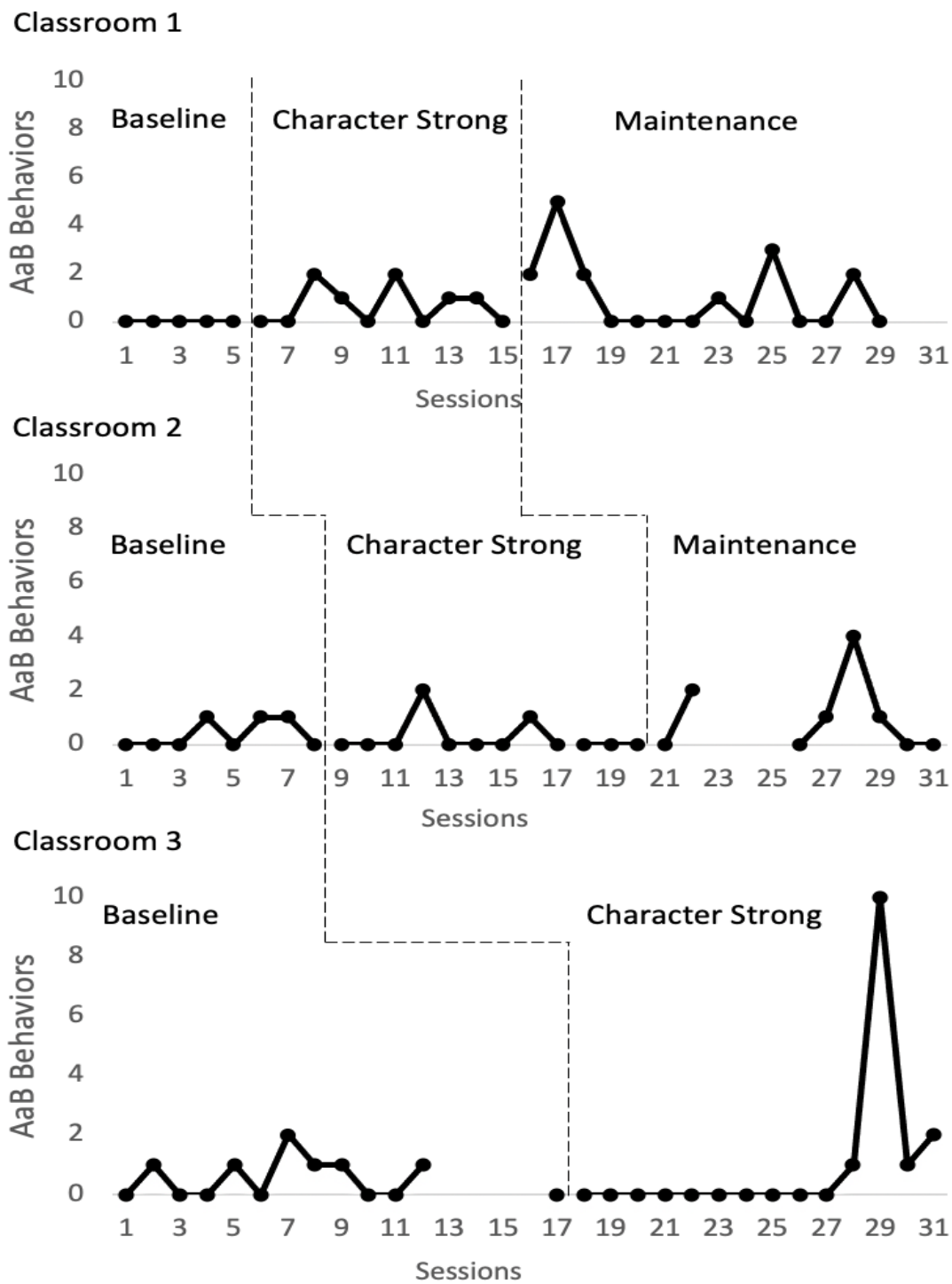
Classroom 1. During the baseline phase in Classroom 1, zero AaB behaviors were observed. During the intervention phase, an average of 0.92 (SD=1.28) AaB behaviors were observed in each observation session. Tau-U was used to compare baseline phase to intervention phase. The effect size estimate from the Tau-U analysis was low and non-significant (p=0.11). During intervention, AaB behaviors were on a variable trend with levels increasing overall. The observed effects during intervention phase were delayed for two observation sessions, after which the level rose above zero, but a clear trend was not established. The variability in behaviors observed each session is noted by the hill and trough pattern of the graphed data. There was a peak of six behaviors in one session observed shortly after the conclusion of lesson delivery in session 17. The percentage of data points in the intervention phase that did not overlap with the mean number of AaB behaviors observed during baseline was 46%. In summary, visual analysis shows that the AaB behavior increased during intervention but the effects were not stable. Due to a class quarantine caused by the Covid-19 pandemic, data collection ended after the 29th session. Breaks in data collection can be seen in Figure 1.

Classroom 2. During the baseline phase in Classroom 2, an average of 0.38 (SD=.52) AaB behaviors were observed. During the intervention phase, an average of 0.55 (SD=1.05) AaB behaviors were observed. The effect size estimate from the Tau-U analysis was low and non-significant (p=0.94). During baseline, AaB behaviors were observed above zero levels in 33% of sessions but never exceeded one behavior per session. During the intervention and maintenance phases, AaB behaviors were observed in 26% of sessions but occurred at higher levels in session in which they were observed than in baseline. The level of behaviors observed was highly variable and a positive or negative trend was difficult to extrapolate. The degree of non-overlapping data points was low in that only 13% of data during interventions did not overlap

compared to baseline. In the maintenance phase there was an increase in AaB behaviors followed by a break in data collection due to the Covid-19 pandemic. Upon resuming observations, there was an upward trend in observed behaviors followed by a downward trend at the conclusion of data collection. In summary, there was no discernable effect on AaB behaviors between baseline and intervention phases. The number of observed behaviors and frequency of behaviors increased towards the end of the study.

Classroom 3. During the baseline phase in Classroom 3, an average of 0.54 (SD=0.66) AaB behaviors were observed in each session. During the intervention phase, an average of 1.0 (SD=2.66) AaB behaviors were observed in each observation session. The effect size estimate from the Tau-U analysis was low and non-significant (p=0.49). Visual analysis indicates that AaB behaviors were observed more consistently during baseline compared to the intervention phase. The collection of data during baseline phase was disrupted due to a class quarantine caused by the Covide-19 pandemic. AaB behaviors occurred with less frequency during intervention, but in greater magnitude than in baseline. On the day that 10 AaB behaviors were observed in Classroom 3, a substitute teacher was teaching the class. This break in routine provided increased opportunities to observe AaB behavior. During the intervention phase, zero behaviors were observed in 71% of sessions. Zero behaviors were observed until after the tenth session, at which point the level of behaviors increased sharply across two session and then returned to a positive incremental trend. This positive trend displays an increase in observed behaviors compared to the beginning of the intervention phase; however, only 7% of data observed in the intervention phase did not overlap with the baseline phase. Through sessions 27-30, a slight increase in behaviors was observed followed by a significant spike in observed

behaviors concluding with a decrease and then ending with two observed AaB behaviors. No maintenance phase was observed due to the ending of the school year.

Fidelity

Teachers were observed during 30% of the lessons that were delivered using the PurposeFull People Curriculum. Fidelity results were shared with the teachers at the conclusion of each observed lesson to improve fidelity for subsequent lessons. Mean fidelity across classrooms was 90.67%. Results from fidelity checks for each classroom are displayed in Table 3.

Table 3

Percentile scores for total implementation of lesson requirements in lesson outlines for Classrooms 1,2, and 3.

	Fidelity Check 1	Fidelity Check 2	Fidelity Check 3	Average Score
Classroom 1	100%	100%	100%	100%
Classroom 2	88%	81%	70%	80%
Classroom 3	76%	100%	100%	92%

Classroom 1. Classroom 1 was observed during the instruction for lessons 2, 4, and 9. In lesson 2, Teacher 1 completed 13/13 steps in the lesson outline. In lesson 4, Teacher 1 completed 15/15 steps of the outline. In Lesson 9, Teacher 1 completed 14/14 steps of the lesson outline.

Classroom 2. Classroom 2 was observed during the instruction for lessons 1, 4, and 7. In lesson 1, Teacher 2 completed 7/8 steps in the lesson outline. In lesson 4, Teacher 2 completed 13/16 steps of the outline. In lesson 7, Teacher 1 completed 7/10 steps of the lesson outline.

Classroom 3. Classroom 3 was observed during the instruction for lessons 3, 5, and 9. In lesson 3, Teacher 3 completed 13/17 steps in the lesson outline. In lesson 5, Teacher 3 completed 8/8 steps of the outline. In lesson 9, Teacher 3 completed 14/14 steps of the lesson outline.

Social Validity

Analysis of the data provided from the Teacher Questionnaire indicates that overall teachers strongly agreed that: They could fit the lessons into their day, it was clear what AaB behavior was, it is important to learn this in their class, children need more social emotional learning in schools, they liked the curriculum, that they would recommend it to other teachers, lessons were the appropriate length, they regularly acknowledged students throughout the day who demonstrated AaB behaviors, and that the lessons were age appropriate. Teachers Somewhat agreed that they felt prepared to teach the lessons, that students understood the content, that studens enjoyed the lessons, students demonstrated the skills from the lessons throughout the day, that lessons were easy to follow, it was easy to incorporate the lesson material into other areas of the curriculum, they reminded students about the lessons throughout the day, and that the stucture of the lessons was clear. Overall, the teachers had no opinion on receiving more training on the curriculum. Specific answers and means to all questions are displayed in Table 4.

Table 4

Submitted Responses and Means from Teacher Questionnaire

	C1	C2	C3	Mean
I can fit the lesson into my day.	1	1	2	1.3
It is clear to me what Above and Beyond Behavior is.	1	1	2	1.3
I feel this is important to learn about in my class.	1	1	2	1.3

Children need more Social Emotional Learning in schools.	1	1	2	1.3
I like the PurposeFull People Curriculum.	1	1	2	1.3
I would recommend this to other teachers.	1	1	2	1.3
The lessons were an appropriate length.	1	1	2	1.3
I regularly Acknowledged students who demonstrated the behavior.	1	1	2	1.3
The lessons are age appropriate.	1	1	2	1.3
I feel prepared to teach the lessons.	1	2	2	1.67
Students understood the content.	1	2	2	1.67
Students enjoyed the lessons.	1	2	2	1.67
Students demonstrated the skills from the lessons throughout the day.	2	2	2	1.67
The lessons were easy to follow.	2	1	2	1.67
I found it easy to incorporate the lesson material into other areas of my curriculum.	1	2	2	1.67
I reminded students of lessons taught throughout the day.	1	2	2	1.67
The structure of the content is clear and accessible	1	2	2	1.67
I wish I had more training on the PurposeFull People Curriculum	2	2	4	2.67

1-Strongly Agree; 2-Somewhat Agree; 3-No Opinion; 4-Somewhat Disagree; 5-Strongly Disagree

CHAPTER 4: DISCUSSION

Social emotional learning is an extensively researched area of school psychology (Durlak et al., 2011; Wilson, Gottfredson, & Najaka, 2001; January, Casey, & Paulson, 2011; Crean & Johnson, 2013). Research has demonstrated the use of SEL to increase prosocial skills in children such as sharing, empathy, and compassion (Upshur, Heyman, &Wenz-Gross, 2017; Iannotti, 1985). Currently, the majority of SEL studies are centered around six different student outcomes: increasing social and emotional skills, increasing attitudes towards self and others, increasing positive social behavior, decreasing conduct problems, decreasing emotional distress, and increasing academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This research has demonstrated efficacy in teaching skills to children that are necessary to help them function inside of a classroom (Upshur, Hyman, &Wenz-Gross, 2017; Low, Cook, Smolkowski, & Buntain-Ricklefs, 2015). These behaviors can be described as meeting expectations, which are generally prompted, passive in nature, and directed towards the self (Cowger et al., 2022). Behaviors that meet expectations can be contrasted with above and beyond (AaB) behaviors, which can be described as unprompted, active, and directed towards others. The success of SEL programs at teaching behaviors as well as increasing feelings of compassion and empathy was a positive sign for the ability of SEL curriculums to teach AaB behaviors to students.

The purpose of the present study was to determine if implementing ten lessons from the PurposeFull People SEL curriculum would increase AaB behaviors in a general education classroom. Lessons were implemented in three first-grade classrooms in an elementary school in Southern Minnesota using a multiple-baseline across classrooms design. The study attempted to answer three primary questions: "Does implementing the Character Strong Purposeful People

Social Emotional Learning curriculum increase the rates of above and beyond behavior exhibited by the students?", "Do the lessons have a high level of social validity?", and, "Are teachers able to administer the lesson with a high level of fidelity?".

Regarding the first research question about the impact of the SEL curriculum on AaB behaviors, results of the current study show an increase in AaB behaviors across all three classrooms relative to baseline, but not to a significant degree. Two of the three classroom demonstrated highly variable rates of behavior between baseline and intervention conditions within the study. Classroom 1 demonstrated the most visually apparent evidence of increased AaB behaviors observed between the intervention and baseline phases of the intervention. In Classroom 2, levels of AaB behavior during intervention were not significantly different from levels of behavior observed during baseline. During the maintenance phase, larger numbers of AaB behaviors were observed than in previous phases. Additionally, a sharper initial rise in observed behaviors occurred prior to a break in data collection due to a Covid-19 class quarantine. Upon resuming observations, a more pronounced pattern of the hill and trough peaks that were observed in the intervention phases was evident. In Classroom 3, the number of AaB behaviors observed during baseline were highly variable. During the intervention phase, the number of AaB behaviors that were observed flatlined to zero for the majority of sessions, spiking at 10 observed behaviors in one session near the end of the data collection period. Statistical analyses using Tau-U estimates indicated no effect for two classroom and a minimal effect in one classroom that was not statistically significant. It is probably most accurate to state that the intervention in the present study produced minimal effect but that the effects always trended in the positive direction. There is insufficient evidence to demonstrate a functional relationship between the delivery of the SEL curriculum and AaB behavior.

Despite the unclear effects for AaB behavior, social validity questionnaires completed at the end of the study to address the second research question indicate that the intervention has a high level of social validity. Teachers endorsed that they strongly agreed or somewhat agreed with seventeen of eighteen questions that were posed to them about their perceptions of implementation, student acceptance, and perspective of AaB and the PurposeFull People curriculum.

Lesson implementation integrity, which related to the third research question, was measured via fidelity checks during researcher observations of the sessions. Teachers were scored on adherence to the lesson outline provided for each lesson. Fidelity checks that were completed in 30% of lessons indicate high levels of fidelity (M-=90.67%) in all three of the classrooms that implemented the SEL curriculum. In seven out of the nine lessons observed, fidelity scores were above 80%.

Limitations

There were several limitations to the study that should be discussed as they may have influenced the findings of the study. The first limitation was a limited opportunity to observe AaB behaviors in classrooms. AaB behavior by nature is a low base-rate phenomenon in classroom settings relative to other social behaviors. This can be inferred from the name, which suggests "above" and "beyond" typical behavior, as well as other studies that have supported this low base-rate phenomenon (Ebsen, 2014; Ebsen & Filter, 2012). In many instances exhibiting a behavior that is, by definition, active and directed towards others (Cowger et al., 2022) can be in direct violation of classroom rules. If students are supposed to be quietly reading or with the directive of looking and listening to the teacher, they are not allowed to be actively assisting others unprompted. Classrooms in this study were observed at specific times that remained consistent throughout the study. This observation period occurred during transitions between an activity and morning meeting. During the morning meeting, students were instructed to sit in their designated seats and listen to the person speaking. Many times, it was not possible to

observe AaB behaviors under these conditions. Large spikes in AaB behavior that were observed often involved accidents, large messes, or a significant break in routine. This was most evident in Classroom 3.

Classroom 3 was observed during a transition from the morning meeting to a reading activity. During morning meeting, students were not permitted to speak or leave their seats. There were few AaB behaviors to observe during this block of time because there were few opportunities where exhibiting a behavior would be appropriate. On the day that there was a spike of ten behaviors observed in a twenty-minute session, there was a substitute teacher that received a lot of help in running the Smart Board and running the morning meetings like the regular classroom teacher. Creating opportunities to observe AaB behaviors or the ability to isolate conditions was not possible during this study. A spilled drink or a skinned knee from falling down were instances that elicited many students to jump into action and exhibit AaB behaviors, but these conditions were not replicable. Under different conditions, using the same methods, it is possible that more AaB behaviors would be observed under conditions where they are more likely to occur.

The second limitation was time. This study implemented a fraction of the lessons that are compiled in the PurposeFull People program. The sensitive nature of AaB behaviors may be more detectible and more effects may be significantly observed if the program were implemented for a longer length of time.

A third limitation to the study was related to the Covid-19 pandemic. During the study, all three classrooms experienced a class quarantine which disrupted data collection. This break in data collection and disruption to daily learning may have impacted any possible trends that were developing prior to the quarantining of entire classrooms for up to 10 school days. The use of

masks and other PPE equipment may have impacted nonverbal feedback. This inability to communicate nonverbally may have effects on the number of AaB behaviors observed in class. Nonverbal signals, such as a frown or depressed look, would have been concealed, preventing another student from engaging in cheering up the student. This is just one example of many that could have been impacted by the use of protective equipment.

The final limitation to the study was the lack of control over teacher behavior outside of lessons. It is likely that reminders to demonstrate A&B behaviors as well as praise of student A&B behaviors throughout the week varied between teachers. This may account for some of the differences observed between classrooms.

Implications for Future Research

Above and beyond behavior is an emerging area of study. More research is needed to fully understand the impact that AaB behavior can have on increasing school climate, decreasing negative behaviors in students, and teacher burnout. For example, as AaB behaviors increase, is there a reduction in perceived teacher burnout? Do negative behaviors exhibited by students decrease as the number of AaB behaviors increase? The present study attempted to analyze whether a specific SEL program could be implemented to increase AaB behaviors. The SEL curriculum was implemented independently in three first-grade classrooms with varying degrees of success. Future research should focus on specific ages of students to determine the appropriate stage of development to target in order to maximize learning skills about empathy and kindness.

This study attempted to demonstrate an effect on AaB behavior using the Purposefull People curriculum. This curriculum, for which there is very limited current evidence of effectiveness in the published literature, focuses on character traits that are tangentially related to AaB behavior. It does not mention AaB behaviors directly nor did teachers use this term when teaching or reinforcing behaviors. Future studies utilizing programs that directly teach AaB

behaviors and include more emphasis on prompting and reinforcing the A&B behaviors between lessons may demonstrate a more significant effect on the number of AaB behaviors that are observed over time.

Continued research in the effects of combining an SEL program and a school-wide positive behavior support system is needed to determine how to maximize the effectiveness of increasing AaB behaviors school-wide (Cook, et al. 2015). During classroom observations, it was casually observed that the teacher in Classroom 1 was more consistent with positive praise and reminders about AaB exhibited in her classroom than in Classrooms 2 and 3. This may have influenced the number of behaviors observed in Classroom 1. This lends credence to the hypothesis that a positive behavior system may have increased effects on the increase of AaB behavior. The present study implemented ten lessons from a curriculum that is designed to last an entire school year. More research is needed to determine if the sensitive nature of AaB behaviors is more significantly impacted by exposure time. Future research is also recommended to determine if greater effect sizes are noted after full implementation of the PurposeFull People intervention.

Conclusion

The present study assessed the effectiveness of using an SEL curriculum to increase AaB behaviors in elementary-age students using a multiple-baseline across classrooms design. The study further assessed the social validity of the intervention through a questionnaire as well as the implementation integrity of the SEL lessons with fidelity checklists. Visual analysis showed slight increases in AaB behaviors during intervention across classrooms with the most evident increase occurring in the classroom with the highest scores on both social validity and implementation integrity. Statistical analyses revealed that these changes were not significant.

Teachers that participated in the study endorsed high levels of social validity. Additionally, all three classrooms implemented lessons with an average fidelity of at least 80%.

Teaching AaB behaviors to children that are unprompted, active, and directed towards others could have promising effects on the learner as well as the society they live in. More research is needed to determine if AaB behaviors can be taught using an SEL curriculum. The dimensions of AaB behavior, as well as their low base rates, present unique challenges to researchers attempting to observe their occurrence under controlled conditions within a school setting. Although the present results were not strong, positive trends show promise for future studies investigating the effects AaB can have on school climate, student behavior, academics, and teacher burnout.

References

Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological science*, *11*(4), 302-306.

Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, *30*(2), 166.

Crean, H. F., & Johnson, D. B. (2013). Promoting Alternative Thinking Strategies (PATHS) and elementary school aged children's aggression: Results from a cluster randomized trial. *American journal of community psychology*, *52*(1-2), 56-72.

Cowger, S., Hunstad, A., & Filter, K. J. (2022). *Above and Beyond Behaviors: More Than Just "Meeting Expectations".* Poster session presented at the Midwinter Conference of the Minnesota School Psychologists Association, Plymouth, MN.

Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool "PATHS" curriculum. *The Journal of primary prevention*, *28*(2), 67-91.

Dryfoos, J. G. (1991). *Adolescents at risk: Prevalence and prevention*. Oxford University Press.

Durlak, J. A. (1985). Primary prevention of school maladjustment. *Journal of Consulting and Clinical Psychology*, *53*(5), 623.

Durlak, J. A. (1997). *Successful prevention programs for children and adolescents*. Springer Science & Business Media.

Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41*, 327–350.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, *82*(1), 405-432.

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, *45*(3-4), 294-309.

Ebsen, S. E. (2014). *The Development of a Teacher-Rating Measure of Positive Behavior (Doctoral Dissertation).* Minnesota State University, Mankato, Mankato, MN.

Ebsen, S. E., & Filter, K. J. (2012). *An Examination of Positive Social Behavior in Schools.* Poster session presented at the Midwinter Conference of the Minnesota School Psychologists Association, Plymouth, MN.

Eisenberg, N., & Miller, P. A. (1987). The relation of empathy to prosocial and related behaviors. *Psychological bulletin*, *101*(1), 91.

Elbertson, N. A., Brackett, M. A., & Weissberg, R. P. (2010). School-based social and emotional learning (SEL) programming: Current perspectives. In *Second international handbook of educational change* (pp. 1017-1032). Springer, Dordrecht.

Ferguson, C. J. (2016). An effect size primer: a guide for clinicians and researchers.

Greenberg, M. T., and C. A. Kusche. 1998. Promoting alternative thinking strategies: Blueprint for violence prevention. Book 10. Institute of Behavioral Sciences, University of Colorado

Gresham, F. M. (2002). *Best practices in social skills training*. National Association of School Psychologists.

Himle, M. B., Miltenberger, R. G., Gatheridge, B. J., & Flessner, C. A. (2004). An evaluation of two procedures for training skills to prevent gun play in children. *Pediatrics*, *113*(1), 70-77.

Hyde, L. W., Waller, R., Trentacosta, C. J., Shaw, D. S., Neiderhiser, J. M., Ganiban, J. M., et al. (2016). Heritable and nonheritable pathways to early callous-unemotional behaviors. *Am. J. Psychiatry* 173, 903–910.

Iannotti, R. J. (1985). Naturalistic and structured assessments of prosocial behavior in preschool children: The influence of empathy and perspective taking. *Developmental Psychology*, 21(1), 46.

January, A. M., Casey, R. J., & Paulson, D. (2011). A meta-analysis of classroom-wide interventions to build social skills: Do they work? *School Psychology Review*, *40*(2), 242-256.

Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., & Hoover, S. A. (2018). The Core Components of Evidence-Based Social Emotional Learning Programs. *Prevention Science*, 1-11.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social–emotional competence: An evaluation of the elementary version of Second Step®. *Journal of school psychology*, *53*(6), 463-477.

Miltenberger, R. G. (2011). *Behavior modification: Principles and procedures*. Cengage Learning.

Palmer, A., & Didden, R. (2012). Task engagement in young adults with high-functioning autism spectrum disorders: Generalization effects of behavioral skills training. *Research in Autism Spectrum Disorders*, *6*(4), 1377-1388.

Parker, R. I., Vannest, K. J., Davis, J. L., & Sauber, S. B. (2011). Combining nonoverlap and trend for single-case research: Tau-U. *Behavior Therapy*, *42*(2), 284-299.

Roeser, R. W., Eccles, J. S., & Freedman-Doan, C. (1999). Academic functioning and mental health in adolescence: Patterns, progressions, and routes from childhood. *Journal of Adolescent Research*, *14*(2), 135-174.

Upshur, C. C., Heyman, M., & Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: preliminary outcomes. *Journal of Applied Developmental Psychology*, *50*, 15-25.

Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. *Journal of quantitative criminology*, 17(3), 247-272.

Appendix A
PurposeFull People Lesson Plans

Responsibility
Lesson 1 (30 min.)

*After logging in, use the drop-down menu on the left to select "PurposeFull People." > Click on Responsibility> Click on K-2 Start Intentionally>Scroll down to the pictures of animals> Select any image to use in your class

        i. What does responsibility look like? (Start Intentionally)
            1. Project one of the images at the beginning of each week and use them as a prompt to have a conversation about Responsibility. Why does the image remind them of Responsibility? How would they change the picture to make it demonstrate Responsibility more?

*Scroll to the bottom of the page > Select the box, "Engage Relationally" > Scroll to the activity titled, "What If Everybody Did That?"

      I. Define Responsibility (Engage Rationally)
         1. Watch video, "What if everybody did that?"
             a. (4:34) https://www.youtube.com/watch?v=SD0apYFz5gg
             b. Have each student hold a small classroom item in their hand such as a block, manipulative, sticky note, etc.. Play a song and have students mingle around the room. Tell them that their task is to sneakily, without anyone noticing, drop or place their item on the floor before the song is done. When the song finishes sit in a circle and discuss as a group:

                i. What do we notice?
               ii. What happened when each person dropped one, teeny tiny thing?
             iii. What are ways we might "drop" small things in our classroom that create a bigger mess or problem? Guide students to move beyond the misuse of physical materials and also discuss the impact of distractions, class jobs, routines, homework, friendships, etc..

             c. Complete the activity again, but this time have students try to sneakily pick up an item without anyone noticing. What do they notice this time? What happens when everyone does one small thing to take care of the class community?

> How can we show this kind of responsibility to one another throughout the day?

*Continue to second activity titled, "Responsibility In Action."

    ii. Responsibility In Action
1. Lead a class discussion about responsibilities in the classroom. As a class, determine one area where everyone can work together to show more Responsibility. Ideas:
   a. Keeping things organized
   b. Helping classmates
   c. Cleaning Up
2. As a class, vote on one idea to work on and create a Responsibility Action Plan. Write down the goal and the action steps that will need to be done to complete the plan. Choose action steps that allow students to be a part of the plan. For example, if students need to work on keeping their desks clean, walk students through the cleaning process and take a photo of what a clean desk looks like. The more students are involved in the plan, the better results you will have! Make sure you utilize teams so they can work together and be sure to include a timeframe for meeting the goal. Have a class celebration when the goal is met!

Empathy
Lesson 2 -25 Minutes

*Click on PurposeFull People > Scroll down to "Empathy" > Click on "Empathy: K-2, Start Intentionally" >
1. Define Empathy
   a. Start the month by talking about Empathy with your class. What does that word mean to them? Where have they seen the word or seen it in action in their lives? To make sure everyone is speaking a common language, share this definition with them:
   b. Empathy: The ability to understand and connect to the feelings of another.
      i. Talk about why this definition makes sense to you! Share a moment where you think you've lived this definition well or have seen someone else live it well.
      ii. Allow students from the group to share
   c. Watch Sesame Street video on empathy (2:28)
      i. https://www.youtube.com/watch?v=9_1Rt1R4xbM&feature=emb_logo

        ii.   Ask any or all of these questions with your class:
1. How do Mark and Murray define Empathy?
2. What feelings does Mark feel that Murray also starts to feel?

3. Did Murray go through the exact same thing as Mark in order to feel those feelings?
4. What are you feeling today? This week?

*Continue to the next lesson titled, "Start of the Week"

    d. What does empathy look like?
    e. Project one of the following images at the beginning of each week and use them as a prompt to have a conversation about Empathy. Why does the image remind them of Empathy? How would they change the picture to make it even more empathetic? At the end of the month, you can have students draw their own picture of Empathy!

*Continue to the next lesson titled, "Start the Day" > Project the image of Barack Obama

  2. Character: the qualities of one's heart and mind that we build through our choices
    a. Read Barack Obama quote about character.
      i. Barack Obama was the 44th president of the United States. During his time as president and beforehand as a U.S. senator, Obama often encouraged Americans to practice Empathy and understand those who think and feel differently than ourselves.
    b. Lead a discussion and ask the following questions
      i. How can you try to see things through someone else's eyes? How might you feel about them when you do that? How does practicing Empathy help us build peace?
      ii. Think of a time when you were upset with someone. Try to see the situation from their point of view. What is clearer to you now?

  3. Discuss how Empathy is related to being a Noble Knight
    a. Explain the importance of doing what we learn in the PurposeFull People Lessons and being empathetic in school and challenge the class to use empathy to be Noble Knights

Lesson 3- 30 minutes

* Click on PurposeFull People > Scroll down to "Empathy" > Click on "Empathy: K-2, Engage Relationally"

  I. Walking in someone else's shoes

    a. Project a picture of a toddler's shoes (or an actual pair of toddler-sized shoes) and tell the students a little bit about the child whose shoes these are:

        I. "I've been fussy lately and I don't have the words to describe what doesn't feel good. My family doesn't know what's causing me to be so cranky, so I've got a doctor's appointment. I sure hope that the Doctors can figure it out and that it's not something too serious."

    b. Discuss how the child is feeling

        i. How can you tell?

        ii. What does the child need?

        iii. How might the parents be feeling?

        iv. What do they need?

        v. How could you use your Empathy to help them?

        vi. Feel free to use other stories that are more relevant

2. How Full is Your Bucket?

    a. Read the book, Have You Filled Your Bucket Today? (Lars has a copy)

        i. Share with students that everyone has an invisible bucket and that, when good things happen to us, our buckets are filled. When bad things happen, our bucket is emptied. People with full buckets have an easier time showing Kindness, helpfulness, patience, understanding, and cooperation.

        ii. Have students practice Empathy for themselves and others by carrying around their own "bucket" (this could just be a small bag per student or an imaginary bucket) around the classroom. Each bag should start with a few abundant items such as balls of newspaper, post its, math manipulatives – whatever you have a bunch of in the classroom. Some of the items should also be on the floor around the room or carpet area.

        iii. As students walk around with their bags, call out various things that may happen throughout the day. Some examples might include:

            1. You had to miss breakfast

            2. Your teacher said "good morning" and gave you a high five

            3. Your best friend didn't come to school today

            4. You couldn't find your favorite book in the library

            5. You got to choose the class brain break

            6. The teacher called on you and you didn't know the answer in that moment

            7. You got to help a friend with their classwork because you did it correctly

            8. You sang a song during music class

        iv. If students think this item would fill their bucket, they pick an item off the floor and place it in their bag. If it would empty their bucket, have them take an item out and place it on the floor.

        v. Periodically stop and ask students to reflect with a partner:

        vi. After some time, you can have students offer their own ideas for bucket filling and bucket emptying items. Make sure everyone exercises Cooperation and Respect by cleaning up the room together!

3. Review how we can use Empathy as Noble Knights
    a. Ask if anyone was a character crusader this week in school.
    b. share stories and examples

Lesson 4 (30 min.)

* Click on PurposeFull People > Scroll down to "Empathy" > Click on "Empathy: K-2, "Respond with Empathy"

I. Mindful Moments
    vii. Watch the video, "Just Like Me For Kids" (6:46)
    viii. Peace comes with having Empathy and compassion for others. In this practice, we will focus on someone who is very different but, at the same time, "Just Like Me."
        1. https://www.youtube.com/watch?v=xlNLIstIl1Y

II. Watch the Compassion Circle video (3:29)
    i. Circle up to learn to send Empathy wishes to those we like as well as those we don't particularly like or know well yet.
    ii. https://www.youtube.com/watch?v=TuJ-wnqwjGA

III. Rainbow of Feeling exercise
    i. Sit up tall in your chair or on the floor. Put your arms straight out at each side, palms up. As you inhale, make a rainbow arch by moving your palms slowly to the ceiling until they meet over your head. As you exhale, return those arms slowly to your sides. With each of today's 7 deep rainbow breaths, picture a color of the rainbow and imagine a feeling what goes along with it. Maybe is something like this: Yellow is my happy color. Blue is my sad color. Red makes me think of anger. Personalize it to make it your very own rainbow of feelings.

IV. Moment of self-compassion
    i. Try this simple mindful moment to have students practice showing compassion for themselves. Invite students to take several deep breaths and then repeat each phrase after you or think the phrase inside their heads:
        1. I am important

        2. My feelings matter
        3. My challenges help me grow
        4. I am amazing
        5. I deserve to be loved
        6. I matter

V. Sing the Empathy Song
    i. Sing along with Kids Learning Tube to dig deeper and figure out what Empathy means.
        1. https://www.youtube.com/watch?v=H9A-Hpwp3lU

VI. Scenarios

    i. Read three scenarios about people and their body language and try and figure out how they are feeling and why they might feel that way and how you can respond with empathy.

   ii. Scenario One

        1. One of your friends is biting their fingernails and shaking their legs during a lesson. When you move to work at your table, they begin peeling the paper off the crayons. How do you think your friend is feeling? How can you check in with them? What might you do to make them feel better?

  iii. Scenario Two

        1. You notice that Joshua seems sad when he gets on the bus in the morning. At breakfast, he hardly eats anything. When you ask him if he's okay, he tells you that his puppy died last night. How can you use Empathy to help comfort your friend?

  iv. Scenario Three

        1. During math, Dio raises his hand to answer a question, but he says the wrong answer. The class starts to laugh and whisper, "he's not smart." How does this make Dio feel? How would you feel if you were Dio? What can you do to show Empathy towards Dio?

   v. Noble Knights

        1. Ask the class to share how they have used empathy as a noble knight this week

        2. Challenge the class to use empathy as Noble Knights

Lesson 5 (30 min.)

*Click on PurposeFull People > Scroll down to "Empathy" > Click on "Empathy: K-2, Values Practiced"

    I. Empathy Detective

      i. Give each student paper that has feeling faces on it. (See Attached Sheet) Read all of the feeling words together. Tell students that they are going to be Empathy Detectives to try to figure out how different kids are feeling! Read the scenarios below out loud and have students guess how each child in the scenario might be feeling. You could use pipe cleaners bent into pretend magnifying glasses or simply have students point to the different feeling faces.

         1. Shayla is trying to read a story. Bruni keeps talking to the child sitting next to her. Shayla cannot concentrate on her story! How does Shayla feel?

         2. Jack is playing a game with his friend Eric. Eric has won the game 3 times in a row. Eric starts to brag about winning. How does Jack feel?

         3. June has been working hard on her math facts. For the first time, she got every fact correct on the test! How does June feel?

        4. Peter is having a hard time finding someone to play with at recess. He walks around all by himself and never finds anyone. How does Peter feel?

        5. Rochelle has been looking forward to her first soccer game for weeks. Right before the game, it begins to storm and the game is cancelled. How does Rochelle feel?

    ii. Lead a discussion and ask:

        1. What did it feel like to be an Empathy Detective?

        2. How do you think you could be an Empathy Detective in real life?

        3. Read a few scenarios again. Ask students how they could use Empathy to help the child in that scenario.

        4. Ask students to make up their own scenario for their peers to guess how the person is feeling.

  b. Noble Knights

    i. Ask the class to share how they are using empathy as Noble Knights

Lesson 6 (30 min.)

* Click on PurposeFull People > Scroll down to "Empathy" > Click on "Empathy: K-2, Exit Intentionally"

    I. What'd We Learn About Empathy?

      ii. Talk about what you've learned about Empathy with your class. Has their understanding changed? What was the most memorable activity or lesson? Remind them of the definition for Empathy

        1. The ability to understand and connect to the feelings of another.

      iii. Ask them about a moment where they felt most challenged to practice Empathy. Share your favorite memory or moment of the month where you saw them or yourself learn about or practice Empathy well!

  c. Body Language and Feeling

    i. Think about how body language can show our feelings. How does anger look on our faces, our arms, our hands, our posture? What about sadness? Happiness? Fear? Confusion? Have students go around the circle one time and share body language that would represent their feelings for the week. If there is time, have them share why!

  d. Reflect on how getting to know other people help us have Empathy towards them. Challenge students to write on a sheet of paper or think to themselves about something others may not know about them. Ask for volunteers to share their reflection and celebrate similarities and differences among the class.

  e. Noble Knights

    i. Ask the class how they have used Empathy and how they are going to use empathy in the future as Noble Knights

Kindness
Lesson 7 (30 min.)
* Click on PurposeFull People > Scroll down to "Kindness" > Click on Classroom (Grades K-2)
> Click On "Kindness: K-2, Start Intentionally"

      I. Define Kindness

          a. Watch, "Color Your World With Kindness" (2:13)

          c. Ask. "There are some people who are black and white and some people that are in color. What's the difference between the two?" What did Kindness look like in the video? Was your favorite act of Kindness? How did you see the definition of Kindness come to life in the video? How does Kindness spread with these characters? How can it spread in our class? Our school?

          d. What does kindness look like?

               i. Project one of the following images at the beginning of each week and use them as a prompt to have a conversation about Kindness. Why does the image remind them of Kindness? How would they change the picture to make it even more Kind? At the end of the month, you can have students draw their own picture of Kindness!

      II. Jackie Chan

          a. Jackie Chan is a Chinese martial artist an movie star Chan is a goodwill ambassador for the United Nations traveling the world showing kindness and empathy for children who are sick or don't have I of mone' he's known for being exceptionally kind and supportive to his group that Jackie Chan stunt team and many of the members consider him a brother Jackie Chan has also shown kindness by founding multiple charities to support important causes

               i. Who is someone in your life that might need some kindness?

               ii. who is someone that needs kindness?

            ii. Ask students to talk about when someone was kind to them and how that made them feel.

            iii. How will you show kindness to someone today?

        f. Noble Knights

            i. Challenge the students to use Kindness as Noble Knights

Lesson 8 (30 min.)
* Click on PurposeFull People > Scroll down to "Kindness" > Click on Classroom (Grades K-2)
> Click On "Kindness: K-2, Engage Relationally"

      I. Kindness Shoutout

          a. Ask students to circle up on the carpet for a meeting. Explain that you are going to be introducing a new strategy to help students appreciate each other's

Kindness. Model how to point out an example of Kindness that you have noticed in the classroom.

For example: "I would like to give a shout-out to Jack. I noticed that he saw Jerome playing by himself at the sand table. I saw Jack go up to Jerome and ask if he wanted to play with him. Thanks for showing Kindness, Jack!"

Continue modeling shout-outs to help your students catch on to the concept and then allow students to try it out. Try circling up for Kindness shout-outs on a regular basis to help illustrate Kindness and provide positive reinforcement to students for being Kind.

II. Compliments with Kindness

    ii.   a. Before beginning this activity, practice how to give a meaningful compliment (For example: "Thanks for always making me laugh," can have more meaning when compared to, "I like your shoes." Tell students that they are going to be giving a compliment to a different classmate each round. For each round, call out a way for students to travel to their classmates using the examples below. Students should travel to their classmate, give a compliment to one another, and then stand next to each other until all students have found a buddy. Repeat the process using a different movement for each round.

Examples:

    2.   Tip-toe quietly
    3.   Hop on one foot
    4.   Crawl like a bear
    5.   Hop like a frog
    6.   March
    7.   Dance

    3.   Noble Knights

a.   Ask the students to share how they have been kind as Noble Knights this week. Challenge them to use kindness as Noble Knights this wee.

Lesson 9 (30 min.)
* Click on PurposeFull People > Scroll down to "Kindness" > Click on Classroom (Grades K-2) > Click On "Kindness: K-2, Respond with Empathy"

I.   Ask students to close their eyes and complete these sentences in their heads, I am kind to others when I, one thing I like about myself is, I am really good at, being kind makes me feel, I am amazing because

    a. Ask students to close their eyes and take slow, deep breaths. Read the following prompts out loud and have students complete the sentences inside their heads. Between each prompt, remind students to take a deep breath in and out. Prompts:

        a. I am Kind to others when I…
        b. One thing I like about myself is…
        c. I am really good at…
        d. Being Kind makes me feel…
        e. I am amazing because…

    b. Watch Sesame Street video "Try a Little Kindness" (1:54)
        a. https://www.youtube.com/watch?v=enaRNnEzwi4

II.   Scenarios
    a. Scenario 1
        1. What are some different ways the students in Mr. Milner's class can show Kindness to the adults in the school? This could be teachers, front desk and cafeteria staff, custodians, anyone!
    b. Scenario 2
        1. Saari was playing with Jenna when she got mad and blurted out, "I'm not going to be your friend anymore." How could you help Saari show more Kindness when she gets mad? What can the two girls do to work this problem out?
    b. Scenario 3
        a. Timothy was playing all alone at recess. He looked sad. When Jonathan asked him what was wrong, Timothy responded, "I'm

having a bad day." What are some ways Jonathan can show Kindness toward Timothy right away? How can Jonathan continue to show a little extra Kindness toward Timothy tomorrow, next week, and next month?

      c. Scenario 4

          a. Houston was dancing during recess because music was playing. Someone stood up and started to dance like him, but they were doing it to make fun of him. How can you show Houston Kindness in this moment?

      d. Noble Knights

          a. Ask the students to share how they have been using Kindness as Noble Knights

          b. Challenge them to use Kindness this week as Noble Knights

Lesson 10 (30 min)
* Click on PurposeFull People > Scroll down to "Kindness" > Click on Classroom (Grades K-2) > Click On "Kindness: K-2, Values Practiced

I. Kindess Mission

   a. Ask each student to choose someone who could use a boost of Kindness. It could be a classmate, staff member, or family member. Provide a variety of paper, envelopes, and art supplies. Allow each student to create a message of kindness to their selected person. Provide students with sentence starters to assist with generating Kindness. For younger students, create a template with a sentence starter on the paper with room to draw a picture. Sentence starter examples:

      i. Thank you for…

      ii. I appreciate you because...

      iii.   My favorite thing about you is…

      iv. It made me smile when you…

      v. I am grateful for you because…

  b. Discuss

  i. How did you feel as you were writing your message of Kindness?

      iv. ii. How will it feel when your message is read by your selected persii. How can we use continue this Kindness mission throughout the school year?

    III. Buoyed by Kindess (SEE LARS FOR MATERIALS)

a. You will need an egg (hard-boiled or fresh), a cup of water in a clear glass or vase, ¼ cup salt, a teaspoon, a spoon to stir, and a few paper towels in case of splashes or spills.

b. Start by telling students that this egg represents a student and the water represents their school. Drop the egg gently into the water (without salt) to show how he feels and ask students to make observations: I feel heavy, I'm drowning, I'm in over my head, etc..

c. Ask what they think might be happening to the student? Is he being teased, excluded, called names? Picked on, laughed at, bullied?

d. Ask how they think they feel: Sad, lonely, depressed, angry, confused, alone, left out?

e. Take the egg out of the water while students brainstorm what they could say to the student to make him feel better. Add a teaspoon of Kindness (salt) to represent each of their suggested compliments or kind words. Once you've got at least 10 suggestions, try putting the egg back into the water (his school). Ask for predictions; expect it to still sink.

f. Remove the egg one more time and brainstorm what it takes, in addition to words, to uplift someone so that they know that they matter. As students make their actionable Kindness suggestions, use the spoon to vigorously stir and mix in the proactive Kindness (until the salt is completely dissolved). Make the point that actions speak more loudly than words.
Ask for predictions, then put the egg back into the climate of Kindness. This time, buoyed by Kindness, it will float.

IV. Noble Knights
a. Ask the class to share how they have been using Kindess as Noble Knights.

b. Challenge them to continue to use Kindess and Empathy as Noble Knights

Appendix B

PurposeFull People SEL Intervention Fidelity Checklist

Intervention Steps (Circle Y   N)

Students are given time to ask questions about the lesson Y   N

Students have an opportunity to ask questions Y   N

Students are given an opportunity to practice above and beyond behaviors Y   N

Students are challenged to go Above and Beyond Y   N

Lesson concepts are conveyed accurately Y   N

Instructor models and gives examples of above and beyond behaviors Y   N

Behavioral observational data is being collected for instances of above & beyond behavior Y   N

Observer Name: _____
Date: _____

Classroom (circle one): 1   2   3

Appendix C

Teacher Social Validity/Acceptability Questionnaire

For each statement, circle one number that best describes how you feel about the intervention.

1. I can fit the lessons into my day

Strongly Agree	*Somewhat Agree*	*No Opinion*	*Somewhat Disagree*	*Strongly Disagree*
1	2	3	4	5

2. I wish I had more training on doing the lessons

Strongly Agree	*Somewhat Agree*	*No Opinion*	*Somewhat Disagree*	*Strongly Disagree*
1	2	3	4	5

3. I feltprepared to teach the lessons

Strongly Agree	*Somewhat Agree*	*No Opinion*	*Somewhat Disagree*	*Strongly Disagree*
1	2	3	4	5

4. I can record Above and Beyond Behaviors throughout the day

Strongly Agree	*Somewhat Agree*	*No Opinion*	*Somewhat Disagree*	*Strongly Disagree*
1	2	3	4	5

5. I have time to record Above and Beyond Behaviors throughout the day

Strongly Agree	*Somewhat Agree*	*No Opinion*	*Somewhat Disagree*	*Strongly Disagree*
1	2	3	4	5

6. It is clear to me what Above and Beyond Behavior is

Strongly Agree	*Somewhat Agree*	*No Opinion*	*Somewhat Disagree*	*Strongly Disagree*
1	2	3	4	5

7. I feel that this is important to learn about in my class

Strongly Agree	*Somewhat Agree*	*No Opinion*	*Somewhat Disagree*	*Strongly Disagree*

1	2	3	4	5

8. Children need more SEL in schools

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

9. I like the PurposeFull People (PurposeFul People) program

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

10. I would recommend this to other teachers

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

11. The students understood the content

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

12. The students enjoyed the lessons

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

13. Students demonstrated the skills form this lesson throughout the day

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

14. The lessons were easy to follow

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

15. The lessons are an appropriate length.

Strongly Agree	Somewhat	No	Somewhat	Strongly Disagree

	Agree	Opinion	Disagree	
1	2	3	4	5

16. I found it easy to incorporate the lesson material into other areas of my curriculum

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

17. I reminded students of the lessons taught throughout the day

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

18. I regularly acknowledged students who demonstrated the behavior

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

19. The lessons are age appropriate for my class

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

20. The structure of the content is clear and accessible

Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

Appendix D
Graduate Student Classroom Observation Form

Front of Form

Classroom Behavior Observation Form
Observer: _____ Teacher: _____ Date: _____ Start Time: _____ End Time: _____ Circle One: Baseline/Intervention
Classroom activity (circle): Whole group instruction / Pairs or small groups / Independent Work Time / Transition / Other (please specify _____)

Minute Marker	Time	Above & Beyond	Time	Above & Beyond
1	:00		:30	
2	:00		:30	
3	:00		:30	
4	:00		:30	
5	:00		:30	
6	:00		:30	
7	:00		:30	
8	:00		:30	
9	:00		:30	
10	:00		:30	
11	:00		:30	
12	:00		:30	
13	:00		:30	
14	:00		:30	
15	:00		:30	
16	:00		:30	
17	:00		:30	
18	:00		:30	
19	:00		:30	
20	:00		:30	
21	:00		:30	
22	:00		:30	
23	:00		:30	
24	:00		:30	
25	:00		:30	
26	:00		:30	
27	:00		:30	
28	:00		:30	
29	:00		:30	
30	:00		:30	

Comments:

Back of Form

Examples of Behaviors
Above and beyond behaviors can be defined as: Any <u>unprompted positive</u> behavior that
is active and directed towards others.
Helping the teacher voluntarily
Helping peer voluntarily
Standing up for others
Being thoughtful of new student or Purposely including other students
Picking up others' items with no reminders
Offering help to an adult
Helping others clean mess that is not theirs
Inviting others to play (someone outside of typical friend group i.e. new student)
See something needs to be done and does it
Picking up trash voluntarily in the classroom, hallway, outside, etc.
Being kind to a bullied classmate (anything that could be defined as heroic)
Helping others socially and academically
Sharing
Bring neighbor's materials that were left behind
Help injured student
Helping put away materials in P.E., Art, Music, Library, etc. voluntarily
Turning in a lost or found item
Holding the door for an elderly adult
Cheering up a sad classmate
Taking charge of a group or Voluntarily taking on a leadership role
Organizing bookshelf, play area, reading pillows, etc.
Encouraging peers to make good choices
Pushing in someone else's chair or putting up other's chair at end of the day
Helping or including a disabled classmate in any capacity